



Music Explorations

9-12, Fine & Performing Arts

Reviewed By: Mr. Vincent Vicchiariello

Adopted: Fall 2023; **Reviewed & Readopted:** Fall 2026

Scope and Sequence

Month	Unit 1: Elements of Music	Unit 2: Music Literacy & Performance	Unit 3: Music Technology & Composition
September (MP 1)			
October (MP1)			
November (MP 2)			
December (MP 2)			
January (MP 3)			
February (MP 3)			
March (MP 3)			
April (MP 4)			
May (MP 4)			
June (MP 4)			

Unit 1
Elements of Music
Summary and Rationale

Unit Summary This unit provides students varied opportunities to study music in a non-performance-oriented learning atmosphere. Students will develop an understanding of musical elements and concepts including melody, rhythm, form, harmony, timbre, and expressive elements at a proficient level . Singing, moving, and playing pitched and unpitched instruments are an integral part of the music curriculum and there is an emphasis in creating, listening, history and performing.	
Recommended Pacing	
12 Weeks	
Standards	
NJSLS: Visual and Performing Arts - Music Composition and Theory (link)	
Anchor Standard 7: Perceiving and analyzing products.	
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as a composer, performer, and/or listener.
Anchor Standard 9: Applying criteria to evaluate products.	
1.3B.12prof.Re9a	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3B.12prof.Cn10a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3B.12prof.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills (2020)

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Instructional Focus

Enduring Understandings:	Essential Questions:
Anchor Standard 7: Perceiving and analyzing products.	
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	- How do individuals choose music to experience? - How does understanding the structure and context of music inform a response?
Anchor Standard 9: Applying criteria to evaluate products.	
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Evidence of Learning (Assessments)	
• Classroom Observations, Questioning, and Discussions • Final Projects (rubric) • Pre and post assessments • Self-evaluations (rubric) • Thinking Routines (link) • Independent/Group Testing	
Objectives (SLO)	
Students will understand:	Students will be able to:
• The element of music: rhythm ○ beat vs. rhythm ○ tempo • The element of music: Melody ○ pitch ○ line • The element of music: timbre ○ texture ○ instruments ○ orchestration • The element of music: form ○ phrases • The element of music: expression ○ dynamics ○ articulation	• Identify and define the elements of music including rhythm, melody, timbre, form, and expression through listening and analysis. • Describe, compare, and contrast musical compositions by genre using content specific vocabulary. • Articulate and discuss the quality of musical performance using criteria for evaluation. • Assess performance using the elements of music based on criteria. • Compare and contrast diverse compositions. • Compare and contrast relationships between music and other forms of art.
Suggested Resources/Technology Tools	
• Teacher Websites • Google Classroom • District/School Website • District Email	
Modifications	
Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to: • Follow individual IEP/504 plans for specific modifications. • Preferential seating • Extended/Additional time for assessments • Behavior management support • Assignments/resources in electronic and physical format • Break down assignments with oral directions, written directions, and visuals.	

- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee.
 CRP2: Apply appropriate academic and technical skills.
 CRP3: Attend to personal health and financial well-being.
 CRP4: Communicate clearly and effectively and with reason.
 CRP5: Consider the environmental, social and economic impacts of decisions.
 CRP6: Demonstrate creativity and innovation.
 CRP7: Employ valid and reliable research strategies.
 CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9: Model integrity, ethical leadership and effective management.
 CRP10: Plan education and career paths aligned to personal goals.
 CRP11: Use technology to enhance productivity.
 CRP12: Work productively in teams while using cultural global competence.

Music Literacy & Performance	
Summary and Rationale	
Unit Summary This unit contains the musical skills and tools that students need to engage in the artistic process of performing independently and collaboratively at the novice level . The students will build music literacy and explore different forms of musical expression through teacher chosen exercises and repertoire.	
Recommended Pacing	
12 Weeks	
Standards	
NJSL: Visual and Performing Arts - Music Ensembles (link)	
Anchor Standard 4: Selecting, analyzing and interpreting work.	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
Anchor Standard 6: Conveying meaning through art.	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative

	methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills (2020)

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Instructional Focus

Enduring Understandings:	Essential Questions:
--------------------------	----------------------

Anchor Standard 4: Selecting, analyzing and interpreting work.

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.	How do performers select repertoire?
--	--

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their performance?
--	--

Anchor Standard 6: Conveying meaning through art.

• Musicians judge performance based on criteria that vary across time, place, and cultures. • The context and how a work is presented influence audience response.	• When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response?
Evidence of Learning (Assessments)	
• Classroom Observations, Questioning, and Discussions • Final Projects (rubric) • Pre and post assessments • Self-evaluations (rubric) • Thinking Routines (link) • Independent/Group Testing	
Objectives (SLO)	
Students will understand:	Students will be able to:
• How to identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as numbers, letter names, note names, or scale degrees • How to define concepts of music notation, intervals, and chord structure using appropriate terminology • How to define concepts of rhythm and meter using appropriate terminology and counting systems; • How to explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance	• Describe various aspects of aurally performed music in terms of melody, harmony, tempo, texture and make comparisons between performances • Identify various elements of musical texture and place them in the correct prioritized relationship. • Describe how our system of music notation works to identify pitch referencing staff, clef, and ledger lines. • Count rhythms using appropriate counting systems and be able to describe how time signatures work. • Describe how elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, dynamics influence the effectiveness of a musical work they are performing. • Read and notate music that incorporates rhythmic patterns in simple meters (2/4, 3/4, 4/4, 4/8, etc.). • How to read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.
Suggested Resources/Technology Tools	
• Classroom Observations, Questioning, and Discussions • Teacher Observation of student performances • Student Reflections • Final Projects (rubric) • Performance Evaluations • Pre and post assessments • Self-evaluations (rubric) • Thinking Routines (link) • Independent/Group Testing	

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Unit 3

Intro to Music Technology & Composition

Summary and Rationale

Unit Summary

This unit will introduce students, both with and without music backgrounds, to computer-based ways of creating, capturing, manipulating, and producing musical ideas. It is designed to foster the following skills in our students:

- The understanding of music theory and its application to using Digital Audio Workstations (DAW) efficiently to generate, create, and capture their musical ideas.
- Understanding how to apply different appropriate terms to similar phenomena when working with music and sound basics.

Recommended Pacing

16 Weeks

Standards

NJSLS: Visual and Performing Arts - Music Technology ([link](#))

Anchor Standard 1: Generating and conceptualizing ideas.

1.3E.12prof.Cr1a	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
------------------	--

Anchor Standard 2: Organizing and developing ideas.

1.3E.12prof.Cr2a	Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
------------------	---

Anchor Standard 3: Refining and completing products.

1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
------------------	--

1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
------------------	---

SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
--------------------------------	--

SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
---------------------------------	--

SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
----------------------------------	---

SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure
-------------------------------------	---

	15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
Instructional Focus	
Enduring Understandings:	Essential Questions:
Anchor Standard 1: Generating and conceptualizing ideas.	
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
Anchor Standard 2: Organizing and developing ideas.	
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
Anchor Standard 3: Refining and completing products.	
Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?
Evidence of Learning (Assessments)	
- Classroom Observations, Questioning, and Discussions - Final Projects (rubric) - Pre and post assessments - Self-evaluations (rubric) - Thinking Routines (link) - Independent/Group Testing	
Objectives (SLO)	
Students will understand:	Students will be able to:

• How to explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through music notation software and digital audio workstations • How to create a composition utilizing music notation software and digital audio workstations	• Create music using music notation software. • Interpret musical symbols, terms, and signs used in music literature. • Accurately notate single line and multiple line arrangements and compositions, including any lyrics. • Demonstrate knowledge of meters and key signatures. • Demonstrate knowledge of basic chords and chord progressions and cadences. • Notate expressive markings. • Identify and operate basic controls in a Digital Audio Workstation. • Manipulate pre-recorded sounds and files • Utilize basic sound editing tools (crossfade/ split track). • Compose musical ideas using recognizable musical structures and forms. • Explore and employ various musical electronic media and computer music software applications. • Demonstrate techniques for creating an acoustically pleasing mix of multi-layer tracks.
Suggested Resources/Technology Tools	
• Teacher Websites • Google Classroom • District/School Website • District Email • https://www.bandlab.com/studio (free online digital audio workstation) • https://flat.io/ (free music notation website)	
Modifications	
Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to: • Follow individual IEP/504 plans for specific modifications. • Preferential seating • Extended/Additional time for assessments • Behavior management support • Assignments/resources in electronic and physical format • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task and reinforce on-task behavior • Work on organizational skills • Provide visual supports • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide/Para assistance • Demonstrations of techniques on an individual level • Show slide presentations to encourage exploration of project ideas	

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.