

Content Area: Visual & Performing Arts (NJSLs-VPA 2.1 - 2.5)
 Visual & Performing Arts: Guitar 4
 Grade: 9-12

Dev. Date:
 2021-2022

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	1 Marking Period
<i>Artistic Process:</i>	Anchor Standard: General Knowledge & Skills	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 #: 5 Description: Selecting, analyzing and interpreting work. Standard #: 8 Description: Applying criteria to evaluate products. Standard #: 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
	<i>Artistic Practice:</i>	

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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.Pr4</p> <p>a. Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>HS Proficient 1.3C.12prof.Re9</p> <p>b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.</p> <p>HS Proficient 1.3C.12prof.Cn10</p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Sample Guitar 4 I Lesson Plan for Marking Period 3</p> <p>Class: Guitar 4 - 40 minutes</p> <p>Suggested Activities:</p> <p><u>Ensemble repertoire rehearsal/critique</u></p> <ul style="list-style-type: none"> • <u>Repertoire rehearsal</u> (30 minutes) - Students will rehearse and refine repertoire for spring recitals within the ensemble and individually as a soloist. Students will use critical listening skills and teacher assessment/critique in order to refine his/her performance. Students are focused on preparing repertoire for end of marking period recital. • Students will primarily focus on: <ul style="list-style-type: none"> • Articulation/phrasing • Dynamics • Form • Expressive playing • Performance practice • Concert étique • <u>Closure</u> (5 minutes) - Assess rehearsal accomplishments and areas that need refinement. Pack up instruments. <p><u>Classical Guitar Solo Repertoire (ongoing)</u></p> <ul style="list-style-type: none"> • Student will further develop an understanding of and ability to select and perform works from the standard classical guitar concert repertoire, from all stylistic periods. Students will select level appropriate pieces and prepare them for in class and recital performance, paying close attention to proper technique, composer intent, and expressive performance.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Lesson</p>

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<p>1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding</p>	<p>1. How do musicians make creative decisions?</p> <p>2. How do performers interpret musical works?</p> <p>3. :How do we discern musical creators' and performers' expressive intent?</p> <p>4. How do musicians make meaningful connections to creating, performing, and responding?</p>	<ul style="list-style-type: none"> • Tuning/Warm-up (5 minutes) • <i>Lagrima</i> by Francisco Tárrega - (35 minutes) <ul style="list-style-type: none"> • Student will attempt to sight read through piece to become familiar with music. • Student will begin learning/practicing A section (first 8 measures) paying very close attention to: <ul style="list-style-type: none"> • left hand fingerings and position, and all right hand alternate fingerings • left hand barres in measures 5,6,7 • dynamics, crescendos, decrescendos • composer intent in regards of expression and meaning • Student will perform learned measures for teacher feedback.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

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<p>SEL/Create - (3) Organize and develop artistic ideas and work.</p> <p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (9) Apply criteria to evaluate 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 Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</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 utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.</p> <p>CONSOLIDATED EQ How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?</p> <p>SEL/Connect</p> <p>CONSOLIDATED EU Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</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>	
<p><u>Formative Assessments:</u> Peer and self feedback in critical response format.</p>		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Performance Tests - Rubric evaluations • Written Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • In-class Performances • School/community/festival performances 	
<p>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>

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<ul style="list-style-type: none"> • Anthony Glise, <i>Classical Guitar Pedagogy</i>, (Mel Bay Publications, 1997). • Charles Duncan, <i>The Art of the Classical Guitar</i>, (Alfred Music, 1995) • 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, 2017) • NJCCCS (2020). 2020 New Jersey Student Learning Standards for Visual and Performing Arts. https://njartsstandards.org/sites/default/files/2020-06/NJ_Music_Ensembles_Glance.pdf 	<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.
Supplemental Resources			

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Technology:

• 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

Other:

- N/A

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

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:	
	<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)								
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>