

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Music 7 – Beginning Guitar</b>	<b>Grade Level(s):7 and 8</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: October 20, 2016</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

Music 7 – Beginning guitar is designed to teach the concepts and fundamentals needed to perform on the guitar. Students will explore the theoretical concepts needed to successfully read and write music. This course will also increase musical understanding of chords, scales, note reading and basic strumming. Styles of guitar playing will include the blues, folk, rock and classical. Students will be expected to practice and play during class on a daily basis.

1. Students develop a strong sense of rhythm, pitch, timing, note recognition, meter, tempo, clef recognition and musical vocabulary throughout this course. Students will be able to demonstrate their knowledge and understanding of these musical concepts through the consistent performance, formative testing, summative testing and peer to peer critique.
2. Students perform independently and in groups and apply a theoretical understanding of musical terminology to their classroom performance.
3. Students learn how to care for and maintain their instruments throughout the 18-week period.
4. Students will examine the effect music had on popular guitarists both past and present.

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### **Mission Statement**

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJ SLS).

### **Curriculum & Instruction Goals**

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with South Harrison Township Elementary**

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
- 6. Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
- 7. Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
- 8. Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the New Jersey Student Learning Standards (NJSLS) are noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the New Jersey Student Learning Standards (NJSLS) by providing an example from which to work and/or a product for implementation.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
15. Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*
16. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
17. **21<sup>st</sup> Century Skills:** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title: Music 7 - Guitar**

**Prerequisite(s): None**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b> Guitar Basics – Getting Ready to play, How to Read Music</p>	<p>2 Weeks September/January</p> <p>Ongoing throughout semester</p>	<p>NJ SLS VPA 1.1.8.B.1 MU:Re7.2.7 MU:Re7.2.8</p> <p>NJ SLS VPA 1.1.8.B2 MU:Re7.2.7</p> <p>NJ SLS VPA 1.4.8.A.5 NJ SLS VPA 1.4.8.A.7</p> <p><b>Literacy</b> NJ SLS R5.RI.8.4</p> <p><b>Career Ready Practices</b> NJ SLS CTE 9.3.12.AR-PRF.3 NJ SLS CTE 9.3.12.AR-PRF.4</p>	<p>NJ SLS VPA 1.4.8.A.7</p> <ul style="list-style-type: none"> <li>The students will be able to explore and learn about the parts of the guitar and their function. 2 days</li> </ul> <p>NJ SLS VPA 1.4.8.A.7</p> <ul style="list-style-type: none"> <li>The students will be able to learn the relative tuning system using the electric guitar tuner as a reference pitch. Weeks? 2 days</li> </ul> <p>NJ SLS VPA 1.4.8.A.7</p> <ul style="list-style-type: none"> <li>The students will be able to replace a broken string on a guitar. When appropriate.</li> </ul> <p>NJ SLS VPA 1.1.8.B.1</p> <ul style="list-style-type: none"> <li>The students will be able to read music on the treble clef staff. 2 weeks and throughout the course</li> </ul> <p>NJ SLS VPA 1.1.8.B.1</p> <ul style="list-style-type: none"> <li>The students will be able to draw the note/rest value pyramid, allowing them to see relative note/rest values. 2 weeks and throughout the course</li> </ul> <p>NJ SLS VPA 1.1.8.B.2 NJ SLSA R5.RI.8.4</p> <ul style="list-style-type: none"> <li>The students will understand the</li> </ul>	<ul style="list-style-type: none"> <li>Show the proper finger technique on the fret board.</li> <li>Tuning and guitar maintenance</li> <li>Read music in relation to guitar performance.</li> <li>Correct way to hold the guitar.</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			relationship between different notes and rests. 2 weeks and throughout the course	
<b>Unit 2:</b> Notes on the Strings, strumming and single note songs and 3 string chords, music performance	3 Weeks  Sept-Oct Jan-Feb	NJ SLS VPA 1.3.8.B.1 NJ SLS VPA 1.3.8.B.2 NJ SLS VPA 1.3.8.B.3  <b>Literacy</b> NJ SLA. R5.RI.8.3  <b>Career Ready Practices</b> NJ SLS CTE 9.3.12.AR-PRF.3 NJ SLS CTE 9.3.12.AR-PRF.4	NJ SLS VPA 1.3.8.B.2 <ul style="list-style-type: none"> <li>The students will be able to play notes on single string, double string and three finger chords. 3 Weeks</li> </ul> NJ SLS VPA 1.3.8.B.2 <ul style="list-style-type: none"> <li>The students will be able to follow along in a piece of music. 3 Weeks</li> </ul> NJ SLS VPA 1.3.8.B.1 <ul style="list-style-type: none"> <li>The students will be able to name note names on the strings of the guitar. 3 Weeks</li> </ul> NJ SLS VPA 1.3.8.B.3 <ul style="list-style-type: none"> <li>The students will develop their playing skills through practice and performance. 3 Weeks</li> </ul> NJ SLS VPA 1.3.8.B.1 NJ SLA. R5.RI.8.3 <ul style="list-style-type: none"> <li>The students will understand note durations and counting. 3 Weeks</li> </ul>	<ul style="list-style-type: none"> <li>Play on empty strings and learn their names.</li> <li>Play single notes on the first through the sixth strings on the guitar.</li> <li>Strum appropriately using a downward or upward stroke as necessary.</li> <li>Count and play through notes appropriately.</li> <li>Play individually and in groups chords and single note melodies.</li> </ul>
<b>Unit 3:</b> Basic Chords, practice, performance and music choice performance	11 Weeks  October-December	NJ SLS VPA 1.3.8.B.1 NJ SLS VPA 1.3.8.B.2 NJ SLS VPA 1.3.8.B.3  NJ SLA. R5.RI.8.4	NJ SLS VPA 1.3.8.B.1 <ul style="list-style-type: none"> <li>The students will be able to play full bodied chords.</li> <li>The students will be able to play duets with another in the class. 11</li> </ul>	<ul style="list-style-type: none"> <li>Play individually and in groups.</li> <li>Play full-bodied chords and be able to compare and contrast to single</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
	May- June	<b>Career Ready Practices</b> NJ SLS CTE 9.3.12.AR-PRF.3 NJ SLS CTE 9.3.12.AR-PRF.4	Weeks  NJ SLS VPA 1.3.8.B.2 <ul style="list-style-type: none"> <li>The students will be able to switch chords fluently. 11 Weeks</li> </ul> NJ SLS VPA 1.3.8.B.2 <ul style="list-style-type: none"> <li>The students will be able to play different genres of music including but not limited to blues, pop, rock, folk etc. 11 Weeks</li> </ul>	finger chords. <ul style="list-style-type: none"> <li>Perform music in front of their peers as an individual and in groups.</li> <li>Perform simple songs using certain chord structures</li> </ul>
<b>Unit 4:</b> Tablature	2 Weeks  December – January, June	NJ SLS VPA 1.3.8.B.1 NJ SLS VPA 1.3.8.B.2 NJ SLS VPA 1.4.8.B.2 NJ SLSA. R5.RI.8.4  <b>Career Ready Practices</b> NJ SLS CTE 9.3.12.AR-PRF.3 NJ SLS CTE 9.3.12.AR-PRF.4	NJ SLS VPA 1.3.8.B.1 <ul style="list-style-type: none"> <li>The students will be able to learn the basics of tablature. 2 Weeks</li> </ul> NJ SLS VPA 1.3.8.B.2 <ul style="list-style-type: none"> <li>The students will learn the basic fingering of tab. PIMA 2 Weeks</li> </ul> NJ SLS VPA 1.4.8.B.2 <ul style="list-style-type: none"> <li>The students will be able to perform a piece of music using tablature instead of traditional music.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and perform individually and in groups.</li> <li>Play tablature and compare it to traditional music reading.</li> <li>Perform music in front of their peers as an individual and in groups.</li> <li>Perform simple songs using tablature</li> </ul>

<b>Unit: 1 Guitar Basics – Getting Ready to play, How to Read Music</b>	<b>Recommended Duration: 2 Weeks</b>
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**Unit Description:** This unit is intended to introduce students to the basic elements of guitar including set up, guitar maintenance and care, getting ready to play including guitar tuning, hand position, string identification, and how to read music and the basics of music theory like staff, time signature, note names in the treble clef, note duration and rhythm.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Why is learning music theory and tuning important in reference to the proper performance of an instrument? Why is it important to properly maintain your instrument?</p>	<ul style="list-style-type: none"> <li>Communicating concepts through music gives music its meaning. The concepts help make a piece of music come alive, it's not about reading the notes on a page, it's about making more out of the notes on a page.</li> <li>Proper maintenance of an instrument allows for fluid teaching and learning. Learning how to change your strings on a guitar is imperative for guitar players as they need to replace them on occasion.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.7 Classify and explain how the elements of music and expressive qualities relate to the structure</p>	<p>NJ SLS VPA 1.4.8.A.7</p> <ul style="list-style-type: none"> <li>The students will be able to explore and learn about the parts of the guitar and their function. 2 days</li> </ul> <p>NJ SLS VPA 1.4.8.A.7</p> <ul style="list-style-type: none"> <li>The students will be able to learn the relative tuning system using the electric guitar tuner as a reference pitch. 2 days</li> </ul> <p>NJ SLS VPA 1.4.8.A.7</p> <ul style="list-style-type: none"> <li>The students will be able to replace a broken string on a guitar. When appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to understand the parts of the guitar and be able to demonstrate their function.</li> <li>The students will understand the relative tuning system using the battery operated guitar tuner as a reference pitch.</li> <li>The students will be able to replace a broken string on a guitar.</li> <li>The students will be able to read and perform music on the treble clef staff.</li> <li>The students will be able to draw the note/rest value pyramid, allowing them to see relative note/rest values.</li> <li>The students will understand the relationship between different notes and rests.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>of contrasting pieces.</p> <p>Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re7.2.8 Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p><b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.2.7 When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p>	<p>NJ SLS VPA 1.1.8.B.1</p> <ul style="list-style-type: none"> <li>The students will be able to read music on the treble clef staff. <b>Weeks?</b> 2 weeks and throughout the course</li> </ul> <p>NJ SLS VPA 1.1.8.B.1</p> <ul style="list-style-type: none"> <li>The students will be able to draw the note/rest value pyramid, allowing them to see relative note/rest values. <b>Weeks?</b> 2 weeks and throughout the course</li> </ul> <p>NJ SLS VPA 1.1.8.B.2 NJ SLSA R5.RI.8.4</p> <ul style="list-style-type: none"> <li>The students will understand the relationship between different notes and rests. <b>Weeks?</b> 2 weeks and throughout the course</li> </ul>	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>MU:Pr4.2.8 Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each</p> <p>When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>MU:Pr4.3.7 Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr4.3.8 Perform contrasting pieces of music , demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing)</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of</i></p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><i>arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art.</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> <li>• Rehearsal technique</li> <li>• Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Tune guitar on a daily basis.</li> <li>• Recall note names on a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain your guitar daily.</li> <li>• Change a guitar string and tune appropriately.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of guitar music.</li> <li>• Replace a string on a guitar and tune.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Guitar tuning and maintenance</li> <li>• Read music pertaining to guitar music.</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Test in alternative site</li> <li>• Allow for re-dos</li> <li>• Provide study guides prior to tests.</li> <li>• Truncated/shortened assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Translation when possible</li> <li>• Truncated/shortened assessments when necessary.</li> <li>• Additional time to complete tasks/projects</li> <li>• No penalty for spelling errors</li> <li>• Read test passages/articles aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Read test passages/articles aloud</li> <li>• Provide study guides prior to tests.</li> <li>• Highlight key directions</li> <li>• Order test items from least complex to most complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a student helper</li> <li>• Accept short answers if detailed and thorough.</li> </ul>

<b>Instructional Strategies :</b>
<ul style="list-style-type: none"> <li>Organizing students to interact with new information</li> <li>Chunking</li> <li>Providing Resources and Guidance</li> </ul>

<b>Possible Instructional Modifications /Accommodations/Differentiation:</b>			
<p><b>Special Education Students</b></p> <ul style="list-style-type: none"> <li>Review of Directions</li> <li>Preferential Seating</li> <li>Follow a routine/schedule</li> <li>Teach time management skills</li> <li>Immediate feedback</li> <li>Alternate learning goals/objectives</li> <li>Shortening assignment</li> <li>Modified Grading</li> </ul>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>Peer note taking</li> <li>Extra Visual and verbal cues and prompts</li> <li>Preferential Seating</li> <li>No penalty for spelling errors</li> </ul>	<p><b>At- Risk Learners</b></p> <ul style="list-style-type: none"> <li>Peer note taking</li> <li>Change level of difficulty</li> <li>Extra Visual and verbal cues and prompts</li> <li>Preferential Seating</li> <li>No penalty for spelling errors</li> </ul>	<p><b>Advanced Learners</b></p> <ul style="list-style-type: none"> <li>Help others with personalized examples.</li> <li>Peer to peer help</li> <li>Varied reinforcement procedures.</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> Guitar, Tune, Maintain, notes a,b,c,d,e,f,g, staff, treble clef
<b>Non-Essential:</b> tempo, dynamics, accent, solo

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>E/LA: NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact</p>	<ul style="list-style-type: none"> <li>List specific technology used by students</li> <li>List how the specific technology aids in instruction</li> </ul> <p>The students can use a tuner app on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<p><b>Give a brief description of how themes connect to the unit (use only the ones that apply to your unit)</b></p> <ul style="list-style-type: none"> <li><b>Global Awareness</b> Show respect for music from other cultures.</li> <li><b>Health Literacy</b> Students play with proper breathing and posture.</li> <li><b>Civic Literacy</b></li> </ul>	<p><b>Give a brief description of how skills connect to the unit (use only the ones that apply to your unit)</b></p> <ul style="list-style-type: none"> <li><b>Creativity &amp; Innovation</b> Describing aural examples of a part of music or a rhythm.</li> <li><b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li><b>*Information &amp; Communication</b> Explain ways other content outside of the</li> </ul>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Mathematics: NJSLS 7.RP – <i>Analyze proportional Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts: NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i> Compare and contrast the use of structural forms and the manipulation</p>		<p>Identify the roles of musicians in different cultures</p> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b></li> </ul> <p>Discuss the roles of a professional musician and their involvement in a final production.</p>	<p>arts are related to music.</p> <ul style="list-style-type: none"> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b></li> </ul> <p>Identify different musical settings in which musicians can perform.</p> <p>Describe the aesthetic nature of music and how elements of music can affect one’s response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i> Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art</p> <p>21<sup>st</sup> Century Life and Careers: NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p>			

<b>Resources:</b>
<b>Texts/Materials:</b> <ul style="list-style-type: none"> <li>Alfred Beginning Guitar Methods Book1 and 2. Teacher generated chord sheet.</li> </ul>

<b>Unit: 2 Notes on the Strings, strumming and single note songs and 3 string chords, music performance</b>	<b>Recommended Duration: 3 Weeks</b>
<b>Unit Description:</b> This unit is intended to introduce students to notes on the strings of the guitar, strumming and performance of single note songs, 3 string chords, and music performance in groups and individually.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
Why do we need to know note names in the treble clef? Why is the way we strum a guitar important?	<ul style="list-style-type: none"> <li>Knowing the note names on the treble clef staff is imperative for learning to play the guitar.</li> <li>Learning the notes on the guitar strings will help you recognize chord structure and help you read music.</li> <li>The way we strum a guitar will affect the sound of the music.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical</p>	<ul style="list-style-type: none"> <li>Play on empty strings and learn their names.</li> <li>Play single notes on the first through the sixth strings on the guitar.</li> <li>Strum appropriately using a downward or upward stroke as necessary.</li> <li>Count and play through notes appropriately. Play individually and in groups chords and single note melodies.</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to play notes on single string, double string and three finger chords.</li> <li>The students will be able to follow along in a piece of music.</li> <li>The students will be able to name note names on the strings of the guitar.</li> <li>The students will develop their playing skills through practice and performance.</li> <li>The students will understand note durations and counting.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art.</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
diverse styles, cultures and historical periods.  NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> <li>• Rehearsal technique</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of Music</li> <li>• Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Strumming assessments</li> <li>• Chord assessments</li> <li>• Note recognition assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Perform the correct notes on the guitar strings and be able to label them aurally.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of guitar music.</li> <li>• Perform simple tunes and melodies on the acoustic.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Performance of various pieces of music.</li> <li>• Perform musical concepts contained in a piece of music.</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos/retakes</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Read directions to student</li> <li>• Highlight key directions</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> <li>• Allow for re-dos</li> </ul>	<ul style="list-style-type: none"> <li>• Pace long-term projects</li> <li>• Preview test procedures</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			
<ul style="list-style-type: none"> <li>• Pace long-term assignments</li> <li>• Chunk Long-term assignments</li> <li>• Truncated/shortened assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for re-dos</li> <li>• Truncated/shortened assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Chunk long term assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate redundant test questions.</li> <li>• Choice of test format</li> </ul>

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ul style="list-style-type: none"> <li>• Organizing students to interact with new information</li> <li>• Chunking</li> <li>• Providing Resources and Guidance</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Additional time for assignments</li> <li>• Preferential seating</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Personalized examples</li> <li>• Change level of difficulty</li> <li>• Shortening assignment</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Concrete examples</li> <li>• Peer performance help</li> <li>• Truncated/shortened assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Concrete examples</li> <li>• Study sheets and outlines</li> <li>• Adjusted assignment timelines</li> <li>• Change level of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Peer to Peer helper</li> <li>• Immediate feedback</li> <li>• Adjusted assignment timeline</li> <li>• Alternate Learning Goals/objectives</li> </ul>

Unit Vocabulary:
<p><b>Essential:</b> E String, A string, D string, G string, B string, E string, staff, treble clef, time signature, notation, pitch</p> <p><b>Non-Essential:</b> tempo, dynamics, accent, solo</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>E/LA:</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>Mathematics:</p> <p>NJSLS 7.RP – <i>Analyze proportional Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p>	<p>The students can use a tuner app on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b> Show respect for music from other cultures.</li> <li>• <b>Health Literacy</b> Students play with proper breathing and posture.</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures</li> </ul> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional musician and their involvement in a final production.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b> Describing aural examples of a part of music or a rhythm.</li> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>*Information &amp; Communication</b> Explain ways other content outside of the arts are related to music.</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b> Identify different musical settings in which musicians can perform.</li> </ul> <p>Describe the aesthetic nature of music and how elements of music can affect one’s response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function,</p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>craftsmanship, and originality of representative works of dance, music, theatre and visual art</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Library:</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>Beginning Guitar Superbook 5 books in one, various pieces of music.</li> </ul>

<b>Unit: 3 Basic Chords, practice, performance and music choice performance</b>	<b>Recommended Duration: 11 Weeks</b>
<b>Unit Description:</b> This unit is intended to introduce students to basic chords, music practice, performance and music choice performance.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What is a lead sheet? Why is knowing the notes and the chords on a piece of music important?</p>	<ul style="list-style-type: none"> <li>music lead sheets are simply the melody of a song, with chord symbols added above the notes. For a guitar player, usually the guitarist sings the melody and strums or picks the notes of the chord. Or in pairs one instrumentalist can play the melody while another plays the chords.</li> <li>Knowing the notes and chords on a piece of music will allow you to play successfully a lead sheet.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals: Students will.....</b>	<b>Learning Objectives: Students will be able to.....</b>
<p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<ul style="list-style-type: none"> <li>The students will be able to learn the basics of tablature.</li> <li>The students will learn the basic fingering of tab. PIMA</li> <li>The students will be able to perform a piece of music using tablature instead of traditional music.</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able demonstrate full bodied chords using various strings on the fret board.</li> <li>The students will be able to follow along a lead sheet.</li> <li>The students will be able to recognize and interpret different key signatures including; c, g, d, and A major.</li> <li>The students will develop their playing skills through practice and performance.</li> <li>The students will be able to read music and repeat where noted on the music.</li> </ul>

Relevant Standards:	Learning Goals: Students will.....	Learning Objectives: Students will be able to.....
<p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art.</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – <i>Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</i></p>		

Relevant Standards:	Learning Goals: Students will.....	Learning Objectives: Students will be able to.....
NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> <li>• Rehearsal technique</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of Music</li> <li>• Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Note Identification assessment</li> <li>• Chord assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Perform various pieces of music for guitar.</li> <li>• Demonstrate the correct chords on the guitar strings and be able to label them aurally.</li> <li>• Perform in the right key signature.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of guitar music.</li> <li>• Perform chords and notes in pieces of music.</li> <li>• Practice chords and notes on the guitar along with proper posture and finger placement.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Performance of various pieces of music.</li> <li>• Perform musical concepts contained in a piece of music.</li> <li>• Proper performance of chords and notes within a piece of music.</li> <li>• Perform individually and in groups.</li> </ul>

<b>Possible Assessment Modifications /Accommodations/ Differentiation:</b>			
<p style="text-align: center;"><b>Special Education Students</b></p> <ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos/retakes</li> <li>• Pace long-term assignments</li> <li>• Chunk Long-term assignments</li> <li>• Truncated/shortened assessment</li> </ul>	<p style="text-align: center;"><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos</li> <li>• Truncated/shortened assessment.</li> </ul>	<p style="text-align: center;"><b>At- Risk Learners</b></p> <ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> <li>• Allow for re-dos</li> <li>• Chunk long term assignments</li> </ul>	<p style="text-align: center;"><b>Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Pace long-term projects</li> <li>• Preview test procedures</li> <li>• Eliminate redundant test questions.</li> <li>• Choice of test format</li> </ul>

<b>Instructional Strategies (Robert Marzano's 41 Elements):</b>
<ul style="list-style-type: none"> <li>• Organizing students to interact with new information</li> <li>• Chunking</li> <li>• Providing Resources and Guidance</li> </ul>

<b>Possible Instructional Modifications /Accommodations/Differentiation:</b>			
<p style="text-align: center;"><b>Special Education Students</b></p> <ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Additional time for assignments</li> <li>• Preferential seating</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Personalized examples</li> <li>• Change level of difficulty</li> <li>• Shortening assignment</li> <li>• Modified grading</li> </ul>	<p style="text-align: center;"><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Concrete examples</li> <li>• Peer performance help</li> <li>• Truncated/shortened assessments.</li> </ul>	<p style="text-align: center;"><b>At- Risk Learners</b></p> <ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Concrete examples</li> <li>• Study sheets and outlines</li> <li>• Adjusted assignment timelines</li> <li>• Change level of difficulty</li> </ul>	<p style="text-align: center;"><b>Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Peer to Peer helper</li> <li>• Immediate feedback</li> <li>• Adjusted assignment timeline</li> <li>• Alternate Learning Goals/objectives</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> staff, treble clef, time signature, notation, pitch, chords, key signature, repeat
<b>Non-Essential:</b> aural, fret board, strings

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>E/LA:</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p> <p>Mathematics:</p> <p>NJSLS 7.RP – <i>Analyze proportional Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p>	<p>The students can use a tuner app on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b> Show respect for music from other cultures.</li> <li>• <b>Health Literacy</b> Students play with proper breathing and posture.</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures</li> </ul> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional musician and their involvement in a final production.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b> Describing aural examples of a part of music or a rhythm.</li> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>*Information &amp; Communication</b> Explain ways other content outside of the arts are related to music.</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b> Identify different musical settings in which musicians can perform.</li> </ul> <p>Describe the aesthetic nature of music and how elements of music can affect one’s response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies,</i></p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p><i>judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Library:</p>			

**Resources:**

- Texts/Materials:**
- Beginning Guitar Superbook 5 books in one, various pieces of music.

<b>Resources:</b>	
<b>Unit: 4 Guitar Tablature</b>	<b>Recommended Duration: 2 Weeks</b>
<ul style="list-style-type: none"> <li>• <b>Unit Description:</b> This unit is intended to have identify tablature and how to use it in performance instead of traditional music. This unit also will identify the fingers used I tab.</li> </ul>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>How is tablature different from traditional music?</p> <p>What is the relationship between tablature and traditional music?</p>	<ul style="list-style-type: none"> <li>• There are many ways to play guitar and read music. You can play chords, traditional music, fingerpick and read tablature. Tablature uses finger positions and fret positions instead of traditional music.</li> <li>• Music is related in many ways no matter what it looks like. Tablature is another way of showing chords and finger positions instead of notes and note positions on a traditional staff; however, the end goal is the same. It is just another way to read guitar music.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals: Students will.....</b>	<b>Learning Objectives: Students will be able to.....</b>
<p>NJSLS VPA 1.3.8.B.1 – <i>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</i></p> <p>Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation</p> <p>NJSLS VPA 1.3.8.B.2 – <i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<ul style="list-style-type: none"> <li>• The students will be able to learn the basics of tablature.</li> <li>• The students will learn the basic fingering of tab. PIMA</li> <li>• The students will be able to perform a piece of music using tablature instead of traditional music.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice and perform individually and in groups.</li> <li>• Play tablature and compare it to traditional music reading.</li> <li>• Perform music in front of their peers as an individual and in groups.</li> <li>• Perform simple songs using tablature</li> </ul>

Relevant Standards:	Learning Goals: Students will.....	Learning Objectives: Students will be able to.....
<p>NJSLS VPA 1.3.8.B.3 – <i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily practice exercise.</li> <li>• Rehearsal technique</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of Music</li> <li>• Theory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Note Identification assessment</li> <li>• Chord assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Perform various pieces of music for guitar.</li> <li>• Demonstrate the correct chords on the guitar strings and be able to label them aurally.</li> <li>• Perform in the right key signature.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Research a famous guitar musician.</li> <li>• Create a PowerPoint presentation.</li> <li>• Perform a piece of music by chosen musician.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Perform a piece of music by a popular guitarist or band.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> <li>• Present a PowerPoint presentation on chosen guitarist.</li> <li>•</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos/retakes</li> <li>• Pace long-term assignments</li> <li>• Chunk Long-term assignments</li> <li>• Truncated/shortened assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Read directions to student</li> <li>• Highlight key directions</li> <li>• Allow for re-dos</li> <li>• Truncated/shortened assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent rest breaks</li> <li>• Additional time</li> <li>• Allow for re-dos</li> <li>• Chunk long term assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Pace long-term projects</li> <li>• Preview test procedures</li> <li>• Eliminate redundant test questions.</li> <li>• Choice of test format</li> </ul>

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ul style="list-style-type: none"> <li>• Providing clear learning goals and scales</li> <li>• Previewing New Content</li> <li>• Noticing when students are not engaged</li> <li>• Understanding students' interests and background</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At- Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Additional time for assignments</li> <li>• Preferential seating</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Directions</li> <li>• Concrete examples</li> <li>• Peer performance help</li> <li>• Truncated/shortened assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Concrete examples</li> <li>• Study sheets and outlines</li> <li>• Adjusted assignment timelines</li> <li>• Change level of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Peer to Peer helper</li> <li>• Immediate feedback</li> <li>• Adjusted assignment timeline</li> <li>• Alternate Learning Goals/objectives</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation:			
<ul style="list-style-type: none"> <li>• Teach time management skills</li> <li>• Personalized examples</li> <li>• Change level of difficulty</li> <li>• Shortening assignment</li> <li>• Modified grading</li> </ul>			

Unit Vocabulary:
<p><b>Essential:</b> staff, treble clef, time signature, notation, pitch, chords, key signature, repeat, tablature, PIMA</p> <p><b>Non-Essential:</b> aural, fret board, strings</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>E/LA:</p> <p>NJ SLSA R5.RI.8.4 – <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts,</p>	<p>The students can use a tuner app on their phone which will help them tune the guitar. The app I use is Guitar Tuna.</p>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b> Show respect for music from other cultures.</li> <li>• <b>Health Literacy</b> Students play with proper breathing and posture.</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures</li> </ul> <p>Identify ways in which music relates to other subject areas.</p> <ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b> Describing aural examples of a part of music or a rhythm.</li> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>*Information &amp; Communication</b> Explain ways other content outside of the arts are related to music.</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b> Identify different musical settings in which musicians can perform.</li> </ul> <p>Describe the aesthetic nature of music and how elements of music can affect one’s</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Mathematics:</p> <p>NJSLS 7.RP – <i>Analyze proportional Relationships and use them to solve real-world and mathematical problems.</i></p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>NJSLS VPA 1.1.8.B.1 – <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B.2 – <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical</p>		<p>musician and their involvement in a final production.</p>	<p>response to music.</p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> </ul>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>compositions.</p> <p>NJSLS VPA 1.4.8.A.5 – <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>NJ SLS VPA 1.4.8.A.7 – <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre and visual arts.</i></p> <p>Analyze the form function, craftsmanship, and originality of representative works of dance, music, theatre and visual art</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music</p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>representing diverse styles, cultures and historical periods.</p> <p>NJ SLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Library:</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Various materials chosen by the students, computer, cd player, cd</li> </ul>