

Beginning Guitar

Course Compendium

BEGINNING GUITAR Credits: 5 Grades: 9, 10, 11, 12

This course fulfills the visual and performing arts graduation requirement.

This course is designed for students with minimal guitar experience. Skills in musical expression, musical literacy and creativity through guitar performance are developed. The student will gain a lifelong interest and participation in music by learning to read music, develop technical proficiency on the guitar and nurture the creative process.

UNITS OF STUDY*

Unit 1- *Introduction to Music Notation and the Guitar*

Unit 2- *Introductory Chord Playing, Accidentals and Enharmonics*

Unit 3- *Reading Staff Notation with Varied Key Signatures*

Unit 4- *Large Group Performance- Winter Concert- and Interval Construction*

Unit 5- *Bar Chords and Chord Construction*

Unit 6- *The Tools of Musical Expression, Minor Scales, Pentatonic Scales*

Unit 7- *Genre Exploration, Modes*

Unit 8- *Performance Unit 2- (Small Groups)- Spring Concert, Theory Review*

Unit 9- *Fingerpicking, Classical Guitar, Theory Review*

Unit 10- *Final Review*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

CRP12. Work productively in teams while using cultural global competence.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading 	<ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing 	<ul style="list-style-type: none"> Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together