HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL MUSIC CURRICULUM GUITAR GRADES 9-12

AUGUST 2019

Guitar Grades 9-12 Course Overview

It occurred to me by intuition, and music was the driving force behind that intuition. My discovery was the result of musical perception." (When asked about his theory of relativity) - Albert Einstein

"During the Gulf War, the few opportunities I had for relaxation I always listened to music, and it brought me great peace of mind. I have shared my love of music with people throughout this world, while listening to the drums and special instruments of the Far East, Middle East, Africa, the Caribbean, and the Far North, and all of this started with the music appreciation course that I was taught in a third-grade elementary class in Princeton, New Jersey. What a tragedy it would be if we lived in a world where music was not taught to children."

- General H. Norman Schwarzkopf — United States Army

Guitar provides students with a music experience that will take place in one forty-eight-minute class period every school day for half the year. *Guitar* offers the student an introduction to the study of music through the medium of the guitar. Students will develop the skills necessary to perform a variety of musical styles on the guitar. The emphasis of the course is on proper guitar technique, developing a fundamental knowledge of music notation and music theory, ensemble playing and creating a solid foundation for a continuing development of the student as a musician. An ensemble performance at the end of the semester provides a culminating experience.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- Standard 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.
- **Standard 1.2 History of Arts and Culture**: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance**: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- Standard 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

This 2.5 credit half-year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)1vii for "at least 5 credits in Visual and Performing Arts" for all students who entered high school in 2010 or later.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Introduction to the History of the Guitar	Pacing 10-12 minutes per class period.	NJCCC Standards 1.2.12.A.1: Determine how dance, music, theater, and visual art have influenced world cultures throughout history. 1.2.12.A.2: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. 1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared music scores.		Understandings Listening to and making music can be a joyful part of life activities for self and others. Human understanding and communication are enhanced through musical performance and study. A knowledgeable understanding of music as an art form, using the guitar as the medium, is essential for lifelong understanding and appreciation of music on a deeper level. The discipline	Identify the families of musical instruments based on the Hornbostel-Sachs classification. Describe the anatomy of the guitar. Identify the many different instruments of the guitar family throughout western history. Describe and perform different picking techniques used on the guitar. Distinguish between high and low pitches.			
				and dedication necessary to perform music effectively in a concert and	to tune the guitar and be able to tune the guitar both with electronic			

recital	
	onment traditional
(simil	ar to an methods.
	c sport),
	es training
and ca	are of the
	and body.
	and body.
	estanding
of the	
develo	ppment
and in	fluence of
	music
through	
history	y increases
annra	ciation of
the art	form
uic are	. 101111.
Using	
	plogy tools
helps	
access	s, manage,
evalua	ate and
synthe	esize
inform	nation in
	to solve
proble	
indivi	dually and
midryii collab	oratively,
	create
and	
	unicate
knowl	edge.
Buildi	ng playing
techni	que and
skill is	s necessary
for bu	ilding self-
aware	ness for
	dividual
	elpful in
	EIPIUI III

	pursuing career		
	pathways in		
	guitar music.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Music	10-12	1.1.12.B.1: Examine	When does sound	Listening to and	Distinguish	Demonstrate note	SL.11-12.1.	9.1.12.F.2
Notation	minutes	how aspects of meter,	become music?	making music	between small	identification by	Initiate and	Demonstrate a
	per	rhythm, tonality,		can be a joyful	intervals (half and	written examples	participate	positive work
	class	intervals, chords, and	What is the	part of life	whole steps) and	and by playing	effectively in a	ethic in various
	period.	harmonic	importance of	activities for self	understand how	simple musical	range of	settings,
		progressions are	music notation	and others.	that relates to the	pieces.	collaborative	including the
		organized and	(non-notation vs.		guitar fingerboard.		discussions (one-	classroom and
		manipulated to	notation)?	Human		Distinguish	on-one, in	during
		establish unity and		understanding	Use standard	between different	groups, and	structured
		variety in genres of	How important are	and	music notation to	meters and beat	teacher-led) with	learning
		music compositions.	notational	communication	play simple	patterns both by	diverse partners	experiences.
			standards?	are enhanced	melodies on the	written and	on grades 11–12	
		1.2.12.A.2: Justify		through musical	first three strings.	performance	topics, texts, and	9.1.12.F.3
		the impact of	How does placing	performance and		mediums.	issues, building	Defend the
		innovations in the	music in a	study.	Recognize the		on others' ideas	need for
		arts (e.g., the	temporal context		various methods	Accurately	and expressing	intellectual
		availability of music	(i.e. sound and	A knowledgeable	of notating guitar	perform various	their own clearly	property rights,
		online) on societal	meter) affect the	understanding of	music.	rhythmic patterns.	and persuasively.	workers' rights,
		norms and habits of	meaning, or result,	music as an art				and workplace
		mind in various	of the music?	form, using the	Use tablature to	Locate notated	7.1.NM.A.2	safety
		historical eras.	** 1	guitar as the	play examples of	pieces of music on	Demonstrate	regulations in
		101000 1	How does	medium, is	music.	the Internet,	comprehension of	the United
		1.3.12.B.2: Analyze	contemporary	essential for	** 1 1	evaluating the	simple, oral and	States and
		how the elements of	technology affect	lifelong	Use chord	quality of the	written	abroad.
		music are	the notation and	understanding	diagrams for	arrangement and	directions,	
		manipulated in	distribution of	and appreciation	learning chords.	analyzing any	commands, and	
		original or prepared music scores.	music?	of music on a	D :	appropriate	requests through	
		music scores.		deeper level.	Recognize	copyright issues.	appropriate	
				The disciplina	metrical markings		physical	
				The discipline and dedication	(time signatures)		response.	
					and express the subdivision and		8.1.12.D.2	
				necessary to	accents of the		8.1.12.D.2 Demonstrate	
				perform music				
				effectively in a concert and	beats through		appropriate use of	
				recital	playing examples of music.		copyrights as well as fair use	

environment		and Creative	
(similar to an	Identify rhythmic	Commons	
athletic sport),	patterns and	guidelines.	
requires training	reproduce them on	<i>5</i>	
and care of the	the guitar via		
mind and body.	chord strumming		
	patterns and		
Understanding of	playing simple		
the role,	melodies.		
development and			
influence of	Demonstrate		
guitar music	methods of		
throughout	finding notated		
history increases	music on the		
appreciation of	Internet.		
the art form.			
Using technology			
tools helps one			
access, manage,			
evaluate and			
synthesize			
information in			
order to solve			
problems			
individually and			
collaboratively,			
and to create and			
communicate			
knowledge.			
Duilding playing			
Building playing			
technique and			
skill is necessary for building self-			
awareness for the			
individual and			
helpful in			
pursuing career			
pathways in			
guitar music.			
guitai music.		l	l

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Element of Music	10-12 minutes	1.1.12.B.1: Examine how aspects of meter,	How is music expressive?	Listening to and making music	Analyze melodic material, identifying	Perform a melody	SL.11-12.1. Initiate and	9.1.12.F.2 Demonstrate a
Expression	per	rhythm, tonality,	onprossi, c.	can be a joyful	the various	demonstrating	participate	positive work
Zapi ession	class	intervals, chords, and	How does	part of life	components that make	the concepts of	effectively in a	ethic in
	period.	harmonic progressions	spoken	activities for self	up the beginning and	phrasing,	range of	various
	Perious	are organized and	language affect	and others.	ending of phrases.	various musical	collaborative	settings,
		manipulated to	musical		onomg of pinases.	articulations	discussions (one-	including the
		establish unity and	structure?	Human	Identify ornaments.	and dynamics.	on-one, in	classroom and
		variety in genres of		understanding			groups, and	during
		music compositions.	How does the	and	Identify cadences.	Analyze a	teacher-led) with	structured
		P	underlying	communication	,	piece of music,	diverse partners	learning
		1.2.12.A.2: Justify the	structure of	are enhanced	Recognize the various	defining the	on grades 11–12	experiences.
		impact of innovations	color	through musical	timbres of different	phrase	topics, texts, and	1
		in the arts (e.g., the	unconsciously	performance and	musical instruments	structure and	issues, building	9.1.12.F.3
		availability of music	guide the	study.	and within those	identifying all	on others' ideas	Defend the
		online) on societal	creation of		instruments	musical	and expressing	need for
		norms and habits of	works in art	A	themselves.	markings	their own clearly	intellectual
		mind in various	and music?	knowledgeable		(articulations	and persuasively.	property
		historical eras.		understanding of	Practice various	and dynamics).		rights,
				music as an art	articulations and		7.1.NM.A.2	workers'
		1.3.12.B.2: Analyze		form, using the	techniques such as	Aural	Demonstrate	rights, and
		how the elements of		guitar as the	muting, staccato,	identification	comprehension of	workplace
		music are manipulated		medium, is	legato and timbral	of a variety of	simple, oral and	safety
		in original or prepared		essential for	changes.	western	written	regulations in
		music scores.		lifelong		instruments	directions,	the United
				understanding	Practice	especially	commands, and	States and
				and appreciation	crescendo/decrescendo,	those of the	requests through	abroad.
				of music on a	sforzando, echo and	symphony	appropriate	
				deeper level.	other dynamic related	orchestra.	physical	
					techniques.		response.	
				The discipline				
				and dedication			8.1.12.D.2	
				necessary to			Demonstrate	
				perform music			appropriate use of	
				effectively in a			copyrights as	
				concert and			well as fair use	

	10 .:
recital	and Creative
environment	Commons
(similar to an	guidelines.
athletic sport),	
requires training	
and care of the	
mind and body.	
Understanding	
of the role,	
development	
and influence of	
guitar music	
throughout	
history increases	
appropriation of	
appreciation of	
the art form.	
Using	
technology tools	
helps one	
access, manage,	
evaluate and	
synthesize	
information in	
order to solve	
problems	
individually and	
collaboratively,	
and to create	
and	
communicate	
knowledge.	
Building playing	
technique and	
skill is necessary	
for building solf	
for building self-	
awareness for	
the individual	
and helpful in	

		pursuing career		
		pathways in guitar music.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Fundamentals	10-12	1.1.12.B.1: Examine	Does music	Listening to and	Audition	Identification of	SL.11-12.1.	9.1.12.F.2
of Music	minutes	how aspects of meter,	reflect culture	making music	musical	different	Initiate and	Demonstrate a
Theory	per	rhythm, tonality,	or shape it?	can be a joyful	examples from	periods of	participate	positive work
	class	intervals, chords, and	_	part of life	different	music both	effectively in a	ethic in various
	period.	harmonic progressions	How does the	activities for self	periods of	through	range of	settings,
		are organized and	study of music	and others.	Western history	listening and	collaborative	including the
		manipulated to establish	help to deepen		and develop	performing.	discussions (one-	classroom and
		unity and variety in	understandings	Human	recognition of		on-one, in	during
		genres of music	of past and	understanding	the stylistic	Discussion of	groups, and	structured
		compositions.	present	and	differences of	relationship of	teacher-led) with	learning
			cultures?	communication	these eras.	musical	diverse partners	experiences.
		1.2.12.A.1: Determine		are enhanced		instrument	on grades 11–12	
		how dance, music,	How do	through musical	Recognize how	technology and	topics, texts, and	9.1.12.F.3
		theatre, and visual arts	elements of	performance and	musical	the musical	issues, building	Defend the
		influenced work	musical	study.	instruments	aesthetics of an	on others' ideas	need for
		cultures throughout	performance,		have evolved	era.	and expressing	intellectual
		history.	technologies,	A	and how this		their own clearly	property rights,
			culture and	knowledgeable	helps define the	Students create	and persuasively.	workers' rights,
		1.2.12.A.2: Justify the	aesthetics	understanding of	aesthetic of a	a digital		and workplace
		impact of innovations in	define the	music as an art	historical	document	7.1.NM.A.2	safety
		the arts (e.g., the	various periods	form, using the	period.	listing the	Demonstrate	regulations in
		availability of music	of art and music	guitar as the		musical periods	comprehension of	the United
		online) on societal	in Western	medium, is	Practice	under	simple, oral and	States and
		norms and habits of	civilization?	essential for	musical	discussion with	written	abroad.
		mind in various		lifelong	examples	appropriate	directions,	
		historical eras.	How have	understanding	representative	written	commands, and	9.4.12.C.(4).5
			musical	and appreciation	of each musical	examples of	requests through	Demonstrate
		1.3.12.B.1: Analyze	instruments	of music on a	epoch.	composers and	appropriate	knowledge of
		compositions from	evolved and	deeper level.		musical styles	physical	music theory to
		Justify the impact of	how does that			of those	response.	convey an
		innovations in the arts	affect the	The discipline		periods.		understanding
		(e.g., the availability of	musical	and dedication			8.1.12.D.2	of fundamental
		music online) on	aesthetics of a	necessary to			Demonstrate	themes and
		societal norms and	culture?	perform music			appropriate use of	patterns.
		habits of mind in		effectively in a			copyrights as	
		various historical eras.		concert and			well as fair use	9.4.12.C.(4).6

	recital	and Creative	Analyze aural
1.3.12.B.2: Analyze	environment	Commons	examples of
how the elements of	(similar to an	guidelines.	musical
music are manipulated	athletic sport),	guidennes.	compositions
in original or prepared	requires training		representing
music scores.	and care of the		diverse styles,
music scores.	mind and body.		cultures, and
1.4.12.A.1: Use	ining and body.		historical
contextual clues to	Understanding		periods to build
differentiate between	of the role,		a broad
unique and common	development		understanding
•	and influence of		
properties and to discern the cultural	guitar music		of the styles in
			the pathway.
implications of works	throughout		
of dance, music,	history increases		
theatre, and visual art.	appreciation of the art form.		
1.4.12.A.4: Evaluate	the art form.		
	TTotal		
how exposure to	Using		
various cultures	technology tools		
influences individual,	helps one		
emotional, intellectual,	access, manage,		
and kinesthetic	evaluate and		
responses to artwork.	synthesize		
	information in		
	order to solve		
	problems		
	individually and		
	collaboratively,		
	and to create		
	and		
	communicate		
	knowledge.		
	D Tr. 1		
	Building playing		
	technique and		
	skill is necessary		
	for building self-		
	awareness for		
	the individual		
	and helpful in		

		pursuing career		
		pathways in		
		guitar music.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Music Cultures	5 days	1.1.12.B.1: Examine	Identify	Listening to and	Identify	Identification of	SL.11-12.1.	9.1.12.F.2
and Plucked		how aspects of meter,	plucked	making music	plucked	musical cultures	Initiate and	Demonstrate a
String		rhythm, tonality,	stringed	can be a joyful	stringed	based on	participate	positive work
Instruments		intervals, chords, and	instruments	part of life	instruments	listening	effectively in a	ethic in various
		harmonic progressions	from different	activities for self	from different		range of	settings,
		are organized and	cultures.	and others.	cultures.	Students create	collaborative	including the
		manipulated to establish				a digital	discussions (one-	classroom and
		unity and variety in	Recognize scale	Human	Recognize scale	portfolio of	on-one, in	during
		genres of music	structures that	understanding	structures that	appropriate	groups, and	structured
		compositions.	define the	and	define the	world plucked	teacher-led) with	learning
		_	musical	communication	musical	stringed	diverse partners	experiences.
		1.2.12.A.1: Determine	language of a	are enhanced	language of a	instruments	on grades 11–12	
		how dance, music,	culture.	through musical	culture.	with citations,	topics, texts, and	9.1.12.F.3
		theatre, and visual arts		performance and		graphics, audio	issues, building	Defend the
		influenced work	Analyze the	study.	Analyze the	examples and a	on others' ideas	need for
		cultures throughout	elements, which		elements, which	brief summary	and expressing	intellectual
		history.	contribute to	A	contribute to	of each	their own clearly	property rights,
			the musical	knowledgeable	the musical	instrument.	and persuasively.	workers' rights,
		1.2.12.A.2: Justify the	aesthetic of a	understanding of	aesthetic of a			and workplace
		impact of innovations in	culture.	music as an art	culture.		7.1.NM.A.2	safety
		the arts (e.g., the		form, using the			Demonstrate	regulations in
		availability of music		guitar as the			comprehension of	the United
		online) on societal		medium, is			simple, oral and	States and
		norms and habits of		essential for			written	abroad.
		mind in various		lifelong			directions,	
		historical eras.		understanding			commands, and	9.4.12.C.(4).5
				and appreciation			requests through	Demonstrate
		1.3.12.B.2: Analyze		of music on a			appropriate	knowledge of
		how the elements of		deeper level.			physical	music theory to
		music are manipulated					response.	convey an
		in original or prepared		The discipline				understanding
		music scores.		and dedication			8.1.12.D.2	of fundamental
				necessary to			Demonstrate	themes and
		1.3.12.B.1: Analyze		perform music			appropriate use of	patterns.
		compositions from		effectively in a			copyrights as	
		Justify the impact of		concert and			well as fair use	9.4.12.C.(4).6

innovations in the arts	recital	and Creative	Analyze aural
(e.g., the availability of	environment	Commons	examples of
music online) on	(similar to an	guidelines.	musical
societal norms and	athletic sport),	Surgermest	compositions
habits of mind in	requires training	2.2.12.A.2	representing
various historical eras.	and care of the	Demonstrate	diverse styles,
	mind and body.	strategies to	cultures, and
1.4.12.A.1: Use		prevent, manage,	historical
contextual clues to	Understanding	or resolve	periods to build
differentiate between	of the role,	interpersonal	a broad
unique and common	development	conflicts.	understanding
properties and to	and influence of		of the styles in
discern the cultural	guitar music	2.2.12.C.1	the pathway
implications of works	throughout	Analyze the	•
of dance, music,	history increases	impact of	
theatre, and visual art.	appreciation of	competition on	
	the art form.	personal	
1.4.12.A.4: Evaluate		character	
how exposure to	Using	development.	
various cultures	technology tools		
influences individual,	helps one	2.2.12.C.2 Judge	
emotional, intellectual,	access, manage,	how individual or	
and kinesthetic	evaluate and	group adherence,	
responses to artwork.	synthesize	or lack of	
	information in	adherence, to	
1.4.12.B.2: Evaluate	order to solve	core ethical	
how an artist's technical	problems	values impacts	
proficiency may affect	individually and	the local, state,	
the creation or	collaboratively,	national, and	
presentation of a work	and to create	worldwide	
of art, as well as how	and	community.	
the context in which a	communicate		
work is performed or	knowledge.		
shown may impact			
perceptions of its	Building playing		
significance/meaning.	technique and		
	skill is necessary		
	for building self-		
	awareness for		
	the individual		
	and helpful in		

	pursuing career		
	pathways in		
	guitar music.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Music	Ongoing	1.1.12.B.1: Examine	Does music	Listening to and	Audition musical	Identification of	SL.11-12.1.	9.1.12.F.2
Periods in		how aspects of meter,	reflect culture or	making music	examples from	different	Initiate and	Demonstrate a
Western		rhythm, tonality,	shape it?	can be a joyful	different periods	periods of	participate	positive work
Cultures		intervals, chords, and		part of life	of Western	music both	effectively in a	ethic in various
		harmonic progressions	How does the	activities for self	history and	through	range of	settings,
		are organized and	study of music	and others.	develop	listening and	collaborative	including the
		manipulated to establish	help to deepen		recognition of the	performing.	discussions (one-	classroom and
		unity and variety in	understandings of	Human	stylistic		on-one, in	during
		genres of music	past and present	understanding	differences of	Discussion of	groups, and	structured
		compositions.	cultures?	and	these eras.	relationship of	teacher-led) with	learning
				communication		musical	diverse partners	experiences.
		1.2.12.A.1: Determine	How do elements	are enhanced	Recognize how	instrument	on grades 11–12	
		how dance, music,	of musical	through musical	musical	technology and	topics, texts, and	9.1.12.F.3
		theatre, and visual arts	performance,	performance and	instruments have	the musical	issues, building	Defend the
		influenced work cultures	technologies,	study.	evolved and how	aesthetics of an	on others' ideas	need for
		throughout history.	culture and		this helps define	era.	and expressing	intellectual
			aesthetics define	A	the aesthetic of a		their own clearly	property rights,
		1.2.12.A.2: Justify the	the various	knowledgeable	historical period.	Students create	and persuasively.	workers' rights,
		impact of innovations in	periods of art and	understanding of		a digital		and workplace
		the arts (e.g., the	music in Western	music as an art	Practice musical	document	7.1.NM.A.2	safety
		availability of music	civilization?	form, using the	examples	listing the	Demonstrate	regulations in
		online) on societal		guitar as the	representative of	musical periods	comprehension of	the United
		norms and habits of	How have	medium, is	each musical	under	simple, oral and	States and
		mind in various	musical	essential for	epoch.	discussion with	written	abroad.
		historical eras.	instruments	lifelong		appropriate	directions,	
			evolved and how	understanding		written	commands, and	9.4.12.C.(4).5
		1.3.12.B.2: Analyze how	does that affect	and appreciation		examples of	requests through	Demonstrate
		the elements of music	the musical	of music on a		composers and	appropriate	knowledge of
		are manipulated in	aesthetics of a	deeper level.		musical styles	physical	music theory to
		original or prepared	culture?			of those	response.	convey an
		music scores.		The discipline		periods.		understanding
				and dedication			8.1.12.D.2	of fundamental
		1.3.12.B.1: Analyze		necessary to			Demonstrate	themes and
		compositions from		perform music			appropriate use of	patterns.
		Justify the impact of		effectively in a			copyrights as	
		innovations in the arts		concert and			well as fair use	9.4.12.C.(4).6

(e.g., the availability of	recital	and Creative Analyze aural
music online) on societa		Commons examples of
norms and habits of	(similar to an	guidelines. musical
mind in various	athletic sport),	guidelines. Indiseas
historical eras.	requires training	2.2.12.A.2 representing
ilistorical cras.	and care of the	Demonstrate diverse styles,
1.4.12.A.1: Use	mind and body.	strategies to cultures, and
contextual clues to	mind and body.	prevent, manage, historical
differentiate between	Understanding	or resolve periods to build
unique and common	of the role,	interpersonal a broad
properties and to discern	· · · · · · · · · · · · · · · · · · ·	conflicts. understanding
the cultural implications	and influence of	of the styles in
of works of dance,	guitar music	2.2.12.C.1 the pathway.
music, theatre, and visual art.	throughout	Analyze the
visuai art.	history increases	impact of
1.4.12.A.4: Evaluate	appreciation of	competition on
	the art form.	personal
how exposure to various		character
cultures influences	Using	development.
individual, emotional,	technology tools	2212621
intellectual, and	helps one	2.2.12.C.2 Judge
kinesthetic responses to	access, manage,	how individual or
artwork.	evaluate and	group adherence,
1.412.D.2.E.1.	synthesize	or lack of
1.4.12.B.2: Evaluate	information in	adherence, to
how an artist's technical		core ethical
proficiency may affect	problems	values impacts
the creation or	individually and	the local, state,
presentation of a work o		national, and
art, as well as how the	and to create	worldwide
context in which a work		community.
is performed or shown	communicate	
may impact perceptions	knowledge.	
of its		
significance/meaning.	Building playing	
	technique and	
	skill is necessary	
	for building self-	
	awareness for	
	the individual	
	and helpful in	

		pursuing career		
		pathways in		
		guitar music.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Performance	Ongoing	1.1.12.B.1: Examine	How does the	Listening to and	Develop group	Accurate	SL.11-12.1.	9.1.12.F.2
		how aspects of meter,	student's	making music	listening skills	performance of	Initiate and	Demonstrate a
		rhythm, tonality,	knowledge and	can be a joyful	within a music	repertory.	participate	positive work
		intervals, chords, and	understanding	part of life	ensemble		effectively in a	ethic in various
		harmonic progressions	of music	activities for self	environment.	Rubric	range of	settings,
		are organized and	fundamentals	and others.		performance	collaborative	including the
		manipulated to establish	affect the		Practice music	assessment:	discussions (one-	classroom and
		unity and variety in	performance of	Human	in a variety of		on-one, in	during
		genres of music	a piece of	understanding	genres and	Pitch accuracy	groups, and	structured
		compositions.	music?	and	styles.	rhythm/tempo	teacher-led) with	learning
				communication		accuracy, hand	diverse partners	experiences.
		1.2.12.A.1: Determine	How do extra-	are enhanced	Synthesize their	position, right	on grades 11–12	
		how dance, music,	musical	through musical	knowledge of	hand, hand	topics, texts, and	9.1.12.F.3
		theatre, and visual arts	perceptions (i.e.	performance and	musical	position left	issues, building	Defend the
		influenced work	body language,	study.	elements in a	hand chord	on others' ideas	need for
		cultures throughout	physical		group	accuracy.	and expressing	intellectual
		history.	gestures) and	A	performance.		their own clearly	property rights,
			social	knowledgeable		Positive	and persuasively.	workers' rights,
		1.2.12.A.2: Justify the	conventions	understanding of	Analyze a	contributions to		and workplace
		impact of innovations in	influence a	music as an art	performance,	the ensemble.	7.1.NM.A.2	safety
		the arts (e.g., the	performance of	form, using the	describing		Demonstrate	regulations in
		availability of music	a music	guitar as the	elements of that	Written	comprehension of	the United
		online) on societal	ensemble?	medium, is	performance in	objective	simple, oral and	States and
		norms and habits of		essential for	constructive,	critique of	written	abroad.
		mind in various	What makes a	lifelong	musical	performance.	directions,	
		historical eras.	performance	understanding	terminology.		commands, and	9.4.12.C.(4).5
			good?	and appreciation			requests through	Demonstrate
		1.3.12.B.2: Analyze	-	of music on a	Develop		appropriate	knowledge of
		how the elements of	What is the	deeper level.	concepts of		physical	music theory to
		music are manipulated	function of the	_	concert		response.	convey an
		in original or prepared	audience in a	The discipline	etiquette and			understanding
		music scores.	concert	and dedication	public		8.1.12.D.2	of fundamental
			situation?	necessary to	deportment.		Demonstrate	themes and
		1.3.12.B.1: Analyze		perform music	_		appropriate use of	patterns.
		compositions from		effectively in a			copyrights as	_
		Justify the impact of		concert and			well as fair use	9.4.12.C.(4).6

in	nnovations in the arts	recital	and Creative	Analyze aural
		environment	Commons	examples of
	nusic online) on	(similar to an	guidelines.	musical
	ocietal norms and	athletic sport),	garaeimes.	compositions
		requires training	2.2.12.A.2	representing
		and care of the	Demonstrate	diverse styles,
		mind and body.	strategies to	cultures, and
	.4.12.A.1: : Use		prevent, manage,	historical
	ontextual clues to	Understanding	or resolve	periods to build
		of the role,	interpersonal	a broad
		development	conflicts.	understanding
	roperties and to	and influence of	• • • • • • • • • • • • • • • • • • • •	of the styles in
		guitar music	2.2.12.C.1	the pathway.
		throughout	Analyze the	· · · · · · · · · · · · · · · · · · ·
	f dance, music,	history increases	impact of	
		appreciation of	competition on	
	· ·	the art form.	personal	
1.	.4.12.A.4: Evaluate		character	
ho	ow exposure to	Using	development.	
	_	technology tools	•	
in		helps one	2.2.12.C.2 Judge	
	· ·	access, manage,	how individual or	
an	nd kinesthetic	evaluate and	group adherence,	
re	esponses to artwork.	synthesize	or lack of	
		information in	adherence, to	
1.	.4.12.B.2: Evaluate	order to solve	core ethical	
ho	ow an artist's technical	problems	values impacts	
pr	roficiency may affect	individually and	the local, state,	
th	ne creation or	collaboratively,	national, and	
pr	resentation of a work	and to create	worldwide	
of	f art, as well as how	and	community.	
		communicate		
W	ork is performed or	knowledge.		
sh	hown may impact			
	erceptions of its	Building playing		
sig	ignificance/meaning	technique and		
		skill is necessary		
		for building self-		
		awareness for		
		the individual		
		and helpful in		

		pursuing career		
		1 .1		
		pathways in		
		guitar music.		

BIBLIOGRAPHY

Format: Book

Author: <u>Grunfeld, Frederic V.</u>

Title: The art and times of the guitar; an illustrated history of guitars

and guitarists [by] Frederic V. Grunfeld.

Publisher,

Date: [New York] Macmillan [c1969]

Description: 340 p. illus., facsims., ports. 25 cm.

Subject: <u>Guitar -- History.</u>

Guitarists.

Bibliography: p. 323-334.

LCCN: 69010465

Format: Book

Author: Bacon, Tony, 1954-

Title: The history of the American guitar: from 1833 to the present

day / by Tony Bacon.

Publisher, [New York, N.Y.]: Friedman/Fairfax Publishers: Distributed by

Date: Sterling Pub. Co., c2001. Description: 148 p.: col. ill.; 32 cm.

Subject: Guitar -- United States -- History.

Guitar -- United States -- Pictorial works.

Other Title: American guitar

Includes bibliographical references (p. 148) and index.

LCCN: 2002265012 ISBN: 1586632973

Format: Book

Author: Grout, Donald Jay.

Title: A history of western music / J. Peter Burkholder, Donald Jay

Grout, Claude V. Palisca.

Edition: 7th ed.

Publisher,

Date:

New York: W.W. Norton, c2006.

Description: xxviii, 965 p.: ill.; 27 cm.

Subject: <u>Music -- History and criticism.</u>

Other

Author: Burkholder, J. Peter (James Peter)

Palisca, Claude V.

Includes bibliographical references and index.

LCCN: 2005048797 ISBN: 0393979911

The Harvard Dictionary of Music (Harvard University Press Reference Library)

Classic Guitar Technique, Vol 1 (Book & CD) (Shearer Series) [Paperback] <u>Alfred Publishing Staff</u> (Author)

WEBLIOGRPAHY

http://www.dolmetsch.com/musictheorydefs.htm

http://www.atlasofpluckedinstruments.com/

http://www.musictheory.net/

http://www.medieval.org/

http://www.mimo-international.com/

http://en.wikipedia.org/wiki/Hornbostel%E2%80%93Sachs

ASSOCIATED JOBS LIST BY UNIT

Topic I: Introduction to the History of the Guitar	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic II: Music Notation	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic III: Elements of Music Expression	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic IV: Fundamentals of Music Theory	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher
Topic V: Music Cultures and Plucked Stringed Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher
Topic VI: Music Periods in Western Culture	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher
Topic VII: Performance	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher