

Content Area: Visual & Performing Arts (NJSLs-VPA 2.1 - 2.5)
 Visual & Performing Arts: Guitar 1
 Grade: 9-12

Dev. Date:
 2021-2022

| Marking Period | Unit Title | Recommended Instructional Days |
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| 1 | Marking Period 1 | 1 Marking Period |
| Artistic Process: | Anchor Standard: <i>General Knowledge & Skills</i> | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit |
| Creating Performing Responding Connecting | Standard #: 3 Description: Refining and completing products. | |
| | Standard #: 4 Description: Developing and refining techniques and models or steps needed to create products. | |
| Creating Performing Responding Connecting | Standard #: 9 Description: Interpreting intent and meaning. | |
| | Standard #: 10 Description: Synthesizing and relating knowledge and personal experience to create products. | |
| Artistic Practice: | Performance Expectation/s: | |

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| <p>Creating</p> <ul style="list-style-type: none"> • Imagine • Plan/Make • Evaluate/Refine <p>Performing</p> <ul style="list-style-type: none"> • Rehearse/Evaluate/Refine • Select/Analyze/Interpret • Present <p>Responding</p> <ul style="list-style-type: none"> • Select/Analyze • Evaluate • Interpret <p>Connecting</p> <ul style="list-style-type: none"> • Interconnect | <p>HS Proficient 1.3C12prof.Cr3</p> <p>a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p>HS Proficient 1.3C.12prof.Pr6</p> <p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p> <p>HS Proficient 1.3C.12prof.Re7</p> <p>a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> | <p>Sample Guitar 1 Lesson Plan for Marking Period 1</p> <p>Class: Guitar 1 - 40 minutes Suggested Activities:</p> <p><u>Posture and hand placement</u></p> <ul style="list-style-type: none"> • Demonstrate how classical guitarists use a footstool to be able to hold the guitar at a 45° angle. Have students find a comfortable height for their foot stools and introduce the <i>4 points of contact</i> with the guitar. Help each student arrive at the proper playing position. (10 minutes) • Discuss and demonstrate left hand and right hand positions. Have students place each hand on the guitar and make necessary adjustment to each students positioning. (10 minutes) • Discuss and demonstrate the planting of <i>p i m</i> on the first three strings. (10 minutes) • Demonstrate free strokes and have students practice playing/planting on open strings with <i>p i m</i>. (10 minutes) <p><u>Use music notation to play trio arrangement of “Ode to Joy”</u></p> <ul style="list-style-type: none"> • Look through score of trio arrangement of “Ode to Joy” by L. v. Beethoven. Identify all notes by letter name, string, and fret. (5 minutes) • Learn and practice each part individually, playing together as a class and individually. (25 minutes) • Divide class into three sections and perform all three parts together. Switch parts between three groups so all students have an opportunity to perform each guitar part. (10 |
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| Enduring Understanding/s: | Essential Question/s: | minutes) |
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| 1. Learning to read and notate music helps musicians comprehend and e express the universal language of music. 2. Knowledge and understanding of music notation are essential to music literacy. 3. Playing music is a fundamental and universal form of expression. 4. Improvisation and composition enable musicians to express original musical ideas. | 1. In what ways is playing an instrument valuable to us as an expression of creativity? 2. What disciplines are needed to become a good musician? 3. What disciplines are needed to become a good musician? 4. How do musicians make meaningful connections to creating, performing, and responding? | <ul style="list-style-type: none"> • Address any questions/concerns with students individually and as an ensemble. |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |

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| <p>SEL/Create - (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p> | <p>SEL/Create</p> <p>CONSOLIDATED EU Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EQ How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond</p> <p>CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process</p> |
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| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
| <u>Formative Assessments:</u> Peer and self feedback in critical response format. | | <u>Benchmarks:</u> <ul style="list-style-type: none"> • Performance Tests - Rubric evaluations • Written Tests/Quizzes <u>Summative Assessments:</u> <ul style="list-style-type: none"> • In-class Performances • School/community/festival performances | |
| Differentiated Student Access to Content: Teaching and Learning Resources/Materials | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |

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| <ul style="list-style-type: none"> • Anthony Glise, <i>Classical Guitar Pedagogy</i>, (Mel Bay Publications, 1997). • Bradford Werner, <i>Classical Guitar Method I</i>, (Werner Guitar Editions, 2019) • Austin Classical Guitar Curriculum, (www.guitarcurriculum.com) • Aaron Shearer, <i>Classical Guitar Foundations</i>, (Alfred Music; Spi Pap/ Co edition December 7, 2012) • Suzuki Guitar School - Volume 1 (Dr. Shinichi Suzuki - Alfred Publishing Company. 1991) • Carol Ann Tomlinson, <i>Responding to the Needs of All Learners</i>, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999). • John McCarthy, <i>So All Can Learn: A Practical Guide to Differentiation</i>, Rowman & Littlefield Publishers (February 22, | <ul style="list-style-type: none"> • Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quizzes or test to their individual special needs, as well as to discuss whether or not homework is appropriate. • Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. | <ul style="list-style-type: none"> • Allow access to supplemental materials, including the use of online bilingual dictionary. • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. | <ul style="list-style-type: none"> • Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors. |
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| Supplemental Resources | | | |
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| <p>Technology:</p> <ul style="list-style-type: none"> Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. Noteflight Notation Software GarageBand & Logic Pro <p>Other:</p> <ul style="list-style-type: none"> N/A | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |

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| <ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. | <ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). • Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. • Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. | <ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. | <ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit. |
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| NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Disciplinary Concept: Disciplinary Concept: <ul style="list-style-type: none"> • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Global and Cultural Awareness | |
| | <i>Core Ideas:</i> | Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. |
| | <i>Performance Expectation/s:</i> | <ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. |
| | Career Readiness, Life Literacies, & Key Skills Practices | |

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| | <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being. <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity. <input checked="" type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. |
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| New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map) | | | | | | | | |
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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Standards in Action: <i>Climate Change</i> |