Board Approval Date: August 23, 2022
Course Title: Beginning Guitar
Course Description: This course is designed for students with minimal guitar experience. Skills in musical expression, music literacy and creativity through guitar performance are developed. The student will gain a lifelong interest and participation in music by learning to understand basic musical concepts, develop technical proficiency, and nurture the creative process.

Course Sequence & Pacing

Estimated Number of Blocks	Marking Period 1	Estimated Number of Blocks	Marking Period 3
10	**Technique and Fundamentals:** ergonomics on the instru introduction to basic concepts parts of guitar Introduction to scales.	10	**Composition and Improvisation:** Musical form Scales and modes Chord tones and arpeggios
20	**Music Literacy:** Staff notation location of notes on notes on the instrument accidentals (sharp, flat, natural) tablature	10	**Musical Expression:** dynamic markings tempo indications articulation phrasing
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**
15	**Chords/Harmony:** Play basic chords Play bar chords	10	**Musical Genres and Music History:** Play music from varying genres. Play music from varying historical eras.

	What are the notes in your chords? Chords related to scales. Basic chord construction (Major, minor, diminished, augmented, dominant 7th) Play arpeggios.		Understand similarities and differences in various genres. Understand similarities and differences in music from varying eras. Know the basic eras of Western music history.
10	**Music Theory:** Play basic scales and modes. Understand basic scale construction.	10	**Performance/Presentation:** Develop the ability to perform music for others in a variety of settings.

Stage 1 Desired Results

Unit Title #1: Technique and Fundamentals

Unit Summary: Students will study technique and the basic elements of guitar playing.

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Cr1a: Demonstrate how melodies are derived from scales. Demonstrate how attention to technique impacts sound on the instrument.

1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music (problem solving).

1.3D.12adv. Cr1a: Create and analyze musical compositions.

1.3E.12prof.Cr3b: Share musical performances through digital media (recording and Google Classroom).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

1.3B.12adv.Cr1a: Demonstrate transfer skills (scales to melody and improvisation and chords)

1.3C.12int.Pr5a: Demonstrate problem solving skills through solving technical challenges.

1.3D.12adv. Cr1a: Create compositions through assembling and analyzing smaller musical elements

Computer Science & Design Thinking *(CS & DT)***:**

1.3E.12prof.Cr3b: Demonstrate a command of basic recording and file sharing.

Interdisciplinary Connections ELA, Math, VPA, etc.:

SL.9–12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9–12.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9–12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Unit Essential Questions:	**Unit Enduring Understandings:**
How do musicians play ergonomically? How do musicians communicate ideas to audiences? How is learning musical fundamentals important to a broader approach to music?	Playing ergonomically is better for your body and will help you play music in the most effective manner. Knowing fundamentals of the instrument and music are important to being a good musician and overall music comprehension.
Students will know:	**Students will be able to:**
Parts of the guitar Sitting position Basic staff notation (pitches, rhythms, treble clef, barlines, repeat signs, double bar, time signature), tablature.	Execute several scales (Chromatic scale on any string and in open position, C Major and G Major scales in open position (and modes beginning on the open 6th string). Evaluate ergonomic concepts when playing guitar. Investigate how melodies fit into certain scales and execute these melodies.

Stage 2 Assessment Evidence

Summative Assessments:
Summative performance assessments of scales and melodies (digital portfolio via Google Classroom)
Written test basic concepts of the unit (ergonomics, technique, nomenclature, scales, notation).

Formative Assessments:
Formative performance assessments of technique, scales, and melodies.
Written quizzes to assess comprehension.

Common Benchmark Assessments:
Common Technique and Fundamentals Assessment

Alternative Assessments:
Perform in person instead of electronic submission.
Presentation or research project on concepts addressed in this unit.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe***
1.3B.12adv.Cr1a	Play and analyze scales.	Understand the notation system. Students play various (C Major, G Major, E Phrygian, E Natural Minor, Chromatic scales on any string and in open position, A Minor Pentatonic, F Minor Pentatonic, E Minor Pentatonic) scales with proper technique with correct notes and rhythm, good sound, and phrasing (legato). It will be noted that Minor Pentatonic stems from Asian and African music.	5 blocks
1.3C.12int.Pr5a	Play and analyze melodies.	Students play melodies in tablature and staff notation with proper pitches and rhythms, sound, and phrasing. These melodies are in open position and will consist of basic rhythms. The relation of scales to these melodies will be discussed and assessed (written).	5 blocks

1.3D.12adv.Cr1a	Play chords and improvise.	Students will perform chords which accompany given melodies and will improvise with scales over these chords. The correlation of scales, keys, chords and melody will be analyzed.	5 blocks
1.3E.12prof.Cr3b	Record and submit performance assessments electronically.	Students will record material electronically and will submit these recordings on Google Classroom.	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Student Guitar Handbook with reference charts on notation, parts, scales, chords and repertoire.	
Chrome Book	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2: Music Literacy

Unit Summary: Students will study music notation.

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Cr3b: Demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.

Demonstrate how the composer has used certain elements of music to create the composition. Explain and demonstrate how these elements impact musical interpretation.

1.3C.12adv.Cr3b: Share varied, personally developed musical works that address identified purposes and contexts.

Students develop musical ideas based on musical elements investigated in class.

1.3D.12adv. Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context.

Perform pieces of music individually that have been studied in class.

1.3E.12prof.Pr5a: Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Develop and implement strategies for developing technique and expressive elements in repertoire.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

1.3B.12adv.Cr3b: Demonstrate transfer skills (scales to melody and improvisation and chords)

1.3C.12adv.Cr3b: Develop studies to solve technical challenges.

1.3D.12adv. Pr6a: Develop and implement rehearsal strategies to perform pieces of repertoire well.

Computer Science & Design Thinking *(CS & DT)***:**

1.3E.12prof.Pr5a: Demonstrate a command of basic recording and file sharing.

Interdisciplinary Connections ELA, Math, VPA, etc.:

SL.9–12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9–12.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

RI.MF.9–10.6
Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**
Why is reading music an important musical skill? What information is imparted through written means? How do composers and musicians communicate ideas to listeners?	Reading music is an important musical skill. It is an effective means of communicating pitch, rhythm, harmony, articulation, and form to musicians.
Students will know:	**Students will be able to:**
Pitches Rhythm (basic terms of rhythms and common note durations) Measure and barline Double Bar Whole and Half Steps Sharp, Flat, and Natural	Play basic melodies (correct pitches, rhythms, sound production, technique, musical expression) and accompanying chords. Investigate how melodies fit into certain scales (and keys).

Treble Clef Time Signature	Investigate how melody notes fit with chords (chord tones).

Stage 2 Assessment Evidence

Summative Assessments:
Summative performance assessments of melodies (digital portfolio via Google Classroom)
Written test on basic concepts of the unit (terminology, concepts, notation).

Formative Assessments:
Formative performance assessments of written melodies.
Written quizzes to assess comprehension.

Common Benchmark Assessments:
Common Note Reading Assessment

Alternative Assessments:
Perform in person instead of electronic submission.
Presentation or research project on concepts addressed in this unit.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timefra me***

1.3B.12adv. Cr3b	Play and analyze melodies (play in tune, correct pitches, rhythm, chords, sound production, articulation and musical interpretation)	This is a universal system.	10 blocks
1.3C.12adv. Cr3b	Students will develop musical material based on material covered in class (rhythm, melody, chords, form, etc.)	All students will be included and represented.	5 blocks
1.3D.12adv. Pr6a	Perform compositions for the class.	All students and their work will be included and represented.	5 blocks
1.3E.12prof. Pr5a	Students will develop and implement strategies for developing technique and expressive elements.	Students are encouraged to develop individual work.	4 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Student Guitar Handbook with reference charts on notation, parts, scales, chords and repertoire.	
Chrome Book	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3 Chords (Harmony)

Unit Summary: Students will study chords and chord progressions.

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent events, memories, concepts, texts, or storylines. Demonstrate how chord progressions create a fitting harmonic foundation for the composition.

1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. Compose chord progressions and create compositions which can be improved upon.

Students develop musical ideas based on musical elements investigated in class.

1.3D.12adv. Pr4c: Perform chord progressions in a variety of styles.

1.3E.12adv.Pr6a: Record and submit recordings electronically.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills ***(CLKS)*****:**

1.3B.12adv.Cr3b: Demonstrate transfer skills (scales to melody and improvisation; chords to chord progressions to pieces of music)

1.3C.12adv.Cr3b: Develop studies (chord progressions and songs) to solve technical challenges (critical thinking and problem solving).

1.3D.12adv. Pr6a: Develop and implement rehearsal strategies to perform pieces with chord progressions well.

Computer Science & Design Thinking *(CS & DT)***:**
1.3E.12prof.Pr5a: Demonstrate a command of basic recording and file sharing.

Interdisciplinary Connections ELA, Math, VPA, etc.:

SL.9–12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9–12.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9–12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Unit Essential Questions:	**Unit Enduring Understandings:**
How do chords fit together in keys? How do chords function within a key? How do we overcome technical challenges to play chords?	Playing chords is an important part of playing guitar. Playing chords provides the harmonic foundation for a piece of music. Chords are derived from scales (and keys). Strumming patterns are derived from basic rhythms.
Students will know:	**Students will be able to:**
Major	

Minor Dominant 7 Chord Diagrams Chord Progression Major 3rd (Interval) Minor 3rd (Interval) Tonic Dominant Sub Dominant	Play and compose chord progressions. Understand chord progressions and their relation to the key of the piece. Play varied strumming patterns with basic rhythms. Play melodies and improvise over chord progressions.

Stage 2 Assessment Evidence

Summative Assessments:
Summative performance assessments of chord playing (digital portfolio via Google Classroom).
Written test on basic concepts of the unit (terminology, concepts, notation).

Formative Assessments:
Formative performance assessments of chord progressions.
Written quizzes to assess comprehension.

Common Benchmark Assessments:
Common Chord Playing Assessment

Alternative Assessments:

Perform in person instead of electronic submission.

Presentation or research project on concepts addressed in this unit.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timefra me***
1.3B.12adv. Cr3b	Play and analyze chords (play in tune, correct pitches, rhythm, sound production, and musical interpretation)	This is a universal system.	10 blocks
1.3C.12adv. Cr3b	Students will develop chord progressions based on material covered in class (rhythm, melody, chords, form, etc.)	All students will be included and represented. All students will be creating their own musical material.	5 blocks
1.3D.12adv. Pr6a	Perform compositions for the class.	All students and their original work will be included and represented.	5 blocks
1.3E.12prof. Pr5a	Students will develop and implement strategies for developing technique and expressive elements.	Students are encouraged to develop individual work.	4 blocks

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*
Student Guitar Handbook with reference charts on notation, parts, scales, chords and repertoire.	

Chrome Book	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #4: Music Theory

Unit Summary: Students will demonstrate an understanding of scales and chords.

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Pr4c:Analyze scales and chords and relate to our repertoire.

1.3C.12adv.Pr4b: Demonstrate how the structure and context of pieces of music impact and inform prepared and improvised performances.

1.3D.12adv. Pr4c: Perform and explain a variety of music. Address scales, keys, and chords.

1.3E.12acc.Re9a: Analyze and evaluate music, understanding purpose, context, personally developed criteria, and electronic/digital considerations.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

1.3B.12adv.Pr4c:Analysis and investigation of scales and chords, and apply to our repertoire.

1.3C.12adv.Pr4b: Communicate and demonstrate musical concepts with a deeper understanding of content.

1.3D.12adv. Pr4c: Explain a variety of different pieces: diverse styles and types of music,

Computer Science & Design Thinking *(CS & DT)***:**

1.3E.12acc.Re9a: Utilize and analyze technological/digital aspects with our repertoire.

Interdisciplinary Connections ELA, Math, VPA, etc.:

SL.9–12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RI.MF.9–10.6
Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.9–12.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Unit Essential Questions:	**Unit Enduring Understandings:**
How are scales and chords related? How are chords and scales built? What are the differences and similarities (relative minor) between minor and Major scales? What are the differences between the following chord qualities: Major, minor, diminished, Augmented, and Dominant 7th?	Scales are the building blocks for melodies, improvisation, and chords. Scales are built of intervals (and tetrachords). There are several types of triads: Major, minor, diminished, and Augmented.

Students will know: Minor 2nd/half step (interval) Major 2nd/whole step (interval) Minor 3rd (interval) Major 3rd (interval) Form Major Minor Diminished Augmented Dominant 7	**Students will be able to:** Analyze the key of the piece and determine which scales would be best for improvisation. Understand chord progressions and their relation to the key. Build scales and chords with a given formula.

Stage 2 Assessment Evidence

Summative Assessments:

Presentation of analysis of piece with performance. This can be an original composition.

Written analysis of a lead sheet (key, scales for improvisation, chords (numerical analysis; tonic, dominant, subdominant)

Formative Assessments:

Discussion and written quizzes to assess comprehension.

Common Benchmark Assessments:
Common Music Analysis Assessment

Alternative Assessments:
Perform in person instead of electronic submission.
Presentation or research project on concepts addressed in this unit.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timefra me***
1.3B.12adv.Pr4c:	Analyze compositions of music.	Group and individual assessment of works. Create original works using these parameters.	10 blocks
1.3C.12adv.Pr4b	Communicate and demonstrate analysis of works.	All students present work to the class.	5 blocks
1.3D.12adv.Pr4	Study multiple genres/styles.	Diverse genres will be studied. All genres are valid.	5 blocks
1.3E.12acc.Re9a:	21st Century considerations will be a part of our process.	Students utilize technology when studying and presenting this music. 21st Century considerations will also be a part of our analysis.	4 blocks

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*

Student Guitar Handbook with reference charts on notation, parts, scales, chords, music theory, and repertoire.	
Chrome Book	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #5: Composition and Improvisation

Unit Summary: Students will demonstrate a proficiency with musical composition and improvisation.

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Cn10a: Create and perform original compositions featuring chords, melody, and improvisation.

1.3Cadv.Cr1a: Compose and improvise ideas for a variety of purposes and contexts.

1.3D.12adv. Cr1a: Create melodies, rhythms and harmonies for a collection of compositions and improvisations in a variety of styles.

1.3E.12dv.Cr3b: Share music through (computer-based) notation, performance (including technology) and demonstrate/ explain how the elements of music, compositional technique, and processes have been employed to realize expressive intent.

Interdisciplinary Connections	
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** **1.3B.12adv.Cn10a: Students create and present their own musical works, including improvisation.** **1.3Cadv.Cr1a: Compositions will be created for a variety of purposes and contexts.** **1.3D.12adv. Pr4c: Students will broaden their horizons as they will be exposed to a variety of different styles of music.**	
Computer Science & Design Thinking *(CS & DT)***:** **1.3E.12dv.Cr3b: Students will write music in computer notation.**	
Interdisciplinary Connections ELA, Math, VPA, etc.: SL.9–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9–12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9–12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Unit Essential Questions: How does a composer bring together different elements of music to create a composition? How can the intentions of the composer (and improviser) dictate your choice of musical elements?	**Unit Enduring Understandings:** Composers use rhythms, melodies, chords, form, improvisation,lyrics and other elements to create a musical composition.

	Technology can be utilized in the study, creation, notation, and distribution of music.
Students will know: Rhythm Time Signature Form Improvisation (and Scales) Chords (Harmony) Melody Key	**Students will be able to:** Compose a piece of music that uses rhythm, melody, chords, form, and improvisation. Compose music using computer software (Noteflight). Present and describe musical elements used in the composition.

Stage 2 Assessment Evidence

Summative Assessments:

Presentation and analysis of piece with performance of original composition

Written exam on key elements of unit.

Formative Assessments:
Discussion, demonstration, and written quizzes to assess comprehension.

Common Benchmark Assessments:
Common Music Composition and Improvisation Performance Assessment

Alternative Assessments:
There will be some flexibility within the assignment itself, especially within mode of presentation.
Further alternative assessments as noted in IEP.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timefra me***
1.3B.12adv. Cn10a:	Compose a piece of music and improvise upon it.	Students will create their own work and will present and describe it.	10 blocks
1.3Cadv.Cr1 a:	Present your piece in different settings or contexts.	Students can present their piece in different settings or contexts. This may impact the nature of the composition itself.	5 blocks
1.3D.12adv. Cr1a	Music will be composed in various genres/styles.	Diverse genres will be studied. All genres are valid.	5 blocks
1.3E.12dv.C r3b	Students will utilize technology in the creation of their work. They will also describe how technology has been used and if it has impacted the work itself.	Students will compose (or notate) melodies and chord progressions on their Chrome Book.	4 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Student Guitar Handbook with reference charts on notation, parts, scales, chords, music theory, and repertoire.	
Chrome Book (Noteflight, etc.)	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study

- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #6: Musical Expression

Unit Summary: Students will demonstrate a proficiency with musical expression

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Cr3b: Perform and demonstrate a command of the following: dynamic markings, tempi indications, articulation (staccato, legato, etc.), and phrasing.

1.3C.12adv.Cr1a: Share varied, personally developed musical works (individually or as an ensemble) that address musical expression.

1.3D.12adv.Pr4c: Perform and present a varied collection of music selected for performance programs that demonstrates musical expression (dynamics, tempi, articulation, phrasing, etc.)

1.3E.12adv.Cr3b: Share a varied portfolio of musical creations that demonstrates concepts of musical expression, as well as the use of digital tools and resources in developing and organizing ideas.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

1.3B.12adv.Cr3b: Students create and present their own musical works, demonstrating concepts from the unit.

1.3C.12adv.Cr1a: Students study and present a varied group of works.

1.3D.12adv.Pr4c: Perform and present musical works that demonstrate a command of Musical Expression.

Computer Science & Design Thinking *(CS & DT)***:**

1.3E.12dv.Cr3b: Students will use digital tools in developing and organizing musical ideas and musical expression.

Interdisciplinary Connections ELA, Math, VPA, etc.:

SL.9–12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9–12.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Unit Essential Questions:	**Unit Enduring Understandings:**

How does a musician increase musical expression through utilizing the following concepts: Dynamics, Tempi, Articulation, and Phrasing. How can the intentions of the composer dictate your choice of musical expression?	Composers, musicians and improvisers use a variety of tools (dynamics, tempi, articulation, phrasing, etc.) to make music more expressive. Technology can be utilized in the study, creation, and notation of musical expression.
Students will know: FF, F, MF, MP, P, PP, cresc., decresc. (terms and abbreviations) Various Italian terms regarding tempi (Allegro, Andante, Largo, Rubato, etc.) Various terms regarding articulation (staccato, legato, tenuto, fermata, etc.) Concepts of phrasing	**Students will be able to:** Demonstrate and perform a variety of pieces with correct musical expression. Compose and perform short pieces of music (Studies) which utilize concepts from this unit. Be able to identify terms and concepts of musical expression.

Stage 2 Assessment Evidence

Summative Assessments:
Presentation and analysis of piece with performance of original composition
Written exam and performance assessments on key elements of unit.

Formative Assessments:
Discussion, demonstration, and written quizzes to assess comprehension.

Common Benchmark Assessments:
Common Musical Expression and Improvisation Performance Assessment

Alternative Assessments:
There will be flexibility and room for individuality within the assignment itself, as well as within the mode of presentation.
Further alternative assessments as noted in IEP.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe***
1.3B.12adv. Cr3b	Perform and demonstrate a command of basic techniques of Musical Expression	Students will learn a variety of tools to express themselves musically.	10 blocks
1.3C.12adv. Cr1a:	Share personally developed musical works (solo or in a group)	Students share personally developed musical works which also demonstrate concepts in the unit.	4 blocks

1.3D.12adv.Pr4c:	Perform and present a varied collection of music which demonstrates concepts of the unit.	Diverse genres will be studied. All genres are valid, etc.	10 blocks
1.3E.12dv.Cr3b	Students will utilize technology in the organizing and sharing creation of their work.	Students will use technology to study, organize, develop and share their musical work.	10

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Student Guitar Handbook with reference charts on notation, parts, scales, chords, music theory, and repertoire.	
Chrome Book (Noteflight, Google Classroom)	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #7: Musical Genres and Music History

Unit Summary: Students will demonstrate proficiency with music from different genres and eras of musical history.

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Cr3b: Perform and demonstrate a command of music from varying genres and eras of music history. Explain how the elements of music have been employed to realize expressive intent.

1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

1.3D.12adv.Pr6a: Perform music from a variety of genres and musical eras. Perform with expression and technical accuracy. Demonstrate sensitivity to the audience and understanding of the context (social, cultural, historical).

1.3E.12adv.Cr2a: Select, develop and organize varied musical ideas (rhythmic, melodic, harmonic, etc.) into larger musical works that exhibits unity, variety, complexity and coherence. Use technology in this process.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

1.3B.12adv.Cr3b: Students broaden their cultural and historical understanding through developing music from varied genres and historical eras.

1.3C.12adv.Pr4c: Students present their work to an audience.

1.3D.12adv.Pr6a: Students demonstrate an understanding of musical repertoire in terms of social, cultural and historical importance.

Computer Science & Design Thinking *(CS & DT)*:

1.3E.12dv.Cr2a: Students will use digital tools in developing and organizing musical ideas and musical expression.

Interdisciplinary Connections ELA, Math, VPA, etc.:

SL.9–12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RI.MF.9–10.6
Analyze, integrate, and evaluate multiple interpretations (e.g., recordings, scores, historical documents, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.9–12.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Unit Essential Questions:	**Unit Enduring Understandings:**
How are musical elements (rhythm, melody, harmony, form, musical expression) varied to produce music that varies between genre and historical era? What are the different eras of music history?	Composers, musicians and improvisers manipulate musical elements in a variety of ways. These elements tend to vary by genre and musical era. Technology, a vital part of the current era, can be utilized in the study, creation, and notation of musical expression.

Students will know:	**Students will be able to:**
Eras of Western music history (Contemporary, 20th Century, Romantic, Classical, Baroque, Renaissance) Varied genres (Folk, Rock, Jazz, Rap/Hip-Hop, Country, Classical, World) How musical elements (Rhythm, Melody, Harmony, Form, Musical Expression, etc.) can be manipulated in different genres and eras.	Demonstrate, perform, and explain a variety of musical repertoire from different eras and genres. Be able to identify terms and concepts of music from different genres and eras.

Stage 2 Assessment Evidence

Summative Assessments:
Presentation and analysis of pieces of music from varying eras and genres.
Written exam and performance assessments on key elements of this unit.

Formative Assessments:
Discussion, formative performance assessments, and written quizzes to assess comprehension.

Common Benchmark Assessments:
Common written and performance assessments

Alternative Assessments:

There will be flexibility and room for individuality within the assignment itself, as well as within the mode of presentation.

Further alternative assessments as noted in IEP.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timefra me***
1.3B.12adv. Cr3b	Demonstrate a command of musical elements from varied eras and genres.	Students play music from different cultures and genres.	10 blocks
1.3C.12adv. Pr4c	Perform a variety of music from different eras and genres for an audience.	Students perform music from a variety of musical eras and genres for an audience.	10 blocks
1.3D.12adv.Pr6a	Demonstrate technical accuracy with musical elements and demonstrate an understanding of historical and social context of the composition.	Students gain a command of musical elements within these varied compositions and demonstrate an understanding of cultural context.	10 blocks
1.3E.12adv. Cr2a:	Students will utilize technology in the organizing and sharing creation of their work.	Students will use technology to study, organize, develop and share their musical work.	10 blocks

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*

Student Guitar Handbook with reference charts on notation, parts, scales, chords, music theory, and repertoire.	
Chrome Book (Noteflight, Google Classroom)	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #8: Performance and Presentation

Unit Summary: Students will demonstrate proficiency in Performance and Presentation

Unit Learning Targets

NJSLS Standards:

1.3B.12adv.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

1.3D.12adv.P4ca: Explain and present an understanding of the context in a varied collection of music selected for performance programs in a variety of contrasting styles.

1.3E.12adv.Pr6b: Demonstrate an ability to connect with audience members before and engaging with and responding to them during prepared and improvised performances.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** **1.3B.12adv.Pr4c: Present pieces of music to an audience. Demonstrate how interpretation reflects a larger understanding of the work in terms of cultural context and intention of the composer.** **1.3C.12adv.Pr5a: Develop work strategies to prepare for presentation.** **1.3D.12adv.P4ca: Present a variety of music, thus demonstrating an understanding of a broader cultural context.**
Computer Science & Design Thinking *(CS & DT)***:** **1.3E.12adv.Pr6b: Utilize technology in preparing and sharing prepared and improvised performances for an audience.**
Interdisciplinary Connections ELA, Math, VPA, etc.: **SL.9–12.1** **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** **SL.9–12.4** **Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.** **SL.9–12.5** **Make strategic use of digital media (e.g., audio and video recordings) in presentations to enhance understanding of musical interpretation and performance quality.**

Unit Essential Questions:	**Unit Enduring Understandings:**

How are musical elements (rhythm, melody, harmony, form, musical expression) varied to produce music that varies between genre and historical era? What are the different eras of music history?	Composers, musicians and improvisers manipulate musical elements in a variety of ways. These elements tend to vary by genre and musical era. Technology, a vital part of the current era, can be utilized in the study, creation, and notation of musical expression.
Students will know: Rehearsal strategies What makes a successful performance. How to create an effective video (or audio) of a musical performance and will be able to share this media.	**Students will be able to:** Demonstrate, perform, and explain a variety of musical repertoire from different eras and genres. Students will be able to develop rehearsal strategies that culminate in an effective musical performance. Articulate what defines an effective performance or presentation. Be able to identify terms and concepts of music from different genres and eras.

Stage 2 Assessment Evidence

Summative Assessments:
Presentation and analysis of pieces of music from varying eras and genres.
Written exam and performance assessments on key elements of this unit.

Formative Assessments:
Discussion, formative performance assessments, and written quizzes to assess comprehension.

Common Benchmark Assessments:
Common written and performance assessments

Alternative Assessments:
There will be flexibility and room for individuality within the assignment itself, as well as within the mode of presentation.
Further alternative assessments as noted in IEP.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timefra me***
1.3B.12adv.Pr4c	Perform and present pieces of music that reflect the composer's intent.	Rehearse, present, and analyze music.	10 blocks
1.3C.12adv. Pr5a:	Develop rehearsal strategies.	Rehearse for performance. Rehearsal techniques will be analyzed and developed.	10 blocks

1.3D.12adv.Pr4ca:	Explain and present a variety of music.	Students analyze (composer's intent, cultural context, rehearsal techniques) and present a piece of music and present it to the class	10 blocks
1.3E.12adv.Pr6b:	Students develop the ability to communicate with an audience.	Students will communicate with an audience.	10 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Student Guitar Handbook with reference charts on notation, parts, scales, chords, music theory, and repertoire.	
Chrome Book (Noteflight, Google Classroom)	
Access to technology to provide demonstrations and backing tracks.	
Guitars, strings, etc.	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups