

Content Area: Visual & Performing Arts (NJSL-S-VPA 2.1 - 2.5)
 Visual & Performing Arts: Music History
 Grade: 9-12

Dev. Date: 2022 -2023

| Marking Period | Unit Title | Recommended Instructional Days |
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| 4 | Marking Period 4 | 1 Marking Period |
| <i>Artistic Process:</i> | Anchor Standard: <i>General Knowledge & Skills</i> | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit |
| Creating Performing Responding Connecting | Standard 2: Organizing and developing ideas. Standard 4: Selecting, analyzing, and interpreting work. Standard 6: Conveying meaning through art. Standard 8: Interpreting intent and meaning Standard 9: Applying criteria to evaluate products. | |
| <i>Artistic Practice:</i> | Performance Expectation/s: | |

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| <p>Creating</p> <ul style="list-style-type: none"> • Imagine • Plan/Make • Evaluate/Refine <p>Performing</p> <ul style="list-style-type: none"> • Rehearse/Evaluate/Refine • Select/Analyze/Interpret • Present <p>Responding</p> <ul style="list-style-type: none"> • Select/Analyze • Evaluate • Interpret <p>Connecting</p> <ul style="list-style-type: none"> • Interconnect | <p>1.3B.12prof.Cr2 b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).</p> <p>1.3B.12prof.Pr4 c. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators’ intent.</p> <p>1.3B.12prof.Pr6 a. Share live or recorded performances of works (both personal and others’) and explain how the elements of music and compositional techniques are used to convey intent.</p> <p>1.3B.12prof.Re8 a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>1.3B.12prof.Re9 a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory</p> | <p>Sample Music Fundamentals Lesson Plan for Marking Period 1</p> <p>Class: Music History - 40 minutes</p> <p><u>Hip Hop & Rap</u></p> <ul style="list-style-type: none"> • Read “Hip Hop” (Music - The Definitive Visual History) • Discuss how the origins of Hip Hop and its connection to life in the inner city. • Explore how Hip Hop & Rap have evolved and how technology has affected its growth. • Listen to key works by Hip Hop and Rap legends - Grandmaster Flash, Public Enemy, Dr. Dre, Queen Latifa, Missy Elliot, De La Soul, Wu-Tang Clan, Outkast, Tupac, Biggie Smalls, Jay-Z, Drake, etc. <p><u>Digital Revolution</u></p> <ul style="list-style-type: none"> • Read “Digital Revolution” - (Music - The Definitive Visual History) • Discuss how consumers have purchased and listened to music from the early 20th century until today: vinyl, 8track, cassette, CD, downloads and streaming. • Explain how streaming services have affected how artists receive royalties and the overall impact that has had on the music industry. • Discuss the process for an independent musician to write, record, and distribute a single or album, and how that artist goes about collecting royalties for their work. |
| <p>Enduring Understanding/s:</p> | <p>Essential Question/s:</p> | |

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| <p>1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>3. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>4. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent</p> <p>5. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>1. How do musicians make creative decisions?</p> <p>2. How does understanding music theory inform a musician's performance?</p> <p>3. How do context and the manner in which musical work is presented influence audience response?</p> <p>4. How do we discern the musical creators' and performers' expressive intent?</p> <p>5. How do we judge the quality of musical work(s) and performance(s)?</p> |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> |

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| <p>SEL/Create - (1) Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>SEL/Perform - (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>SEL/Respond - (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>SEL/Connect - (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> | <p>SEL/Create</p> <p>CONSOLIDATED EU EU: One ' s feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p>CONSOLIDATED EQ : How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works</p> <p>CONSOLIDATED EQ EQ: How do varying degrees of self-confidence affect the performance/presentation/ production of artistic works?</p> <p>SEL/Respond</p> <p>CONSOLIDATED EU The perception, analysis, and interpretation of artistic works uniquely influence one ' s thoughts and feelings.</p> <p>CONSOLIDATED EQ How can responding to artistic works inform one ' s awareness of their thoughts and feelings?</p> <p>SEL/Connect</p> |
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| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> •Peer and self feedback in critical response format. | | <u>Benchmarks:</u> • Written Tests/Quizzes <u>Summative Assessments:</u> • Classwork | |
| Differentiated Student Access to Content: Teaching and Learning Resources/Materials | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> • Burkholder, Grout, Palisca, <i>A History of Western Music</i>, (W. W. Norton & Co. 2019) • Darling Kindersley, <i>Music - The Definitive Visual History</i>, (Penguin Random House 2013) • Darling Kindersley Limited, <i>The Classical Music Book - Big Ideas Simply Explained</i>, Penguin Random House 2018 • Nancy Bachus & Tom Gerou, <i>Great Music & Musicians</i>, Alfred Music | <ul style="list-style-type: none"> • Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quizzes or test to their individual special needs, as well as to discuss whether or not homework is appropriate. • Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. | <ul style="list-style-type: none"> • Allow access to supplemental materials, including the use of online bilingual dictionary. • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs | <ul style="list-style-type: none"> • Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors. |
| Supplemental Resources | | | |

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Technology:

• Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.

- Noteflight Notation Software

Other:

- N/A

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
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| <ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. | <ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). • Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. • Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. | <ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. | <ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit. |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. |
| | <i>Performance Expectation/s:</i> | <ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. |
| | Career Readiness, Life Literacies, & Key Skills Practices | |

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| | <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being. <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity. <input checked="" type="checkbox"/> CRP12 Work productively in teams while using cultural global competence. |
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| New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map) | | | | | | | |
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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> |