

Englewood Public School District
Guitar
Grades 9-12
Fourth Marking Period

Unit 4: Advanced Techniques and Critiques

Overview: The purpose of the Beginning Guitar program is to introduce and foster the study of music using the guitar. This program can serve students with no prior musical experience, students who already study an instrument in the school system, students who take private lessons or for students who have learned about music or an instrument in a less formal fashion.

This program seeks to expand the students' horizons in both musical taste and exposure while honoring historical, musical traditions. Music requiring a high degree of refined skill and artistry such as classical will be introduced, but not to the exclusion of other genres of just as high esteem as jazz, blues, world music and newer forms of progressive music from the 20th and 21st centuries. As guitar is the baseline for current pop culture, it would be irresponsible to also not include pop and rock as part of the curriculum. This unit will introduce students who have now been engaged in the study of guitar throughout the year to more advanced techniques and skills in order to become a proficient and respected guitarist.

Time Frame: One Marking Period

Enduring Understandings:

Natural Notes in the First Position on strings 4,5,6 are fundamental to learning how to play the guitar.

Intermediate open chords, strumming pattern variations and additional scales are important skills for guitar players.

Developing additional picking styles (dampening, up and down strumming, alternate picking, finger picking) are essential guitar playing skills.

Essential Questions:

What are factors that are required in how you practice?

How do you develop techniques?

What are challenges and solutions to increasing your musical vocabulary/ability on the guitar?

How can we help each other to develop as musicians?

What motivates you to keep playing, practicing and progressing on your instrument?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or performance of a composition as well as how the context in which a piece is performed may impact perceptions of its significance/meaning.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including</p>	<p style="text-align: center;">Topics</p> <p>Working with Strings 4,5,6</p> <p>Advanced techniques in different genres</p> <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Play melodies that include notes on the 4th, 5th and 6th strings 	<ul style="list-style-type: none"> Students will engage in a series of demonstrations of advanced techniques in different genres and cultures either in person or through video instruction.(6.1.12.D.3 .e) Students will discuss as a class how to break down the techniques into manageable, measurable parts in order to assess appropriately. Students will facilitate practice and provide peer feedback. (NJSLSA.R2) Students will create performance rubric based upon skill level, effort and application. 	<ul style="list-style-type: none"> Professional recordings Teacher expertise, knowledge and experience DVD player/laptop Guitar Capo Picks https://www.guitartricks.com/lesson.php?input=11088&s_id=438 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Feedback on working with strings 4, 5, 6 Class Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> String 4,5,6 Performance Assessment Rubric <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> For students with anxiety/other classifications who are uncomfortable/not able to perform in front of a crowd, they will be permitted to perform privately for the instructor for credit and critique.
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<p>electronic sound-generating equipment and music generation programs.</p>	<p>Topics</p> <p>Intermediate Chords and Strumming Patterns</p> <p>Objectives</p> <ul style="list-style-type: none"> • Strum chord progressions using “Intermediate” chords, using a variety of strumming patterns that include more than merely quarter notes 	<ul style="list-style-type: none"> • Students will engage in a series of demonstrations of intermediate Chords and Strumming patterns in different genres and cultures either in person or through video instruction. (6.1.12.D.3.e) • Students will discuss as a class how to break down the techniques into manageable, measurable parts in order to assess appropriately. • Students will facilitate practice and provide peer feedback. (NJSLSA.R2) • Students will create performance rubric based upon skill level, effort and application. 	<ul style="list-style-type: none"> • Professional recordings • Teacher expertise, knowledge and experience • DVD player/laptop • Guitar • Capo • Picks • https://www.spytunes.com/intermediate/chord-progression/ • https://www.guitarlessons.com/guitar-lessons-for-beginners/5-essential-strumming-patterns 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Feedback on intermediate chords technique • Class Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Intermediate chords performance Assessment • Rubric <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For students with anxiety/other classifications who are uncomfortable/not able to perform in front of a crowd, they will be permitted to perform privately for the instructor for credit and critique.
	<p>Topics</p> <p>Ascending and Descending Scales</p> <p>Objectives</p> <ul style="list-style-type: none"> • Play scales ascending 	<ul style="list-style-type: none"> • Students will engage in a series of demonstrations of ascending and descending scales in different genres and cultures either in 	<ul style="list-style-type: none"> • Professional recordings • Teacher expertise, knowledge and experience 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Feedback on ascending and descending scales • Practice Participation • Class Discussion

	<p>and descending with alternate picking, at a steady tempo and with evenness of tone.</p>	<p>person or through video instruction. (6.1.12.D.3.e)</p> <ul style="list-style-type: none"> Students will discuss as a class how to break down the techniques into manageable, measurable parts in order to assess appropriately. Students will facilitate practice and provide peer feedback. (NJSLSA.R2) Students will create performance rubric based upon skill level, effort and application 	<ul style="list-style-type: none"> DVD player/laptop Guitar Capo Picks https://www.guitarlessonworld.com/exercises/ex-011-ascending-descending-quads/ https://deftdigits.com/2013/05/22/3-easy-but-powerful-alternate-picking-exercises/ https://www.guitarworld.com/lessons/guitar-strength-ins-and-outs-supersonic-alternate-picking 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> Ascending and descending scales performance assessment Rubric <p>Alternative Assessment:</p> <ul style="list-style-type: none"> For students with anxiety/other classifications who are uncomfortable/not able to perform in front of a crowd, they will be permitted to perform privately for the instructor for credit and critique.
	<p>Topics</p> <p>Finger Picking/Up and Down Strumming</p> <p>Objectives</p> <ul style="list-style-type: none"> Include down and up strumming, alternate picking and finger picking in their 	<ul style="list-style-type: none"> Students will engage in a series of demonstrations of finger picking and up and down strumming in different genres and cultures either in person or through video instruction. (6.1.12.D.3.e) Students will discuss as a 	<ul style="list-style-type: none"> Professional recordings Teacher expertise, knowledge and experience DVD player/laptop Guitar 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Feedback on strumming, finger picking and alternate picking Practice Participation Class Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performance Assessment of

	<p>repertoire of right-hand techniques. Also make informed choices about which of these techniques to use and when to use them.</p>	<p>class how to break down the techniques into manageable, measurable parts in order to assess appropriately.</p> <ul style="list-style-type: none"> Students will facilitate practice and provide peer feedback. (NJSLSA.R2) Students will create performance rubric based upon skill level, effort and application. 	<ul style="list-style-type: none"> Capo Picks 	<p>strumming, finger picking and alternate picking</p> <ul style="list-style-type: none"> Rubric <p>Alternative Assessment:</p> <ul style="list-style-type: none"> For students with anxiety/other classifications who are uncomfortable/not able to perform in front of a crowd, they will be permitted to perform privately for the instructor for credit and critique.
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/ Music has limited language barriers due to the nature of the curriculum.

Students at risk of school failure:

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology visually ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls for Musical Vocabulary ● Use peer readers/partners for instructional purposes ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds through shared musical style preferences 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study (private performances) ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (selecting own music) ● Real world scenarios ● Student Driven Instruction ● Engage students with a variety of Musical practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. ● Use project-based music learning to connect music with global cultures and history. ● Structure the learning around explaining or solving a social or community-based issue through song. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● Provide a mentorship program in which students can develop their musicianship and leadership skills.

Interdisciplinary Connections:**ELA - NJSLS/ELA:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards NJSLS 8:

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards NJSLS 9:

9.2.12.C.1- Review career goals and determine steps necessary for attainment.

9.2.12.C.3-Identify transferable career skills and design alternate career plans.

Key Vocabulary:

Finger-picking, Strumming Pattern, Ascending Scales, Descending Scales, Intermediate Chords, Dampening, Alternate picking