

EHS Music
Guitar Enrichment G9-12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Description and Rationale

The guitar is one of the most iconic musical instruments in American popular culture even though its roots can be traced back to its earliest known representation found on 3,000 year old Babylonian clay tablets. This instrument has been a cornerstone to music and culture from its Babylonian origins to its evolution into the modern design in Spain during the Medieval era to Leo Fender's and Les Paul's independent designs for the solid bodied, electric guitar in the 1940's to the present day.

This course is designed for students that have little or no prior experience with instrumental music, students who have an interest in playing the guitar, or students who would like a better understanding of basic music theory. This course will explore the parts and the science behind the guitar, how to read basic music notation, and how to use the guitar to perform various musical genres such as the Blues, Rock and Roll and American Folk Songs.

Pacing

This enrichment will be offered to 6th, 7th, and 8th graders and is designed as a semester long course that will be taught for 42 minutes every other day.

Unit 1: Guitar Basics (13 Days)

Why Is This Unit Important?

Students will familiarize themselves with the guitar, its parts and usage as well as safe handling of the instrument. The class will be introduced to proper posture, strumming technique and proper hand positions. Once this is mastered, the students will learn how to perform the first notes on the "E" string in first position (open E, F and G). The class will also learn how to read the notes, "E", "F" and "G" on the treble staff and how to perform music using these pitches in basic quarter note rhythms.

Building proper technique is essential for any beginning guitar student. By using the diagrams and photographs included in *Alfred's Basic Guitar Method* and by teacher demonstrations, the students can easily see what the accepted posture and hand positions look like. It is also important that the students know how to properly handle the instruments to preserve the life of the equipment.

One of the most difficult concepts for beginning guitarists is switching between chord formations. *Alfred's Basic Guitar Method* introduces students to the notes that can be played in first position on one string at a time. After the students learn the notes on the "E", "B" and "G" string, the method book helps beginning guitarists practice the concept of chord construction and transitioning using only these three strings. The first step in accomplishing this concept is by learning songs using only the notes of the "E" string in first position (pages 12 - 14).

Another important component of beginning guitar lessons is learning how to understand music notation. While the students are learning the notes of the "E" string, they are also learning how to read these notes by performing simple songs containing "open E", "F" and "G". The class will be introduced to the *music staff*, *measures*, *bar lines*, *the treble clef*, *the down stroke symbol*, and *quarter notes*.

Enduring Understanding:

- Students will build a proper foundation by learning how to properly handle the guitar and how to use proper playing techniques.
- Students will learn that music is a series of tones that are played at different intervals of time and how music notation allows musicians to perform songs the same way every time.

Essential Questions:

- Why is it important for guitarists to adopt the accepted, proper playing techniques?
- Why is reading music and knowing how to decode music notation important?
- How is music created and what elements make up the music that we hear every day?

Acquired Knowledge:

- Displaying proper performance techniques will allow the guitarist to effectively perform music without physical hindrances.
- Learning how to properly analyze and decode music notation will grant the guitarist the ability to perform a selection of music exactly how the composer intended.
- By applying the concepts gained by learning the notes of the “E” string in first position, the guitarist is building towards the first steps in constructing chord formations.
- **Glossary of Terms:**
 - **Chordophone:** Any musical instrument that produces sound by way of a vibrating string that is stretched between two points.
 - **Guitar:** A fretted, string instrument utilizes anywhere from four to eighteen strings.
 - **Fret:** A raised element on the fingerboard of a string instrument, usually found on a guitar, representing one semitone (half step) in the western musical tradition.
 - **Tuning Pegs:** The mechanisms found on the headstock of a guitar that are used to raise and lower the pitch of the strings on a guitar.
 - **Headstock:** The widening portion of the neck of a guitar which contain the tuning peg mechanisms.
 - **Position Markers:** Physical annotations that appear in between frets on a guitar fingerboard that mark different locations on the fingerboard.
 - **Bridge:** A mounted device that supports the strings on a guitar, it also represents the starting point for a string to vibrate.
 - **Waist:** The thinner, central part of the body of a guitar that can be used as a contact point for a guitar to sit on a performer’s lap in the seated position.
 - **Guitar Pick:** A plectrum usually made of a form of plastic, that is used in tone production on a guitar.
 - **Musical Staff:** The five lines and five spaces that appear on sheet music in which most musical notation is placed upon.
 - **Bar Lines:** Vertical divisions that annotate the beginning and end of a measure.
 - **Measures:** Divisions made to music to separate a composition into equal parts.

- **Treble Clef:** A musical symbol that appears on each music staff to indicate which line the pitch "G" is placed.
- **Quarter Note:** A rhythmic musical notation that indicates a pitch that has a duration of $\frac{1}{4}$ of a measure of music.

Acquired Skills:

- Students will be able to recognize proper guitar technique and how to demonstrate it.
- Students will learn how to identify basic music notation and its components.
- Students will learn how to apply basic music notation concepts into an effective musical performance.

Assessments

Formative Assessments:

- Teacher observation during independent practice.

Summative Assessments:

At the conclusion of Unit 1, students should be able to perform the following exercises.

- ***Alfred's Basic Guitar Method page 12, "Playing with E, F, G"***
- ***Alfred's Basic Guitar Method page 14, "No More"***.

Benchmark Assessment:

- Student performances
- Group musical performances
- Group Discussions
- Higher order questions

Alternative Assessment:

- Adjust tempo of performance based assessments
- Nonperformance, written notation based assessments

Interdisciplinary Connections:

- Students will relate music notation rhythmic symbols to algebraic equations and fractions. (Math)
- Students will compare musical phrases with sentence/paragraph structure. (Language Arts)

Technology:

- PowerPoint presentations and video documentaries/tutorials
- TNT 2 software (included with the *Alfred's Basic Guitar Method*)
- Audacity software
- Companion audio tracks (included with the *Alfred's Basic Guitar Method*)
- YouTube videos:
 - *How It's Made, Acoustic Guitars*
([How It's Made Acoustic Guitars](#))
 - *How it's made, Guitar Strings*
([How It's Made-Guitar Strings](#))
 - *How it's made, Electric Guitars*
 - ([How Fender Guitars Are Made | The Making Of](#))

Suggested Learning Experiences and Instructional Activities

- Rephrase Directions.
- Adjust the size of the music.
- Provide students with multiple attempts to perform a selection.
- Edit musical arrangements when necessary.
- Allow students to write in rhythms or note names.

More (*Alfred's Basic Guitar Method pg.13*)

- **Student reflection:** Review and identify the note names throughout the musical selection, *More*. Highlight the repeated measures and riffs.
- **Class practice:** Perform each riff separately
- **Teacher demonstration:** Demonstrate how to combine each musical idea (highlighted riffs).
- **Peer practice:** Practice with a partner to combine each musical idea and prepare for a class performance of the song, *More*
- **Class performance:** Perform the selection, *More*
- **Student evaluation:** Evaluate the class performance and identify any improvements that can be made

2020 NJSLS:

- 1.3B.12prof.Cr1a
- 1.3B.12acc.Cr1a
- 1.3B.12adv.Cr1a
- 1.3B.12prof.Cr2a
- 1.3B.12acc.Cr2a
- 1.3B.12adv.Cr2a
- 1.3B.12prof.Cr2b
- 1.3B.12acc.Cr2b
- 1.3B.12adv.Cr2b
- 1.3B.12prof.Cr3b
- 1.3B.12acc.Cr3b
- 1.3B.12adv.Cr3b
- 1.3B.12prof.Pr4b
- 1.3B.12acc.Pr4b
- 1.3B.12adv.Pr4b
- 1.3B.12prof.Pr5c
- 1.3B.12acc.Pr5c
- 1.3B.12adv.Pr5c

Instructional Resources:

Core Resources

- Acoustic, folk style guitars.
- *Alfred's Basic Guitar Method vol. 1* by Morty Manus and Ron Manus
- Electronic, clip on tuners

Supplemental Resources

- Notation practice worksheets
- Fingering Charts

Unit 2: Introducing Chords and Rock and Roll (13 Days)

Why Is This Unit Important?

Students will continue their understanding of basic music notation theory and learn the notes of the "B" string and "G" string in first position. After mastering the "B" string and the "G" string notes, students will be introduced to three note chords (triads) and how to transition between "G major", "C major", "G7" and "D major" in 1st position, triad format using only the "G", "B" and "E" strings.

Students will be introduced to notation terminology and symbols including time signatures, quarter rests, half notes, dotted half notes, whole notes and repeat signs.

While applying previously learned music theory concepts and performing triads, students will be able to perform music in different musical genres. They will be introduced to classical music, American and European folk songs and 50's style Rock and Roll.

Alfred's Beginning Guitar Method is different from many other popular guitar methodologies because it slowly introduces chord formations and transition techniques. Many methods introduce open chords (ex. G major and C major) in their full form. This proves to be frustrating to many beginners because it involves all six strings and at least three fingers at a time to complete the chords. By using only three strings at a time and only one or two fingers, students are able to master four different chords and easily transition between them. Success with chord transitions allow students to play different genres of music faster.

The introduction of more complex forms of basic music notation will allow the students more variety in the repertoire that they can perform. They will be able to perform the melodies to popular classical music pieces, American and European folk songs and early 1950's Rock and Roll.

Enduring Understanding:

- Students will be able to recognize and perform songs using the notes of the "E", "B" and "G" string.
- Students will be able to form simple chord triads in first position.
- Students will be able to transition and perform music that includes the use of the "G major", "C major", "G7" and "D major" chords.
- Students will be able to perform the melodies to music from various musical genres such as Rock and Roll, Classical Music and Folk Songs.

Essential Questions:

- What are the tonal differences between the notes of the “E” string, the “B” string and the “G” string?
- How does the introduction of triads (three note chords) affect the music performed in unit two as compared to the music performed in unit one?
- What are the similarities and differences in performing classical music as compared to folk songs or rock and roll music?

Acquired Knowledge:

- Learning how to properly analyze and decode more complex music notation will grant the guitarist the ability to perform a selection of music exactly how the composer intended.
- By applying the concepts gained by learning how to decode and form triads, students will be able to perform more complex music in various genres.
- By differentiating between musical genres, students will gain the ability to authentically perform different styles of music.
- **Glossary of Terms:**
 - **Half Note:** A rhythmic musical notation that indicates a pitch that has duration of $\frac{1}{2}$ of a measure of music.
 - **Dotted Half Note:** A rhythmic musical notation that indicates a pitch that has duration of $\frac{3}{4}$ of a measure of music.
 - **Whole Note:** A rhythmic musical notation that indicates a pitch that is sustained through the entirety of a measure.
 - **Time Signature:** A musical symbol that indicates how many counts that a measure will contain and which rhythm will equal one count.
 - **Repeat sign:** A bar line that is preceded or followed by a double dot, indicating a section of music that is to be performed again.
 - **Chord:** a combination of pitches that form a harmony.
 - **Triad:** a chord that is constructed by combining three different pitches.
 - **Quarter Rest:** A musical symbol that indicates silence that has a duration of $\frac{1}{4}$ of a measure.
 - **Chord Symbols:** Musical notation shorthand that appears above a staff and indicates which chord should be played with a given melody.

Acquired Skills:

- Students will be able to read more complex musical notation.
- Students will be able to recognize different triad chord structures through notation and chord symbols.
- Students will be able to identify and authentically perform folk songs, classical music and rock and roll compositions.

Assessments

Formative Assessments:

- Teacher observation during independent practice.

Summative Assessments:

At the conclusion of Unit 2, students should be able to perform the following exercises.

- *Alfred's Basic Guitar Method* page 16, "Two-String Rock".
- *Alfred's Basic Guitar Method* page 18, "Guitar Rock".
- *Alfred's Basic Guitar Method* page 17, "Three-String Rock".
- *Alfred's Basic Guitar Method* page 22, "Back to the '50s".

Benchmark Assessment:

- Student performances
- Group musical performances
- Group Discussions
- Higher order questions

Alternative Assessment:

- Adjust tempo of performance based assessments
- Nonperformance, written notation based assessments

Interdisciplinary Connections:

- Students will relate fluency of performing music with reading fluency. (Language Arts)
- Students will relate musical symbols to graphic symbols used in Math and Science.

Technology:

- PowerPoint presentations and video documentaries/tutorials
- TNT 2 software (included with the *Alfred's Basic Guitar Method*)
- Audacity software
- Companion audio tracks (included with the *Alfred's Basic Guitar Method*)

Suggested Learning Experiences and Instructional Activities

- Rephrase Directions.
- Adjust the size of the music.
- Provide students with multiple attempts to perform a selection.
- Edit musical arrangements when necessary.
- Allow students to write in rhythms or note names.
- Review the notes of the E string
- Review the notes of the B string
- Review the notes of the G string

Three String Rock (*Alfred's Basic Guitar Method pg.17*)

- **Student reflection:** Review and identify the two bar phrases in the musical selection, *Three String Rock*. Note that each phrase corresponds with a chord change.
- **Class practice:** Perform each phrase separately and start to combine phrases.
- **Teacher demonstration:** Demonstrate how the teacher accompaniment chord changes fit with each melodic phrase
- **Peer practice:** Practice with a partner to combine each phrase
- **Class performance:** Perform the selection, *Three String Rock* with the teacher's accompaniment chord changes.
- **Student evaluation:** Evaluate the class performance and identify any improvements that can be made.

2020 NJSLs:

- 1.3B.12prof.Cr1a
- 1.3B.12acc.Cr1a
- 1.3B.12adv.Cr1a
- 1.3B.12prof.Cr2a
- 1.3B.12acc.Cr2a
- 1.3B.12adv.Cr2a
- 1.3B.12prof.Cr2b
- 1.3B.12acc.Cr2b
- 1.3B.12adv.Cr2b
- 1.3B.12prof.Cr3b
- 1.3B.12acc.Cr3b
- 1.3B.12adv.Cr3b
- 1.3B.12prof.Pr4b
- 1.3B.12acc.Pr4b
- 1.3B.12adv.Pr4b

Instructional Resources:

- Core Resources
 - Acoustic, folk style guitars.
 - *Alfred's Basic Guitar Method vol. 1* by Morty Manus and Ron Manus
 - Electronic, clip on tuners
- Supplemental Resources
 - Notation practice worksheets
 - Fingering Charts

Unit 3: Expanding on Chords and Moving Beyond 1st position (13 Days)

Why Is This Unit Important?

Students will continue their understanding of chord structures and learn the notes of the "D" string, "A" and "E" string in first position. After learning the notes on the "D", "A" and "E" strings, the students will be introduced to chord voicing using combination of 3, 4, 5, and 6 note chords.

Students will start to expand beyond the notes in first position by learning how to play the high "A" on the "E" string.

The class will also be introduced to new music theory and notation concepts such as dynamics, tempo vocabulary, the dorian mode, and incomplete measures.

By applying the concept of slowly building chord fluency introduced in unit two, *Alfred's Basic Guitar Method* expands on triad formations by adding additional strings to chords as they are introduced. By the end of unit 3, students will be able to form the full versions of C major, G major, D major, and G7 chords. Once this concept is mastered, students will be able to play pop, rock, and folk songs that are based upon the I IV V or V7 chord progression in the key of G major.

The introduction of bass strings (E, A and D) and solo or melody strings (G, B, E) allows students to learn the concept of melody and accompaniment. This concept will help students perform as solo artists or as a part of an ensemble.

Music notation symbols and terminology appearing outside of the music staff will also be introduced throughout unit three. This will allow the students to interpret, analyze and apply tempo and dynamic markings to live performances.

Enduring Understanding:

- Students will be able to recognize and perform songs using the notes of all 6 strings of the guitar in first position.
- Students will be able to form complete C major, G major, G7 and D major chords.
- Students will be able to transition and perform music that utilizes I IV V or V7 chord progressions.
- Students will learn the difference between accompaniment and melody and the different roles that guitarists can fill when performing in an ensemble.
- Students will expand their understanding of first position when they add high "A" on the "E" string to their note vocabulary.

Essential Questions:

- What are the differences between triads, four, five or six note chords and why are different voicings important when building chord progressions?
- What is melody and accompaniment and how is it used to perform live music?
- What is a I IV V progression and how is it utilized to perform pop, rock and folk music?
- How can a performer interpret the intentions of a composer by analyzing dynamic and tempo markings?

Acquired Knowledge:

- By utilizing triads through full chord formations, students will learn a variety of chord voicings, allowing the performer to create interesting accompaniments.
- Understanding the difference between accompaniment and melody will allow performers to be effective in ensemble settings.
- By mastering I, IV, V or V7 chord progressions, students will be able to play a majority of pop, rock and folk songs and gain the ability to learn supplemental music outside of the class method.
- Adding dynamic and tempo vocabulary will allow students to perform music exactly how the composer of a work intends it to be played.

- **Glossary of Terms:**

- **Common Time:** Shorthand for the time signature 4/4. It is indicated by a "C" on the music staff.
- **Fermata:** A sign that indicates that the time value of a note is lengthened to approximately twice its usual value.
- **Incomplete Measures:** A measure that does not equal the top number of the given time signature. Usually used to start a work or a section of music on a pick up note.
- **Pickup Note:** An additional note that is added to the beginning of a song or to a phrase of music.
- **Andante:** A tempo marking that indicates that a musical selection should be played at a slow tempo.
- **Moderato:** A tempo marking that indicates that a musical selection should be played at a moderate tempo.
- **Allegro:** A tempo marking that indicates that a musical selection should be played at a fast tempo.
- **Piano (p):** A dynamic marking that indicates that a musical selection should be played softly.
- **Mezzo Forte (mf):** A dynamic marking that indicates that a musical selection should be played at a moderately loud volume.
- **Forte (f):** A dynamic marking that indicates that a musical selection should be played at a loud volume.

- **Fortissimo (ff):** A dynamic marking that indicates that a musical selection should be played at a very loud volume.

Acquired Skills:

- Students will be able to read more complex musical notation.
- Students will be able to recognize different chord voicings and apply them to accompaniments.
- Students will be able to identify and authentically perform folk songs, classical music and rock and roll compositions that are based upon I, IV, V or V7 chord progressions.

Assessments

Formative Assessments:

- Teacher observation during independent practice.

Summative Assessments:

At the conclusion of Unit 2, students should be able to perform the following exercises.

- *Alfred's Basic Guitar Method page 31, "Daisy Bell"*
- *Alfred's Basic Guitar Method page 33, "Laughing Polka"*
- *Alfred's Basic Guitar Method page 36, "Boogie Style"*
- *Alfred's Basic Guitar Method page 37, "Rockin' in Dorian Mode"*

Benchmark Assessment:

- Student performances
- Group musical performances
- Group Discussions
- Higher order questions

Alternative Assessment:

- Adjust tempo of performance based assessments
- Nonperformance, written notation based assessments

Interdisciplinary Connections:

- Students will be able to relate scale steps and chord progressions with mathematical equations and “if/then” statements. (Math & Computer Programming)
- Students will learn how to play different genres of music and how it relates to moments in American history. (History & Social Studies)

Technology:

- PowerPoint presentations and video documentaries/tutorials
- TNT 2 software (included with the *Alfred’s Basic Guitar Method*)
- Audacity software
- Companion audio tracks (included with the *Alfred’s Basic Guitar Method*)

Suggested Learning Experiences and Instructional Activities

- Rephrase Directions.
- Adjust the size of the music.
- Provide students with multiple attempts to perform a selection.
- Edit musical arrangements when necessary.
- Allow students to write in rhythms or note names.
- Review the notes of the E string
- Review the notes of the B string
- Review the notes of the G string
- Review the notes of the D string
- Review the notes of the A string
- Review the notes of the low E string

Can-Can (*Alfred’s Basic Guitar Method* pg.38)

- **Student reflection:** Using the bass notes of the accompaniment identify the chord changes and notate where the riffs repeat.
- **Class practice:** Practice the “bass-chord-chord-chord” style accompaniment until it can be played fluently.
- **Teacher demonstration:** Demonstrate how the melody fits in with the student accompaniment.
- **Peer practice:** Students will take turns performing the melody and accompaniment parts of, *Can-Can* and practice putting both parts together.
- **Class performance:** Half of the class will perform the melody section of the selection, *Can-Can* while the other half of the class plays the accompaniment. The class will switch parts and perform the selection again.
- **Student evaluation:** Evaluate the class performance and identify any improvements that can be made.

2020 NJSLS:

- 1.3B.12prof.Cr1a
- 1.3B.12acc.Cr1a
- 1.3B.12adv.Cr1a
- 1.3B.12prof.Cr2a
- 1.3B.12acc.Cr2a
- 1.3B.12adv.Cr2a
- 1.3B.12prof.Cr2b
- 1.3B.12acc.Cr2b
- 1.3B.12adv.Cr2b
- 1.3B.12prof.Cr3b
- 1.3B.12acc.Cr3b
- 1.3B.12adv.Cr3b
- 1.3B.12prof.Pr4b
- 1.3B.12acc.Pr4b
- 1.3B.12adv.Pr4b
- 1.3B.12prof.Pr5c
- 1.3B.12acc.Pr5c
- 1.3B.12adv.Pr5c

Teacher Resources:

- Core Resources
 - Acoustic, folk style guitars.
 - *Alfred's Basic Guitar Method vol. 1* by Morty Manus and Ron Manus
 - Electronic, clip on tuners
- Supplemental Resources
 - Notation practice worksheets
 - Fingering Charts

Unit 4: Putting it all Together (13 Days)

Why Is This Unit Important?

Students will expand their knowledge of music notation by learning how to incorporate quarter, half and whole rests into a piece of music. They will also learn how to expand rhythms by incorporating ties and slurs. Students will also learn how to read and perform music using eighth notes.

Students will expand their music theory knowledge by learning how to differentiate between sharps, flats and naturals as well as whole steps and half steps. Students will also learn how to play major scales in the keys of C, G, and F major.

At the end of the unit, students will learn how to perform more complex pop and folk songs that use a combination of melodies and chord changes.

Unit four focuses on music notation. Students will learn how to review and learn how to read and perform whole notes, half notes, quarter notes and eighth notes and their corresponding rests. They will also learn how to read music that uses accidentals (sharps, flats and naturals) and how each accidental symbol changes the pitches in a section of music. To aid in performing more complex music, the students will learn how to read, build and perform major scales.

At the end of *Alfred's Basic Guitar Method*, students will use all of the techniques and music theory knowledge gained throughout the method book to perform a series of pop and folk tunes. These pieces of music can be performed by a solo musician or as a guitar ensemble.

Enduring Understanding:

- Students will be able to recognize and perform songs using basic music notation.
- Students will learn how to play major scales.
- Students will learn how to alter pitches by using sharps, flats and naturals.

Essential Questions:

- What are the differences between whole notes, half notes, quarter notes and eighth notes.
- How can a performer use rests to alter rhythms.
- How do musicians use sharps, flats and naturals (accidentals) to alter pitches on a guitar.
- Why are major scales important.

Acquired Knowledge:

- By understanding basic rhythm notation symbols, students will be able to perform more complex compositions.
- Students will learn the importance of silence and how to utilize rests as a compositional technique when creating a piece of music.
- Students will expand their pitch pallet by utilizing accidentals to raise or lower a pitch in order to compose more complex melodies.
- Students will learn how to build and perform major scales and understand that major scales help build fluency in performance and can be used as an aid with improvisation.
- **Glossary of Terms:**
 - **Rest:** A notation marking that indicates one beat of silence.
 - **Half Rest:** A notation marking that indicates two beats of silence.
 - **Whole Rest:** A notation marking that indicates four beats of silence.
 - **Tie:** A music notation marking that allows a note to be held beyond the allowed beats in a measure.
 - **Eighth notes:** A rhythmic notation symbol that indicates that a note is to be played $\frac{1}{8}$ the duration of a measure.
 - **Sharp:** A notation symbol that indicates that a pitch is to be raised one half step.
 - **Flat:** A notation symbol that indicates that a pitch is to be lowered one half step.
 - **Natural:** A notation symbol that cancels the effects of a sharp or a flat.
 - **Major Scale:** A succession of eight tones performed in alphabetical order following the key signature.

Acquired Skills:

- Students will be able to read more complex musical notation.
- Students will be able to use rests to perform more complex rhythmic passages.
- Students will be able to use accidentals as a way to expand on melodic possibilities.

Assessments

Formative Assessments:

- Teacher observation during independent practice

Summative Assessments:

At the conclusion of Unit 4, students should be able to perform the following exercises.

- *Alfred's Basic Guitar Method* page 41, "The Blue Danube Waltz".
- *Alfred's Basic Guitar Method* page 43, "Echo Waltz".
- *Alfred's Basic Guitar Method* page 48-49, "Chiapnecas".
- *Alfred's Basic Guitar Method* page 51, "Walkin' Bass Rock".

Benchmark Assessment:

- Student performances
- Group musical performances
- Group Discussions
- Higher order questions

Alternative Assessment:

- Adjust tempo of performance based assessments
- Nonperformance, written notation based assessments

Interdisciplinary Connections:

- Students will be able to relate Eighth note counting to fractions and division. (Math)
- Students will learn how to interpret standard musical directions and why they are in Italian. (History & Foreign Language)

Technology:

- PowerPoint presentations and video documentaries/tutorials
- TNT 2 software (included with the *Alfred's Basic Guitar Method*)
- Audacity software
- Companion audio tracks (included with the *Alfred's Basic Guitar Method*)

Suggested Learning Experiences and Instructional Activities

- Rephrase Directions.
- Adjust the size of the music.
- Provide students with multiple attempts to perform a selection.
- Edit musical arrangements when necessary.
- Allow students to write in rhythms or note names.
- Review the notes of the E string
- Review the notes of the B string
- Review the notes of the G string
- Review the notes of the D string
- Review the notes of the A string
- Review the notes of the low E string

Walkin' Bass Rock (Alfred's Basic Guitar Method pg.47)

- **Student reflection:** Analyze the chord changes of, *Walkin' Bass Rock* and notate they follow a I-IV-V, 12 bar blues.
- **Class practice:** Practice the chord changes in a shuffle blues style.
- **Teacher demonstration:** Demonstrate how the shuffle blues style accompaniment fits with the melody.
- **Peer practice:** Students will take turns performing the melody and accompaniment parts of, *Walkin' Bass Rock*.
- **Class performance:** Half of the class will perform the melody section of the selection, *Walkin' Bass Rock* while the other half of the class plays the accompaniment. The class will switch parts and perform the selection again.

Student evaluation: Evaluate the class performance and identify any improvements that can be made.

2020 NJSL:

- 1.3B.12prof.Cr1a
- 1.3B.12acc.Cr1a
- 1.3B.12adv.Cr1a
- 1.3B.12prof.Cr2a
- 1.3B.12acc.Cr2a
- 1.3B.12adv.Cr2a
- 1.3B.12prof.Cr2b
- 1.3B.12acc.Cr2b
- 1.3B.12adv.Cr2b
- 1.3B.12prof.Cr3b
- 1.3B.12acc.Cr3b
- 1.3B.12adv.Cr3b
- 1.3B.12prof.Pr4b
- 1.3B.12acc.Pr4b
- 1.3B.12adv.Pr4b
- 1.3B.12prof.Pr5c
- 1.3B.12acc.Pr5c
- 1.3B.12adv.Pr5c

Instructional Resources:

- Core Resources
 - Acoustic, folk style guitars.
 - *Alfred's Basic Guitar Method vol. 1* by Morty Manus and Ron Manus
 - Electronic, clip on tuners
- Supplemental Resources
 - Notation practice worksheets
 - Fingering Charts

Appendix

21st Century Skills & Career Readiness Practices

- **CRP2. Apply appropriate academic and technical skills.**
Students will improve technical performance as a guitar player and match those skills to applicable tasks in marketing, advertising and professional concert performance.
- **CRP3. Attend to personal health and financial well-being.**
Guitar playing, as with the playing of all musical instruments, contributes to happiness and a positive outlook. It is a skill in demand in our society as an instructor, performer and recording artist.
- **CRP6. Demonstrate creativity and innovation.**
Students will improvise and write their own compositions as they acquire more guitar proficiency.
- **CRP12. Work productively in teams while using cultural global competence.**
Guitar students will learn to perform as part of an ensemble of guitarists and with a full band with rhythm section and other performers.

Technology Integration

- **8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.**
Using Audacity software, guitarists will record performances and provide peer critiques of performances.
- **8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.** Using TNT2 software, guitars will write and publish music for review.

Interdisciplinary Connections

- Examination of the myriad cultures which have shaped different kinds of guitar playing throughout our world (Social Studies).
- Students will be able to relate Eighth note counting to fractions and division. (Math)
- Students will learn how to interpret standard musical directions and why they are in Italian. (History & Foreign Language)

- Students will be able to relate scale steps and chord progressions with mathematical equations and “if/then” statements. (Math & Computer Programming)
- Students will learn how to play different genres of music and how it relates to moments in American history. (History & Social Studies)
- Students will relate music notation rhythmic symbols to algebraic equations and fractions. (Math)
- Students will compare musical phrases with sentence/paragraph structure. (Language Arts)
- Students will relate fluency of performing music with reading fluency. (Language Arts)
- Students will relate musical symbols to graphic symbols used in Math and Science.

LGBTQ/Disabilities Resources

- Explore how famous musicians like Django Reinhardt thrive with mental or physical disabilities.
 - Live footage of Django Reinhardt performing with his modified, two finger technique.
<https://www.youtube.com/watch?v=aZ308aOOX04>
 - Dr. David Williams’ 2009 surgical conference presentation on Django Reinhardt’s burns, hand injuries, and playing technique.
 - Part 1: <https://www.youtube.com/watch?v=u5kUZbOATTI>
 - Part 2: <https://www.youtube.com/watch?v=VUpAHZqiUgE>
 - Part 3: https://www.youtube.com/watch?v=qiT_6XvyrdY