

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

Unit 2: Guitar History and Musical Awareness

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 to the Guitar's rich history and explore it's deep, cultural roots by examining pivotal works, participating in research and engaging in developed lecture and discussion.

Time Frame: One Marking Period

Enduring Understandings:

It is important for musicians to understand the history and development of the guitar.
The guitar has a unique place and identity in the world of music and beyond.

Essential Questions:

How has the development, design and popularity of the guitar been shaped by socio-economics, trends and composers/ performers?

What do you find appealing or about certain types of guitar playing and music written for guitar?

How has the guitar been able to transcend cultures and boundaries in order to adapt to different settings?

Why is guitar regarded in popular culture as more of a "modern" instrument and known less as a "classical instrument" than some of its peers?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<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.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</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 electronic sound-generating equipment and music generation programs.</p>	<p>Topics</p> <p>Guitar: A History</p> <p>Objectives</p> <ul style="list-style-type: none"> Clearly articulate an informed perspective on this unit's concepts and the history of the guitar in general. Examine the cultural implications and impacts the guitar has had on pushing boundaries 	<ul style="list-style-type: none"> Students will engage in the watching of a series of videos concerning the History of Guitar (NJSLSA.R7) Students will provide a 1-3 page reflection page incorporating a historical summary and how the information has informed their perspective (NJSLSA.R2) Students will engage in a class discussion facilitated by other students concerning the historical evolution of the guitar. (Socratic Seminar) (NJSLSA.W1), (CRP9) 	<ul style="list-style-type: none"> Professional recordings Teacher expertise, knowledge and experience Video Clips of musicians DVD player/laptop BBC's History of Guitar on youtube.com (all 9 parts) 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Class Discussions <p>Summative Assessments:</p> <ul style="list-style-type: none"> Reflection Paper Socratic Seminar <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> Students will be permitted to provide a verbal explanation in lieu of a written paper if modifications require.
	<p>Topics</p> <p>Styles and Genres</p> <p>Objectives</p> <ul style="list-style-type: none"> Appreciate a large variety of musical styles and genres. 	<ul style="list-style-type: none"> Students will be exposed to a series of videos, demonstrations and live examples of guitars in a variety of musical styles and genres. (NJSLSA.R7) Students will be required to take notes on the quality of sound, relatability, relevancy 	<ul style="list-style-type: none"> Teacher's ability and expertise Notebook/laptop Presentation software such as powerpoint, google slides, prezzi, etc. 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Note-taking on History <p>Summative Assessments:</p> <ul style="list-style-type: none"> Visual Presentation Reflection paper Song Demonstration

		<p>and enjoyment. (NJSLSA.W1)</p> <ul style="list-style-type: none"> Students will select a genre that most resonates with them and create a visual presentation of its history and impact worldwide, as well as personally. Students will write a one-two page reflection paper based on the visual presentation's findings. (NJSLSA.W1) Students will either play on their own guitar or use a recording of a song from their chosen genre and demonstrate for the class. 	<ul style="list-style-type: none"> Guitar Musical Recording 	<p>Alternative Assessment:</p> <ul style="list-style-type: none"> Students in lieu of reflection paper will be able to provide a 2-3 minute verbal presentation.
	<p>Topics</p> <p>Music in History and Culture</p> <p>Objectives</p> <ul style="list-style-type: none"> Appreciate what role music plays in various cultures and historical eras Analyze compositions 	<ul style="list-style-type: none"> Students will choose an era and culture in which to study the impact music made Students will undertake a research project involving: A research paper from 2-3 pages with the era and culture specifically outlined, and how it was 	<ul style="list-style-type: none"> Professional recordings Teacher expertise, knowledge and experience Video Clips of international musicians 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Feedback on Performance Demonstration Self-Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performance Demonstration Visual Art Project Research Paper

	<p>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> <ul style="list-style-type: none"> Develop an advanced and complete lexicon of musical taste through the exposure of cultural and global musical influences. 	<p>impacted by music (guitar, specifically).(6.1.12.D.3.e)(NJSLSA.W1)</p> <ul style="list-style-type: none"> Students will then participate in a visual demonstration using various forms of technology and using the research outlined in their paper. (6.1.12.D.3.e) Students will finally choose a piece that both highlights and defines the era chosen and either perform it themselves or play a recording. (6.1.12.D.3.e) 	<ul style="list-style-type: none"> Lined paper Metronome CD Player DVD player/laptop 	<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>The Versatility of Guitar</p> <p>Objectives</p> <ul style="list-style-type: none"> Explore how the Guitar is able to maintain its integrity as both a classical instrument and a 	<ul style="list-style-type: none"> Students will write a narrative piece on the “shape-shifting” ability of the guitar to represent so many things, to so many cultures. (NJSLSA.W3) 	<ul style="list-style-type: none"> The Pixar film, <i>Coco</i>. Teacher expertise https://www.artofcomposition.com/how-to-compose-music-101 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Feedback on Performance Demonstration Self-Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Narrative Assessment Composition Rubric

	pop culture symbol.	<ul style="list-style-type: none"> Students will compose their own piece on the guitar representative of their narrative, in the genre the narrative represents. (6.1.12.D.3.e) Students will create their own rubric to assess their classmates' narrative assignments. 	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=4wkmYp4Lgbk http://teachrock.org/lesson/the-rise-of-the-electric-guitar-as-rock-and-rolls-dominant-symbol/ 	Alternative Assessment: <ul style="list-style-type: none"> Peer Evaluation
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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. NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
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:

Melody, Pitch, Harmony, Key signatures, Scales, Rhythm, Beat, Dynamic Symbols, Musical Symbols, Posture, Breath, Diction, Intonation, Interpretation, Composers, Chest voice, Head voice, Uniformity, Solfege, Repertoire