

Course: *Guitar*
Unit #: 3 - *Independent Performance*

Year of Implementation: 2024-2025

Curriculum Team Members :

Jack Franchi jfranchi@lrshd.org; Grady Barber gbarber@lrshd.org; Rob Joubert rjoubert@lrshd.org

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**

- 1.1.12.B.2 Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
- 1.3.12.B.1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.
- 1.3.12.B.2 The ability to read and interpret music
- 1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
- 1.4.12.B.2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

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

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

- **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.

- Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
- Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- **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 demonstrate essential guitar techniques in order to perform in live and recorded settings.

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

Enduring Understandings

Students will understand that. . .

EU 1

chords are displayed as diagrams that show the necessary frets, strings, and fingers for performative success.

Essential Questions

- Why is it important to be able to create, recreate, and perform music independently?

EU 2

applying intermediate techniques such as bar chords will provide opportunities to perform a more complete set of chords.

EU 3

Strumming patterns can create rhythmic variety.

Knowledge

Students will know . . .

EU 1

- how to navigate and model a chord diagram. (1.3A.2.Cr2b)
- how to identify a chord given a diagram (1.3A.2.Cr2b)

EU 2

- the purpose of bar chords.(1.3A.2.Cr2a)
- how to perform bar chords. (1.3A.2.Cr2a)
- how to perform melodies given music notation.(1.3A.2.Cr2a)

EU 3

- how to perform using picking and fingerpicking.(1.3D.12nov.Cr1a)
- how to perform using a variety of strumming patterns. (1.3D.12nov.Cr1a)
- how to alter patterns to create rhythmic variety. (1.3D.12nov.Cr1a)

Skills

Students will be able to . . .

EU 1

- identify chord shapes.
- play individual chords out of time. (1.3A.5.Cr2b)
- execute chord progressions in real time.(1.3A.5.Cr2b)

EU 2

- perform a bar chord on a guitar in real time.
- utilize bar chords as part of a chord progression.(1.3D.12nov.Cr3a, 1.3D.12nov.Pr4c)

EU 3

- perform a melody on guitar. (1.3D.12nov.Cr1a, 1.3D.12nov.Cr3a)
- emulate the strumming pattern of an audio recording.(1.3D.12nov.Cr1a)

Stage Two - Assessment	
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Stage Three - Instruction	
<p><i>Learning Plan:</i> 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. 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</p> <ul style="list-style-type: none">● Identifying chords by shape (A, EU1)● Performing a melody (M, T, EU3)● Perfecting individual chords through routine performance (M, T, EU1, EU2)● Performing chord progressions with a strumming pattern (M, T, EU1, EU2, EU3)● Writing an accurate chord progression (T, EU1)● Implementing rhythmic, harmonic, and melodic components to poetry (M, T, EU1, EU 2, EU 3)	

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
4		

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.