

Course: Guitar
Unit #: 2 - Basic Elements of Music Performance

Year of Implementation: 2024-2025

Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

● **Unit Standards:**

○ **Content Standards**

- ● 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

○ **21st Century Life & Career Standards**

- • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

○ **English Companion Standards**

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- ***Interdisciplinary Content Standards***
 - RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
 - 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to interpret notation, chord symbols, and tablature in order to perform music with advancing difficulty.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. develop creative thinking and problem-solving skills
2. understand the principles that govern the elements of music
3. apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
4. critique and be critiqued in a helpful and ethical manner
5. communicate creative responses, processes, and works about themselves, their culture, and society
6. analyze the performing arts and their effects on the life-long learner

Enduring Understandings

Students will understand that. . .

EU 1

multiple notation systems exist for guiding musical performance.

EU 2

rhythmic values have a constant relationship regardless of

Essential Questions

- How is music a universal language?

<p>meter.</p> <p>EU 3 the fretboard is a representation of pitch.</p>	
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● notes on a staff represent pitch (1.3A.2.Cr2b) ● “tab” notation (1.3A.2.Cr2b) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● the relationship between written rhythms and pulse/beat (1.3A.2.Cr1a) ● the necessary rules to interpret rhythmic symbols in performance (1.3A.2.Cr2b) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● the relationship of pitches based on their position on the fretboard (1.3A.2.Pr5d) ● the intervals of a fretboard and their relationship to pitch on a given string (1.3A.2.Pr5d) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● identify notes on the treble staff (1.3A.2.Cr2b) ● identify fret positions from tab notation (1.3A.2.Cr2b) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● perform a written rhythm (1.3A.2.Cr1a) ● transcribe and model a performed rhythm (1.3A.2.Cr1a) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● perform and identify specific pitches given audio or visual guides (1.3A.2.Cr1a)
<p>Stage Two - Assessment</p>	

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills**, **M= Making meaning and/or a T= Transfer**. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Written assessment of pitches on the treble clef (**A, EU1**)
- Identify and perform individual notes as written in standard notation and tablature (**A, EU1**)
- Write pitches on staff paper (**A, EU1**)
- **Research and report on the various careers and lifestyles available to performing musicians (A, EU1)**
- Perform basic single note melodies from sheet music (**M, EU1, EU2, EU3**)
- **Organize chords in styles that represent various cultural traditions (T, EU2, EU3)**
- Performing chords and melody in various ensemble settings (**T, EU1, EU2, EU2**)
- **Recording performances and providing critiques of strengths and weaknesses of recorded audio (T, EU2, EU3)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Guitar Framework	30
2	Basic Elements of Music Performance	45
3	Intermediate Guitar Techniques	60

Instructional Materials

- Student Model Guitar
- Guitar Storage Racks
- Spare Strings
- Tuning Pegs
- Drill for Restringing
- Tuning Attachment for Drill
- Picks
- Method Books
- 1-2 electric guitars per school
- Amplifier and corresponding cables
- Capos
- Effect Pedals

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.