

**Englewood Public School District**  
**Guitar**  
**Grades 9-12**  
**First Marking Period**

**Unit 1: Guitar Foundations**

**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 foundations of guitar in order to prepare them for the great joy and responsibility of proper musicianship.

**Time Frame:** One Marking Period

**Enduring Understandings:**

Playing the guitar requires specific techniques and methods.

The guitar has unique characteristics (i.e. timbres) that make it an appealing instrument for musicians.

**Essential Questions:**

What are features, timbres and qualities that make the guitar a unique musical instrument?

What are qualities that are shared between the guitar and other instruments?

What are foundational techniques for the guitar upon which all intermediate and advanced methods of guitar playing are based?

**Standards**

**Topics and Objectives**

**Activities**

**Resources**

**Assessments**

**1.1 (The Creative Process)**  
**All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**1.1.12.B.1**  
**Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.**

**1.1.12.B.2**  
**Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.**

**1.3.12.B.3**  
**Improvise works through the conscious manipulation of the**

## Topics

- Guitar Anatomy
- Basic Playing Techniques

## Objectives

- Identification of proper Guitar anatomy.
- Demonstrate appropriate sitting and hand technique
- Identification and application of the proper basic guitar techniques.

- Students will engage individually, and in a group, setting in the reading of treble clef and various rhythms with the teacher's guidance. Standard and new pneumatic devices will be used. (CRP12)
- Students will be given demonstrations of each guitar technique by teacher and then be given ample time to emulate the technique on their own guitars. (NJSLSA.R7)
- Students will practice in class and be provided individual and peer assessment feedback. (CRP12)
- Students will participate in a Guitar Anatomy Group Activity in which they have to label each part of the guitar with sticky notes. (CRP12)

- Teacher expertise, knowledge and experience
- <https://www.theguitarlesson.com/guitar-lesson-blog/beginner-guitar-lessons/guitar-string-mnemonic-acronyms/>
- DVD player/laptop
- "Mastering the Guitar, A Comprehensive Method for Today's Guitarist!" published by Mel Bay
- "Solo Guitar Playing, Book 1"- published by AMSCO
- Guitar

## Formative Assessments:

- Observation of reading music
- Feedback on guitar techniques

## Summative Assessments:

- Individual Performance Review
- Peer Assessment
- Technique Practice/Participation
- Guitar Anatomy Project

## Benchmark Assessment: Common Formative Assessment

## Alternative Assessment:

Rather than write answers to a written assessment, students will be able to exhibit their knowledge in various ways that are aligned with their modifications such as verbalize answers, demonstrate ability, etc.

elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

Topics	Objectives		
Basics of Music Reading	<ul style="list-style-type: none"> <li>Understanding beginner level music notation on the treble clef.</li> <li>Reading and interpreting Guitar Scale and Chord diagrams.</li> <li>Sight-reading the melody from chosen works</li> </ul>	<ul style="list-style-type: none"> <li>Perform a “simple” melody with effective technique on the first 3 strings of the guitar.</li> <li>Perform music on the guitar by reading from standard music notation. <b>(CRP2)</b></li> <li>Participation in a Guitar Scale and Chord Diagram Assessment and Activity</li> <li>Student must tune their instrument by using methods taught by instructor, and then have rest of the class confirm or deny its accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Everybody’s Guitar’s Ensembles 1” published by FJH Music Company Inc.</li> <li>“Complete Method for Classic Guitar” – published by Mel Bay</li> <li><a href="https://takelessons.com/blog/reading-piano-notes">https://takelessons.com/blog/reading-piano-notes</a></li> <li><a href="https://www.youtube.com/watch?v=u_P8CfqtD0o">https://www.youtube.com/watch?v=u_P8CfqtD0o</a></li> <li>Guitar</li> </ul>
			<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Feedback on Performance/Participation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Scale and Chord Diagram Assessment</li> <li>Sight Reading Performance Assessment</li> <li>Treble Clef Identification Quiz</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>Rather than write answers to a written assessment, students will be able to exhibit their knowledge in various ways that are aligned with their modifications such as verbalize answers, demonstrate ability, etc.</li> </ul>
Topics			Formative Assessments:
<ul style="list-style-type: none"> <li>Chord Playing</li> <li>Tabs Reading</li> </ul>	<ul style="list-style-type: none"> <li>Students will participate in the playing and practicing of open chords via</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=pQC3JsbgaTw">https://www.youtube.com/watch?v=pQC3JsbgaTw</a></li> </ul>	<ul style="list-style-type: none"> <li>Participating in Peer Mentoring Days</li> <li>Participation</li> </ul>

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• The playing of simple Open Chords</li> <li>• The Playing of semi-chromatic scale (Spider Fingers)</li> <li>• Reading and playing using the TABS method</li> </ul>	<p>individual and group instruction. (CRP9)</p> <ul style="list-style-type: none"> <li>• “Spider Fingers” exercise/activity: Teacher Model first, students follow.</li> <li>• Students will model techniques learned for other, less advanced students grouped together by proficiency level in a mentoring day: small group activity. (CRP9)</li> <li>• Students will create a rubric designed to access their TABS reading and application ability.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.thoughtco.com/learning-guitar-lesson-three-1712054">https://www.thoughtco.com/learning-guitar-lesson-three-1712054</a></li> <li>• <a href="https://www.youtube.com/watch?v=RGF4gvtqMn4">https://www.youtube.com/watch?v=RGF4gvtqMn4</a></li> <li>• “Mastering the Guitar, A Comprehensive Method for Today’s Guitarist!” published by Mel Bay</li> <li>• Guitar</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• TABS reading and application rubric</li> <li>• TABS reading and application performance assessment</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• 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 rather than participate in mentoring day.</li> <li>• Create Rubric</li> </ul>
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• The proper tuning of their instrument</li> <li>• Self-Assessment</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn the various, appropriate methods of tuning</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust the pitch of each string to standard guitar tuning from a variety of sources: another in-tune guitar, a keyboard, a guitar tuner and the relative tuning method (aka string to string).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.fender.com/online-guitar-tuner/">https://www.fender.com/online-guitar-tuner/</a></li> <li>• <a href="https://www.guitarlessons.com/guitar-lessons/beginner-guitar-quick-start-series/how-to-tune-your-guitar">https://www.guitarlessons.com/guitar-lessons/beginner-guitar-quick-start-series/how-to-tune-your-guitar</a></li> <li>• <a href="https://takelessons.com">https://takelessons.com</a></li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Feedback on Tuning</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Peer and Self-Assessment of tuning</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• For students with anxiety/other</li> </ul>

	the instrument	<ul style="list-style-type: none"> <li>Student must tune their instrument by using methods taught by instructor, and then have rest of the class confirm or deny its accuracy. <b>(CRP1)</b></li> </ul>	<a href="http://com/blog/how-to-tune-a-guitar">com/blog/how-to-tune-a-guitar</a>	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/](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 student 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"> <li>● Speak and display terminology visually</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls for Musical Vocabulary</li> <li>● Use peer readers/partners for instructional purposes</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● 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).</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds through shared musical style preferences</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study (private performances)</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content (selecting own music)</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Engage students with a variety of Musical practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</li> <li>● Use project-based music learning to connect music with global cultures and history.</li> <li>● Structure the learning around explaining or solving a social or community-based issue through song.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● Provide a mentorship program in which students can develop their musicianship and leadership skills.</li> </ul>

### Interdisciplinary Connections:

#### ELA - NJSL/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, Spider Fingers, Chords, Tabs, Open Chords