

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Guitar</b>	<b>Grade Level(s):7 and 8</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: October 20, 2016</b>	<b>Revision Date(s): October 2019; September 2022</b>

## **ABSTRACT**

Music 7 – Beginning guitar is designed by teach the concepts and fundamentals needed to perform on the guitar. Students will explore the theoretical concepts needed to successfully read and write music. This course will also increase musical understanding of chords, scales, note reading and basic strumming. Styles of guitar playing will include the blues, folk, rock and classical. Students will be expected to practice and play during class on a daily basis.

1. Students develop a strong sense of rhythm, pitch, timing, note recognition, meter, tempo, clef recognition and musical vocabulary throughout this course. Students will be able to demonstrate their knowledge and understanding of these musical concepts through the consistent performance, formative testing, summative testing and peer to peer critique.
2. Students perform independently and in groups and apply a theoretical understanding of musical terminology to their classroom performance.
3. Students learn how to care for and maintain their instruments throughout the 18-week period.
4. Students will examine the effect music had on popular guitarists both past and present.

**Proficiencies and Pacing Guide:**

**Course Title: Music 7 - Guitar**

**Prerequisite(s): None**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1:</b> Understanding Musical Concepts and Theory	2 Weeks  Semester 1 September  Semester 2 February	NJSLS VPA. ● 1.3A.8.Cr2b	<ul style="list-style-type: none"> <li>Students will understand that identifying musical elements is the key to music literacy.</li> <li>Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music.</li> </ul>	<ul style="list-style-type: none"> <li>Show the proper finger technique on the fret board.</li> <li>Tuning and guitar maintenance</li> <li>Read music in relation to guitar performance.</li> <li>Correct way to hold the guitar.</li> </ul>
<b>Unit 2:</b> Performing Musical Pieces and Applying Musical Concepts	13 Weeks	NJSLS VPA. <ul style="list-style-type: none"> <li>1.3A.8.Pr4c</li> <li>1.3A.8.P4d</li> <li>1.3A.8.Pr4e</li> <li>1.3A.8.Pr5a</li> <li>1.3A.8.Pr6a</li> <li>1.3A.8.Pr6b</li> </ul>	<ul style="list-style-type: none"> <li>Students will synthesize the basic musical concepts learned into the performance of selected piano repertoire.</li> <li>Students will be able to perform independently for teacher.</li> <li>Students will be able to perform in in a large group setting.</li> </ul> <p>Students will be able to use musical vocabulary to critique their performance.</p>	<ul style="list-style-type: none"> <li>Play on empty strings and learn their names.</li> <li>Play single notes on the first through the sixth strings on the guitar.</li> <li>Strum appropriately using a downward or upward stroke as necessary.</li> <li>Count and play through notes appropriately.</li> <li>Play individually and in groups chords and single note melodies.</li> </ul>
<b>Unit 3:</b> Basic Chords, practice, performance and music choice performance	11 Weeks  October- December	NJSLS VPA. <ul style="list-style-type: none"> <li>1.3A.8.Pr4c</li> <li>1.3A.8.P4d</li> <li>1.3A.8.Pr4e</li> <li>1.3A.8.Pr5a</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to play full bodied chords.</li> <li>The students will be able to play duets with another in the class. 11 Weeks</li> </ul>	<ul style="list-style-type: none"> <li>Play individually and in groups.</li> <li>Play full-bodied chords and be able to compare and contrast to single</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
	May- June	<ul style="list-style-type: none"> <li>• 1.3A.8.Pr6a</li> <li>• 1.3A.8.Pr6b</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to switch chords fluently.</li> <li>• The students will be able to play different genres of music including but not limited to blues, pop, rock, folk etc.</li> </ul>	<p>finger chords.</p> <ul style="list-style-type: none"> <li>• Perform music in front of their peers as an individual and in groups.</li> <li>• Perform simple songs using certain chord structures</li> </ul>

<b>Unit: 1:</b> Understanding Musical Concepts and Theory	<b>Recommended Duration:</b> 2 Weeks in September and in January
<b>Unit Description:</b> This unit is an introduction to the basic elements of music theory. Throughout this unit, students will be introduced to the concepts of music theory as it relates to this course, basic pitch notation, meter and rhythm, note duration and recognition, dynamics, tempo and vocabulary. Students will demonstrate their understanding of these musical concepts by writing musical documents and critiquing the work of others.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Why is it important for music students to learn and understand music theory?</p> <p>How do the varied concepts of music come together to form a musical composition?</p>	<ul style="list-style-type: none"> <li>• The process of creating music is a highly personal one but does reflect the culture and historical background of the artist. A common vocabulary allows artists of varied cultures and backgrounds to gain insight, understanding and appreciation of each other’s works.</li> <li>• The process of creating music is neither haphazard nor random. The way that the elements of rhythm, melody and harmony are used by each artist results in an aesthetically pleasing but unique composition. This, taken with the cultural and historical background of the artist, accounts for the wide diversity of styles of music.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<ul style="list-style-type: none"> <li>• 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that identifying musical elements is the key to music literacy.</li> <li>• Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to understand the parts of the guitar and be able to demonstrate their function.</li> <li>• The students will understand the relative tuning system using the battery operated guitar tuner as a reference pitch.</li> <li>• The students will be able to replace a broken string on a guitar.</li> <li>• The students will be able to read and perform music on the treble clef staff.</li> <li>• The students will be able to draw the note/rest value pyramid, allowing them to see relative note/rest values.</li> <li>• The students will understand the relationship between different notes and rests.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> <li>• Rehearsal technique</li> <li>• Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Tune guitar on a daily basis.</li> <li>• Recall note names on a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain your guitar daily.</li> <li>• Change a guitar string and tune appropriately.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of guitar music.</li> <li>• Replace a string on a guitar and tune.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Guitar tuning and maintenance</li> <li>• Read music pertaining to guitar music.</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Test in alternative site</li> <li>• Allow for re-dos</li> <li>• Provide study guides prior to tests.</li> <li>• Truncated/shortened assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Translation when possible</li> <li>• Truncated/shortened assessments when necessary.</li> <li>• Additional time to complete tasks/projects</li> <li>• No penalty for spelling errors</li> <li>• Read test passages/articles aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Read test passages/articles aloud</li> <li>• Provide study guides prior to tests.</li> <li>• Highlight key directions</li> <li>• Order test items from least complex to most complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a student helper</li> <li>• Accept short answers if detailed and thorough.</li> </ul>

<b>Instructional Strategies :</b>
<ul style="list-style-type: none"> <li>Organizing students to interact with new information</li> <li>Chunking</li> <li>Providing Resources and Guidance</li> </ul>

<b>Possible Instructional Modifications /Accommodations/Differentiation:</b>			
<p><b>Special Education Students</b></p> <ul style="list-style-type: none"> <li>Review of Directions</li> <li>Preferential Seating</li> <li>Follow a routine/schedule</li> <li>Teach time management skills</li> <li>Immediate feedback</li> <li>Alternate learning goals/objectives</li> <li>Shortening assignment</li> <li>Modified Grading</li> </ul>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Peer note taking</li> <li>Extra Visual and verbal cues and prompts</li> <li>Preferential Seating</li> <li>No penalty for spelling errors</li> </ul>	<p><b>At- Risk Learners</b></p> <ul style="list-style-type: none"> <li>Peer note taking</li> <li>Change level of difficulty</li> <li>Extra Visual and verbal cues and prompts</li> <li>Preferential Seating</li> <li>No penalty for spelling errors</li> </ul>	<p><b>Advanced Learners</b></p> <ul style="list-style-type: none"> <li>Help others with personalized examples.</li> <li>Peer to peer help</li> <li>Varied reinforcement procedures.</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> Guitar, Tune, Maintain, notes a,b,c,d,e,f,g, staff, treble clef
<b>Non-Essential:</b> tempo, dynamics, accent, solo

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>E/LA:  <i>NJ SLSA R5.RI.8.4 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact</p>	<ul style="list-style-type: none"> <li>List specific technology used by students</li> <li>List how the specific technology aids in instruction</li> </ul> <p>The students can use a tuner app on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<p>Give a brief description of how themes connect to the unit (use only the ones that apply to your unit)</p> <ul style="list-style-type: none"> <li><b>Global Awareness</b> Show respect for music from other cultures.</li> <li><b>Health Literacy</b> Students play with proper breathing and posture.</li> <li><b>Civic Literacy</b></li> </ul>	<p>Give a brief description of how skills connect to the unit (use only the ones that apply to your unit)</p> <ul style="list-style-type: none"> <li><b>Creativity &amp; Innovation</b> Describing aural examples of a part of music or a rhythm.</li> <li><b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li><b>*Information &amp; Communication</b> Explain ways other content outside of the</li> </ul>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Mathematics: NJSLS 7.RP – <i>Analyze proportional Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts: NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i> Compare and contrast the use of structural forms and the manipulation</p>		<p>Identify the roles of musicians in different cultures</p> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b></li> </ul> <p>Discuss the roles of a professional musician and their involvement in a final production.</p>	<p>arts are related to music.</p> <ul style="list-style-type: none"> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b></li> </ul> <p>Identify different musical settings in which musicians can perform.</p> <p>Describe the aesthetic nature of music and how elements of music can affect one’s response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i> Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art</p> <p>21<sup>st</sup> Century Life and Careers: NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p>			

<b>Resources:</b>
<b>Texts/Materials:</b> <ul style="list-style-type: none"> <li>Alfred Beginning Guitar Methods Book1 and 2. Teacher generated chord sheet.</li> </ul>



<b>Unit: 2 Notes on the Strings, strumming and single note songs and 3 string chords, music performance</b>	<b>Recommended Duration: 3 Weeks</b>
<b>Unit Description:</b> This unit is intended to introduce students to notes on the strings of the guitar, strumming and performance of single note songs, 3 string chords, and music performance in groups and individually.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
Why do we need to know note names in the treble clef? Why is the way we strum a guitar important?	<ul style="list-style-type: none"> <li>Knowing the note names on the treble clef staff is imperative for learning to play the guitar.</li> <li>Learning the notes on the guitar strings will help you recognize chord structure and help you read music.</li> <li>The way we strum a guitar will affect the sound of the music.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<ul style="list-style-type: none"> <li>Play on empty strings and learn their names.</li> <li>Play single notes on the first through the sixth strings on the guitar.</li> <li>Strum appropriately using a downward or upward stroke as necessary.</li> <li>Count and play through notes appropriately. Play individually and in groups chords and single note melodies.</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to play notes on single string, double string and three finger chords.</li> <li>The students will be able to follow along in a piece of music.</li> <li>The students will be able to name note names on the strings of the guitar.</li> <li>The students will develop their playing skills through practice and performance.</li> <li>The students will understand note durations and counting.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art.</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>Daily practice exercise.</li> <li>Rehearsal technique</li> </ul>	<ul style="list-style-type: none"> <li>Performance of Music</li> <li>Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>Strumming assessments</li> <li>Chord assessments</li> <li>Note recognition assessment</li> </ul>	<ul style="list-style-type: none"> <li>Perform the correct notes on the guitar strings and be able to label them aurally.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>Describe the musical concepts that make up a piece of guitar music.</li> <li>Perform simple tunes and melodies on the acoustic.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>Performance of various pieces of music.</li> <li>Perform musical concepts contained in a piece of music.</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Read directions to student</li> <li>Highlight key directions</li> <li>Allow for re-dos/retakes</li> <li>Pace long-term assignments</li> <li>Chunk Long-term assignments</li> <li>Truncated/shortened assessment</li> </ul>	<ul style="list-style-type: none"> <li>Additional time</li> <li>Read directions to student</li> <li>Highlight key directions</li> <li>Allow for re-dos</li> <li>Truncated/shortened assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent rest breaks</li> <li>Additional time</li> <li>Allow for re-dos</li> <li>Chunk long term assignments</li> </ul>	<ul style="list-style-type: none"> <li>Pace long-term projects</li> <li>Preview test procedures</li> <li>Eliminate redundant test questions.</li> <li>Choice of test format</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ul style="list-style-type: none"> <li>Organizing students to interact with new information</li> <li>Chunking</li> <li>Providing Resources and Guidance</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Review of Directions</li> <li>Additional time for assignments</li> <li>Preferential seating</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Teach time management skills</li> <li>Personalized examples</li> <li>Change level of difficulty</li> <li>Shortening assignment</li> <li>Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>Review of Directions</li> <li>Concrete examples</li> <li>Peer performance help</li> <li>Truncated/shortened assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Additional time for assignments</li> <li>Concrete examples</li> <li>Study sheets and outlines</li> <li>Adjusted assignment timelines</li> <li>Change level of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>Peer to Peer helper</li> <li>Immediate feedback</li> <li>Adjusted assignment timeline</li> <li>Alternate Learning Goals/objectives</li> </ul>

Unit Vocabulary:
<p><b>Essential:</b> E String, A string, D string, G string, B string, E string, staff, treble clef, time signature, notation, pitch</p> <p><b>Non-Essential:</b> tempo, dynamics, accent, solo</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
E/LA:	The students can use a tuner app	<ul style="list-style-type: none"> <li><b>Global Awareness</b></li> </ul> Show respect for music from other	<ul style="list-style-type: none"> <li><b>Creativity &amp; Innovation</b></li> </ul> Describing aural examples of a part of

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>Mathematics:</p> <p>NJSLS 7.RP – <i>Analyze proportional Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements</p>	<p>on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<p>cultures.</p> <ul style="list-style-type: none"> <li>• <b>Health Literacy</b> Students play with proper breathing and posture.</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures</li> </ul> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional musician and their involvement in a final production.</li> </ul>	<p>music or a rhythm.</p> <ul style="list-style-type: none"> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>*Information &amp; Communication</b> Explain ways other content outside of the arts are related to music.</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b></li> </ul> <p>Identify different musical settings in which musicians can perform.</p> <p>Describe the aesthetic nature of music and how elements of music can affect one’s response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music,</p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>theatre and visual art</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Library:</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>Beginning Guitar Superbook 5 books in one, various pieces of music.</li> </ul>

<b>Unit: 3 Basic Chords, practice, performance and music choice performance</b>	<b>Recommended Duration: 11 Weeks</b>
<b>Unit Description:</b> This unit is intended to introduce students to basic chords, music practice, performance and music choice performance.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What is a lead sheet? Why is knowing the notes and the chords on a piece of music important?</p>	<ul style="list-style-type: none"> <li>• music lead sheets are simply the melody of a song, with chord symbols added above the notes. For a guitar player, usually the guitarist sings the melody and strums or picks the notes of the chord. Or in pairs one instrumentalist can play the melody while another plays the chords.</li> <li>• Knowing the notes and chords on a piece of music will allow you to play successfully a lead sheet.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals: Students will.....</b>	<b>Learning Objectives: Students will be able to.....</b>
<p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<ul style="list-style-type: none"> <li>• The students will be able to learn the basics of tablature.</li> <li>• The students will learn the basic fingering of tab. PIMA</li> <li>• The students will be able to perform a piece of music using tablature instead of traditional music.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able demonstrate full bodied chords using various strings on the fret board.</li> <li>• The students will be able to follow along a lead sheet.</li> <li>• The students will be able to recognize and interpret different key signatures including; c, g, d, and A major.</li> <li>• The students will develop their playing skills through practice and performance.</li> <li>• The students will be able to read music and repeat where noted on the music.</li> </ul>



Relevant Standards:	Learning Goals: Students will.....	Learning Objectives: Students will be able to.....
<p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art.</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – <i>Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</i></p>		

Relevant Standards:	Learning Goals: Students will.....	Learning Objectives: Students will be able to.....
NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> <li>• Rehearsal technique</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of Music</li> <li>• Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Note Identification assessment</li> <li>• Chord assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Perform various pieces of music for guitar.</li> <li>• Demonstrate the correct chords on the guitar strings and be able to label them aurally.</li> <li>• Perform in the right key signature.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of guitar music.</li> <li>• Perform chords and notes in pieces of music.</li> <li>• Practice chords and notes on the guitar along with proper posture and finger placement.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Performance of various pieces of music.</li> <li>• Perform musical concepts contained in a piece of music.</li> <li>• Proper performance of chords and notes within a piece of music.</li> <li>• Perform individually and in groups.</li> </ul>

<b>Possible Assessment Modifications /Accommodations/ Differentiation:</b>			
<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At- Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos/retakes</li> <li>• Pace long-term assignments</li> <li>• Chunk Long-term assignments</li> <li>• Truncated/shortened assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos</li> <li>• Truncated/shortened assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> <li>• Allow for re-dos</li> <li>• Chunk long term assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Pace long-term projects</li> <li>• Preview test procedures</li> <li>• Eliminate redundant test questions.</li> <li>• Choice of test format</li> </ul>

<b>Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):</b>
<ul style="list-style-type: none"> <li>• Organizing students to interact with new information</li> <li>• Chunking</li> <li>• Providing Resources and Guidance</li> </ul>

<b>Possible Instructional Modifications /Accommodations/Differentiation:</b>			
<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At- Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Additional time for assignments</li> <li>• Preferential seating</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Personalized examples</li> <li>• Change level of difficulty</li> <li>• Shortening assignment</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Concrete examples</li> <li>• Peer performance help</li> <li>• Truncated/shortened assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Concrete examples</li> <li>• Study sheets and outlines</li> <li>• Adjusted assignment timelines</li> <li>• Change level of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Peer to Peer helper</li> <li>• Immediate feedback</li> <li>• Adjusted assignment timeline</li> <li>• Alternate Learning Goals/objectives</li> </ul>

**Unit Vocabulary:****Essential:** staff, treble clef, time signature, notation, pitch, chords, key signature, repeat**Non-Essential:** aural, fret board, strings

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>E/LA:</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>Mathematics:</p> <p>NJSLS 7.RP – <i>Analyze proportional Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p>	<p>The students can use a tuner app on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b> Show respect for music from other cultures.</li> <li>• <b>Health Literacy</b> Students play with proper breathing and posture.</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures</li> </ul> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional musician and their involvement in a final production.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b> Describing aural examples of a part of music or a rhythm.</li> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>*Information &amp; Communication</b> Explain ways other content outside of the arts are related to music.</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b> Identify different musical settings in which musicians can perform.</li> </ul> <p>Describe the aesthetic nature of music and how elements of music can affect one’s response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies,</i></p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p><i>judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Library:</p>			

**Resources:**

- Texts/Materials:**
- Beginning Guitar Superbook 5 books in one, various pieces of music.

Resources:	
<b>Unit: 4 Guitar Tablature</b>	<b>Recommended Duration: 2 Weeks</b>
<ul style="list-style-type: none"> <li><b>Unit Description:</b> This unit is intended to have identify tablature and how to use it in performance instead of traditional music. This unit also will identify the fingers used I tab.</li> </ul>	

Essential Questions:	Enduring Understandings:
<p>How is tablature different from traditional music?</p> <p>What is the relationship between tablature and traditional music?</p>	<ul style="list-style-type: none"> <li>There are many ways to play guitar and read music. You can play chords, traditional music, fingerpick and read tablature. Tablature uses finger positions and fret positions instead of traditional music.</li> <li>Music is related in many ways no matter what it looks like. Tablature is another way of showing chords and finger positions instead of notes and note positions on a traditional staff; however, the end goal is the same. It is just another way to read guitar music.</li> </ul>

Relevant Standards:	Learning Goals: Students will.....	Learning Objectives: Students will be able to.....
<p>NJSLS VPA 1.3.8.B.1 – <i>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</i></p> <p>Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation</p> <p>NJSLS VPA 1.3.8.B.2 – <i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<ul style="list-style-type: none"> <li>The students will be able to learn the basics of tablature.</li> <li>The students will learn the basic fingering of tab. PIMA</li> <li>The students will be able to perform a piece of music using tablature instead of traditional music.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and perform individually and in groups.</li> <li>Play tablature and compare it to traditional music reading.</li> <li>Perform music in front of their peers as an individual and in groups.</li> <li>Perform simple songs using tablature</li> </ul>

Relevant Standards:	Learning Goals: Students will.....	Learning Objectives: Students will be able to.....
<p>NJSLS VPA 1.3.8.B.3 – <i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> <li>• Rehearsal technique</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of Music</li> <li>• Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Note Identification assessment</li> <li>• Chord assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Perform various pieces of music for guitar.</li> <li>• Demonstrate the correct chords on the guitar strings and be able to label them aurally.</li> <li>• Perform in the right key signature.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Research a famous guitar musician.</li> <li>• Create a PowerPoint presentation.</li> <li>• Perform a piece of music by chosen musician.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Perform a piece of music by a popular guitarist or band.</li> <li>• Present a PowerPoint</li> </ul>



Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> <li>• presentation on chosen guitarist.</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos/retakes</li> <li>• Pace long-term assignments</li> <li>• Chunk Long-term assignments</li> <li>• Truncated/shortened assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos</li> <li>• Truncated/shortened assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> <li>• Allow for re-dos</li> <li>• Chunk long term assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Pace long-term projects</li> <li>• Preview test procedures</li> <li>• Eliminate redundant test questions.</li> <li>• Choice of test format</li> </ul>

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ul style="list-style-type: none"> <li>• Providing clear learning goals and scales</li> <li>• Previewing New Content</li> <li>• Noticing when students are not engaged</li> <li>• Understanding students' interests and background</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Additional time for assignments</li> <li>• Preferential seating</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Concrete examples</li> <li>• Peer performance help</li> <li>• Truncated/shortened assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Concrete examples</li> <li>• Study sheets and outlines</li> <li>• Adjusted assignment timelines</li> <li>• Change level of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Peer to Peer helper</li> <li>• Immediate feedback</li> <li>• Adjusted assignment timeline</li> <li>• Alternate Learning Goals/objectives</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation:			
<ul style="list-style-type: none"> <li>• Personalized examples</li> <li>• Change level of difficulty</li> <li>• Shortening assignment</li> <li>• Modified grading</li> </ul>			

Unit Vocabulary:
<p><b>Essential:</b> staff, treble clef, time signature, notation, pitch, chords, key signature, repeat, tablature, PIMA</p> <p><b>Non-Essential:</b> aural, fret board, strings</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>E/LA:</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>Mathematics:</p> <p>NJSLS 7.RP – <i>Analyze proportional</i></p>	<p>The students can use a tuner app on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b> Show respect for music from other cultures.</li> <li>• <b>Health Literacy</b> Students play with proper breathing and posture.</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures</li> </ul> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional musician and their involvement in a final production.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b> Describing aural examples of a part of music or a rhythm.</li> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>*Information &amp; Communication</b> Explain ways other content outside of the arts are related to music.</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b> Identify different musical settings in which musicians can perform.</li> </ul> <p>Describe the aesthetic nature of music and how elements of music can affect one’s response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p><i>Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and</i></p>			

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p><i>metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.  Library:			

<b>Resources:</b>
<b>Texts/Materials:</b> <ul style="list-style-type: none"> <li>• Various materials chosen by the students, computer, cd player, cd</li> </ul>