

Intermediate Guitar Ensemble

Course Compendium

UNITS OF STUDY*

Unit 1- *Technique*

Unit 2- *Music Literacy*

Unit 3- *Performance and Presentation*

Unit 4- *Music from Diverse Musical Eras*

Unit 5- *Diverse Musical Genres*

Unit 6- *Large Group (Guitar Orchestra)*

Unit 7- *Duets to Quartets (Chamber Music)*

Unit 8- *Solo Guitar Repertoire*

Unit 9- *The Creative Process*

Unit 10- *Analysis and Investigation*

Unit 11- *Technology and 21st Century Skills*

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.

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

INTERMEDIATE GUITAR ENSEMBLE

Credits: 5 Prerequisite: Placement by audition and completion of one year of Beginning Guitar Grades: 10, 11, 12

This course fulfills the visual and performing arts requirement. This course is designed for guitarists who possess a command of basic guitar skills (chords, scales and reading). Intermediate and advanced guitar techniques, history and theory are included in this class, along with an exploration of classical guitar repertoire. The intermediate guitar ensemble performs concerts throughout the school year.

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

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> |
| | | Students with 504 Plan |
| | | Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. |
| At Risk Learners / Differentiation Strategies | | |
| <ul style="list-style-type: none"> Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts | <ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments | <ul style="list-style-type: none"> Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students |

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

Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

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

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