

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Guitar

Course Number: 077100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| Course/Unit Title: Guitar Foundations | Unit Summary: Students will develop a sense of the value of music and musicianship through a better understanding of the elements by which instrumentalists develop, refine their skills and thereby increase their expressive capabilities. |
| Grade Level(s): 9-12 | |
| Essential Question(s): What are the features, timbres, and qualities that make a guitar a unique musical instrument? What are the foundational techniques for the guitar upon which all intermediate and advanced methods of guitar playing are based? What progression should be taken in order to provide a sound foundation for the experience of being a guitarist? | Enduring Understanding(s): <ol style="list-style-type: none"> 1. To utilize music as a form of communication, self-expression, and creativity. 2. To enjoyably develop a sense of the disciplined process of learning such an art, and to reap the rewards. 3. To express thoughts, ideas, and emotions through a musical means. <p style="text-align: center;">NJCCS: 1.3.8.B.2; 1.3.12.B.3; 1.4.12.B.2</p> |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJCCCS or CCS</u> |
|---|----------------------|
| 1. Students will understand that stylistic considerations vary across genres, cultures and historical eras. | 1. 1.3.8.B.2 |
| 2. Students will understand that manipulating the elements of music is a contributing factor to musical artistry. | 2. 1.3.12.B.3 |
| 3. Students will learn that the cohesiveness of a piece of music and its ability to communicate a theme can be directly affected by the artist's technical proficiency as well as the manner and physical context in which it is performed. | 3. 1.4.12.B.2 |

Inter-Disciplinary Connections:

Physical Education

2.1: Wellness

All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.5: Motor Skill Development

All students will develop and refine fine motor skills.

All Students will respond in movement to changes in tempo, beat, rhythm, or musical style.

Language Arts

CCSS.ELA. LITERACY. RST. 9-10.1 Key Ideas and Details

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA. LITERACY. RST. 9-10.2 Key Ideas and Details

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex Process, phenomenon or concept; provide an accurate summary of text.

CCSS.ELA. LITERACY.RST.9-10.4 Craft and Structure

Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 9-10 test and topics.

Science

5.2: Physical Science

All Students will investigate sound with regard to pitch, volume, and timbre as independent variables.

Social Studies

6.1-6: United States and World History

All students will be exposed to historical events, culture, persons, places, attitudes and environments relative to the selected musical compositions.

World Languages

7.1: Vocabulary Development

All Students will demonstrate comprehension of brief oral and written messages (at the word level) using age and level appropriate culturally authentic materials on familiar topics.

All students will be able to ask and respond to simple questions, make requests and express preference using memorized words and phrases.

Technology

8.1: Technology and Digital Tools

All students will use technology and digital tools to participate in online course, learning communities, social networks or virtual worlds, and recognize them as resources for lifelong learning.

All students will use technology and digital tools to create/modify a personal digital portfolio.

21st Century Life and Careers

9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.

9.1.12. C.5: All students will have the opportunity to assume a leadership position by guiding the thinking of peers in a direction that leads to a successful completion of a challenging task or project.

9.1.12.F.2-3: All students will understand that ethical behaviors support human rights and dignity in all aspects of life. Specifically, a positive work ethic and respect for intellectual property rights.

9.3: All students will understand that there is a relationship between personal behavior and employability. Career preparation requires purposeful; planning based on research, self-knowledge, and informed changes.

9.4.12. C.4-6: All students will understand that academic concepts lay the foundation for the full range of career and post-secondary education opportunities within a career cluster.

Students will engage with the following texts:

Essential Elements for Guitar by Will Schmid and Bob Morris , Hal Leonard Publishing

Easy Pop Melodies by Will Schmid, Hal Leonard Publishing

More Easy Pop Melodies by Will Schmid, Hal Leonard Publishing

Even More Easy Pop Melodies by Will Schmid, Hal Leonard Publishing

Students will write:

Simple phrases with standard music notation, label pitches, and annotate rhythms.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

The student will be able to achieve the following skills by use of the text and supplemental materials, teacher demonstration, critical listening, individual and group practice, and exploration :

1. Perform a simple melody with traditionally appropriate and effective technique on the first three strings of the guitar in first position.
2. Perform music on the guitar by reading beginner level music notation on the treble clef.
3. Perform simple open chords by reading and interpreting chord diagrams.
4. Perform a Semi-Chromatic scale (four frets).
5. Adjust the pitch of each string to the standard guitar tuning from a variety of sources such as another in-tune guitar, a tuner, and relative tuning method (string to string)
6. Assess whether they are melody, counter-melody, accompaniment and then balance appropriately within the ensemble.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Treble clef and rhythm quizzes, melody and scale tests, tuning assessment. [Remembering, understanding]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
- Differentiated instruction for students who have experience playing guitar.
- Extra time for tests & quizzes.
- Use of visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Chapter tests, sight-reading, and written reflection of AV examples. [Applying and Analyzing]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
- Differentiated instruction for students who have experience playing guitar.
- Extra time for tests & quizzes.
- Use of visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
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- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

Perform songs independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. Improvise works through the conscious manipulation of the elements of music. [Analyzing, Evaluating and Creating]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
- Differentiated instruction for students who have experience playing guitar.
- Extra time for tests & quizzes.
- Use of visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
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Course Number: 077100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|--|
| Course/Unit Title: Guitar History and Musical Awareness | Unit Summary: Students will acquire an appreciation of the guitar as a unique musical instrument, its lineage, music culture and musical awareness as it relates to music history, ultimately promoting one's relative responsibilities to their surroundings. |
| Grade Level(s): 9-12 | |
| Essential Question(s): How has the development, design, and popularity of the guitar been shaped by socio-economics, trends, designers, and notable composers or performers? What do you find appealing about certain types of playing and music written for the guitar as opposed to other types of music that does not interest you as much? | Enduring Understanding(s): <ol style="list-style-type: none"> 1. To create an awareness and appreciation of cultural diversity. 2. To appreciate the historical context and social significance of music. 3. To cultivate a lifelong support of the arts. 4. To develop poise, self-confidence, leadership qualities, and positive social habits. 5. To be able to identify quality musical performances through aesthetic and intellectual understandings. <p style="text-align: center;">NJCCS: 1.4.12.A.2; 1.2.12.A.1-2; 1.4.12.A.4; 1.4.12.B.3</p> |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJCCCS or CCS</u> |
|---|----------------------|
| 1. Students will gain understanding and begin to hypothesize as to the composer's intent through his/her elements of music. | 1. 1.4.12.B.3 |
| 2. Students will gain an understanding of how cultural and historical events impact art-making as well as how audiences respond to works of art | 2. 1.2.12.A.2 |
| 3. Students will evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to music. | 3. 1.4.12.A.4 |
| 4. Students will determine the role of music and music-making in a global society by analyzing the influence of technology on the performing arts for consumers, creators, and performers around the world. | 4. 1.4.12.B.3 |

Inter-Disciplinary Connections :

Physical Education

2.1: Wellness

All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.5: Motor Skill Development

All students will develop and refine fine motor skills.

All Students will respond in movement to changes in tempo, beat, rhythm, or musical style.

Language Arts

CCSS.ELA. LITERACY. RST. 9-10.1 Key Ideas and Details

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 9-10 test and topics.

Science

5.2: Physical Science

All Students will investigate sound with regard to pitch, volume, and timbre as independent variables.

Social Studies

6.1-6: United States and World History

All students will be exposed to historical events, culture, persons, places, attitudes and environments relative to the selected musical compositions.

World Languages

7.1: Vocabulary Development

All Students will demonstrate comprehension of brief oral and written messages (at the word level) using age and level appropriate culturally authentic materials on familiar topics.

All students will be able to ask and respond to simple questions, make requests and express preference using memorized words and phrases.

Technology

8.1: Technology and Digital Tools

All students will use technology and digital tools to participate in online course, learning communities, social networks or virtual worlds, and recognize them as resources for lifelong learning.

All students will use technology and digital tools to create/modify a personal digital portfolio.

21st Century Life and Careers

9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.

9.1.12. C.5: All students will have the opportunity to assume a leadership position by guiding the thinking of peers in a direction that leads to a successful completion of a challenging task or project.

9.1.12.F.2-3: All students will understand that ethical behaviors support human rights and dignity in all aspects of life. Specifically, a positive work ethic and respect for intellectual property rights.

9.3: All students will understand that there is a relationship between personal behavior and employability. Career preparation requires purposeful; planning based on research, self-knowledge, and informed changes.

9.4.12. C.4-6: All students will understand that academic concepts lay the foundation for the full range of career and post-secondary education opportunities within a career cluster.

Students will engage with the following text:

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Students will write:

Simple phrases with standard music notation, label pitches, and annotate rhythms.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

The student will be able to achieve the following skills by use of the text and supplemental materials, teacher demonstration, critical listening, individual and group practice, and exploration :

1. Clearly articulate an informed perspective on this unit's concepts and the history of the guitar in general.
2. Appreciate a large variety of musical styles and genres.
3. Appreciate what role music plays in various cultures and historical eras.
4. Express an opinion in regard to the guitar's journey to become a notable instrument of Art Music, while maintaining its folksy roots and "street credibility." Dialogue will be encouraged throughout, with continual prompts from the teacher to the student, to ask them to always provide supporting evidence and facts to back up any claims or opinions.
5. The teacher will provide a comprehensive history of the guitar via video demonstration, class discussion and mini lectures.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Question the student on their historical perspective of the guitar, performers, and composers. [Remembering, understanding]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
- Differentiated instruction for students who have experience playing guitar.
- Extra time for tests & quizzes.
- Use of visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
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- Break long assignments into parts. Set a separate due date for each part.
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- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

Chapter tests, sight-reading, and written reflection of AV examples. [Applying and Analyzing]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
- Differentiated instruction for students who have experience playing guitar.
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Performance Assessments:

Perform songs independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. Improve works through the conscious manipulation of the elements of music. [Analyzing, Evaluating and Creating]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
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Course Name: Guitar

Course Number: 077100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|--|
| Course/Unit Title: Guitar Pragmatism | Unit Summary: Students will further develop the value of music, musicianship, mass communication and musical scholarship through a better understanding of elements by which instrumentalists develop, refine their skills, and nurture discipline specific traits. This unit is designed to address the needs of the everyday guitarist and help with the practical matters of playing the guitar. This unit is best taught as individual lessons throughout the year either planned or as teachable moments arise. |
| Grade Level(s): 9-12 | |
| Essential Question(s): 1. What are the varieties of ways guitarists, composers, and songwriters have used alternative notation systems to both teach and learn specific pieces and how to play the instrument in general? 2. How has learning the guitar changed throughout the centuries and in even more recent decades? | Enduring Understanding(s): 1. To comprehend and translate musical notation into kinesthetic and aural responses. 2. To enable students to become familiar with the variety of musical encounters they will experience both within guitar circles as well as other musicians in bands and ensembles. 3. To increase students' awareness and sensitivity to music and guitar microcultures. NJCCS: 1.1.12.B.2; 1.2.8.A.1; 1.3.12.B.1; 1.4.12.A.4; 1.4.12.B.3 |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJCCCS or CCS</u> |
|---|----------------------|
| 1. Students will gain an understanding of musical proficiency and fluency by developing the ability to sight-read, and classify the stylistic differences in music of varying traditions. | 1. 1.1.12.B.2 |
| 2. Students will gain an understanding of the technological changes that have and will continue to substantially influence the development and nature of the arts. | 2. 1.2.8.A.1 |
| 3. Students will gain an understanding of how art and art-making reflect and affect the role of technology in a global society. | 3. 1.4.12.B.3 |

Inter-Disciplinary Connections :

| |
|--|
| Physical Education 2.1: Wellness All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.5: Motor Skill Development All students will develop and refine fine motor skills. All Students will respond in movement to changes in tempo, beat, rhythm, or musical style. |
| Language Arts CCSS.ELA. LITERACY. RST. 9-10.1 Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CCSS.ELA. LITERACY. RST. 9-10.2 Key Ideas and Details Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex Process, phenomenon or concept; provide an accurate summary of text. CCSS.ELA. LITERACY.RST.9-10.4 Craft and Structure Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 9-10 test and topics. |
| Science 5.2: Physical Science All Students will investigate sound with regard to pitch, volume, and timbre as independent variables. |
| Social Studies 6.1-6: United States and World History All students will be exposed to historical events, culture, persons, places, attitudes and |

environments relative to the selected musical compositions.

World Languages

7.1: Vocabulary Development

All Students will demonstrate comprehension of brief oral and written messages (at the word level) using age and level appropriate culturally authentic materials on familiar topics.

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Technology

8.1: Technology and Digital Tools

All students will use technology and digital tools to participate in online course, learning communities, social networks or virtual worlds, and recognize them as resources for lifelong learning.

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21st Century Life and Careers

9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.

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Students will write:

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

The student will be able to achieve the following skills by use of the text and supplemental materials, teacher demonstration, critical listening, individual and group practice, and exploration :

1. Accurately and speedily decode a beginner level piece of music written out in guitar tab.
2. Accurately and speedily decode a beginner level piece of music written out as a lead sheet.
3. Accurately and speedily decode a beginner level piece of music written out as chord/lyric sheet.
4. Assess multiple sources of guitar transcriptions to determine which one has the superior version of a particular piece.
5. Evaluate an online demonstration of a guitar piece performed on YouTube for educational purposes, in order to determine if it would be a source from which they could learn the piece.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

A formative assessment (Playing) to ensure each student's accurate comprehension of these notation techniques. [Remembering and understanding]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
- Differentiated instruction for students who have experience playing guitar.
- Extra time for tests & quizzes.
- Use of visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
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- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Summative Assessments:

A summative assessment at the end of each segment of the unit where students perform individually or in small groups. [Applying and Analyzing]

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
- Differentiated instruction for students who have experience playing guitar.
- Extra time for tests & quizzes.
- Use of visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
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- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

Performance Assessments:

- 1. Perform songs independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. Improvise works through the conscious manipulation of the elements of music. [Creating]**
- 2. Analyze how the elements of music are manipulated in original or prepared musical scores.**
- 3. Evaluate how exposure to various cultures has an influence on individual, emotional, intellectual, and kinesthetic responses to artwork.**

Accommodations/Modifications:

- IEP adjustments as needed per student. Immersion for ESL students.
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Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Guitar

Course Number: 077100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|---|
| Course/Unit Title: Moving Beyond the Beginnings in Guitar | Unit Summary: Students will move further into the advanced stages of being a beginning guitar player, by playing melodies on all strings in additional keys and chords. This unit will also enhance the neurological process by activating more areas of the brain simultaneously than any other endeavor, equipping students with a significant advantage for intellectual development of musical spontaneity. |
| Grade Level(s): 9-12 | |
| Essential Question(s): <ol style="list-style-type: none"> 1. What are the factors that are required in how you practice that develop technique? 2. What are the challenges and solutions to increasing your musical vocabulary on the guitar? 3. What motivates you to keep playing, practicing and progressing on your instrument? | Enduring Understanding(s): <ol style="list-style-type: none"> 1. To utilize musical studies to enhance cognition in all disciplines. 2. To create, interpret, listen, improvise, and perform music. 3. To develop one's mind to their fullest potential 4. To further students' base of guitar skills and knowledge in order to serve as the core for their advancement into intermediate and eventually advanced status. <p style="text-align: center;">NJCCS: 1.3.8.B.2; 1.3.12.B.3; 1.3.12.B.1; 1.4.12.B.2</p> |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| Learning Target | NJCCCS or CCS |
|--|---------------|
| 1. Students will gain an understanding that stylistic considerations vary across genres, cultures, and historical eras. | 1. 1.3.8.B.2 |
| 2. Students will gain an understanding that manipulating the elements of music is a contributing factor to musical artistry | 2. 1.3.12.B.3 |
| 3. Students will learn that the cohesiveness of a piece of music and its ability to communicate a theme can be directly affected by the artists' technical proficiency as well as by the manner and physical context in which it is performed. | 3. 1.4.12.B.2 |

Inter-Disciplinary Connections :

| |
|--|
| <p>Physical Education</p> <p>2.1: Wellness All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.5: Motor Skill Development All students will develop and refine fine motor skills. All Students will respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>Language Arts</p> <p>CCSS.ELA. LITERACY. RST. 9-10.1 Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>CCSS.ELA. LITERACY. RST. 9-10.2 Key Ideas and Details Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex Process, phenomenon or concept; provide an accurate summary of text.</p> <p>CCSS.ELA. LITERACY.RST.9-10.4 Craft and Structure Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 9-10 test and topics.</p> |
| <p>Science</p> <p>5.2: Physical Science All Students will investigate sound with regard to pitch, volume, and timbre as independent variables.</p> |
| <p>Social Studies</p> <p>6.1-6: United States and World History All students will be exposed to historical events, culture, persons, places, attitudes and</p> |

environments relative to the selected musical compositions.

World Languages

7.1: Vocabulary Development

All Students will demonstrate comprehension of brief oral and written messages (at the word level) using age and level appropriate culturally authentic materials on familiar topics.

All students will be able to ask and respond to simple questions, make requests and express preference using memorized words and phrases.

Technology

8.1: Technology and Digital Tools

All students will use technology and digital tools to participate in online course, learning communities, social networks or virtual worlds, and recognize them as resources for lifelong learning.

All students will use technology and digital tools to create/modify a personal digital portfolio.

21st Century Life and Careers

9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.

9.1.12. C.5: All students will have the opportunity to assume a leadership position by guiding the thinking of peers in a direction that leads to a successful completion of a challenging task or project.

9.1.12.F.2-3: All students will understand that ethical behaviors support human rights and dignity in all aspects of life. Specifically, a positive work ethic and respect for intellectual property rights.

9.3: All students will understand that there is a relationship between personal behavior and employability. Career preparation requires purposeful; planning based on research, self-knowledge, and informed changes.

9.4.12. C.4-6: All students will understand that academic concepts lay the foundation for the full range of career and post-secondary education opportunities within a career cluster.

Students will engage with the following texts:

Essential Elements for Guitar by Will Schmid and Bob Morris , Hal Leonard Publishing

Easy Pop Melodies by Will Schmid, Hal Leonard Publishing

More Easy Pop Melodies by Will Schmid, Hal Leonard Publishing

Even More Easy Pop Melodies by Will Schmid, Hal Leonard Publishing

Students will write:

Simple phrases with standard music notation, label pitches, and annotate rhythms.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

The student will be able to achieve the following skills by use of the text and supplemental materials, teacher demonstration, critical listening, individual and group practice, and exploration :

1. Play melodies that include notes on the 4th, 5th and 6th strings.
2. Strum chord progressions using a variety of strumming patterns that include more than merely quarter notes.
3. Play scales ascending and descending with alternate picking, at a steady tempo, and with evenness of tone.
4. Incorporate the reading and playing of accidental notes into melodies.
5. Perform rhythms of increasing complexity while matching tempo with other ensemble members and/or the teacher.
6. Demonstrate down and up strumming, alternate picking and finger picking in their repertoire of right-hand techniques. Also, make choices about which of these techniques to use and when to use them.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

A formative assessment (Playing) to ensure each student's accurate comprehension of notes in first position on Strings 4,5, and 6, strumming pattern variations, and accidentals. [Remembering and understanding]

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Summative Assessments:

A summative assessment at the end of each segment of the unit where students perform individually or in small groups. Selections will require a students' gained skills to perform in proper style. [Applying and Analyzing]

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