This curriculum may be modified through varying techniques, strategies, and materials as per an individual student’s Individualized Education Plan (IEP).

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

Throughout life and in every society, people have felt the need to communicate with those around them. One form of communication has been through the arts, particularly music. Music has a rich history and background, and understanding this history can be the key to understanding other cultures, types of music, and musical eras. Music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking, and enjoyment. Through the study of music, students will gain an appreciation for the aesthetic qualities of the arts and the peoples of the world.

The State of New Jersey’s Student Learning Standards describes arts education as “an essential part of the academic curriculum for the achievement of human, social, and economic growth”. The performance and study of music enhances self-esteem, builds self-discipline and organizational skills, and reinforces societal values such as cooperation, commitment, and working towards a common goal. These are fundamental qualities that serve as the basis of our education system. The interdisciplinary study of music offers students reinforcement in a wide assortment of content areas, including world languages, math, language arts, social studies, and 21st Century Life and Careers.

It is our vision that Beginner Guitar will enhance musical training and understanding through conceptual understanding, skill development, and the application of the basic foundation. The students will be provided with opportunities to learn skills such as listening, rehearsing, analyzing, composing, interpreting, and reading. Through this course we hope to create an active and developing musicians and cultivate a love for learning through art.
MISSION STATEMENT

The ultimate goal of this curriculum is to develop the musical skills and creative abilities of all students. This curriculum is designed to give all students the opportunity to develop musically, and allow them several ways to hone their skills, create music, and grow their listening skills, as well as appreciate the hard work and dedication that it takes to learn an instrument. In addition, it is the music department’s goal to foster in students an appreciation of learning through a team-like atmosphere.

Our mission is to provide opportunities for students to develop their musical understanding and potential. This is done through exploration, experimentation, exposure, and communicating through musical expression. These enriching experiences are designed to encourage a lifelong love of music.

- To provide students with a musical experience that promotes growth, value, and identification of music as a meaningful part of education.

- To provide a rich and varied set of musical experiences, fostering the love of different genres and a desire to try new things.

- To enable a student to respond to music intellectually and emotionally.

- To enable a student to make aesthetic judgments based on their listening and analysis.

- To enable a student to understand the role music has played, and continues to play in the lives of human beings both globally and locally.

- To enable students to understand the role that they must take to play an instrument.

- To provide fundamental experiences that allow each student to pursue his or her interests and talents appropriately.

- To acquaint students with a variety of music styles and genres.

- To provide useful, valid, and meaningful links between music and life, in order to cultivate lifelong learning and career options.

- To enable a student to improvise and create music.

- To enable a student to use the vocabulary and notation of music.
COURSE PROFICIENCIES
Course Objectives

1. To instill an understanding of the elements of music theory.

2. To enhance the skills of each student to perceive, perform, and respond to music.

3. To develop listening skills and the use of appropriate music terminology.

4. To introduce and develop the musical composition skills of each individual student.

5. To develop the ability to evaluate compositions, and to use critiquing skills.

6. To develop an ability to read and write music in standard musical notation.

7. To develop an understanding of computer use and procedures to be used with computer music programs.

8. To promote independent study, self-management, and organizational skills in a computer lab setting.
STUDENT PROFICIENCIES

1. Demonstrate an ability to perceive and respond to various musical performances through discussion and analysis.

2. Demonstrate appropriate musical listening skills.

3. Demonstrate the ability to use musical terminology.

4. Demonstrate the ability to critique musical performances.

5. Demonstrate an understanding of music history and styles.

6. Demonstrate an ability to arrange and/or compose music based on given criteria.

7. Demonstrate an understanding of the elements of music theory such as scales, chords, rhythms, meters and intervals.

8. Demonstrate knowledge of musical notation such as measures, bar lines, and ledger lines.

9. Demonstrate knowledge of career options in music.

10. Demonstrate an ability to work independently and implement time management and organizational skills in a laboratory setting.

11. Demonstrate appropriate computer use and the ability to follow procedures in class.

12. Apply knowledge and information gained to arrange musical compositions.
METHODS OF EVALUATION

Students will be evaluated through any or all of the following methods:

1. Completion of class assignments and projects
2. Teacher developed tests and quizzes and/or projects/compositions
3. Teacher observation
4. Participation in class discussion and critiques
5. Teacher observation of students work, and process used by students
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
• Guided Notes
• Functional learning incorporated into each lesson
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

• Provide one-to-one teacher support
• Curriculum Compacting
• Advanced problems to extend the critical thinking skills of the advanced learner
• Supplemental reading material for independent study
• Elevated questioning techniques using Webb’s Depth of Knowledge matrix
• Curriculum Compacting
• Flexible grouping
• Tiered assignments
• Topic selection by interest
• Manipulatives
• Tiered Lessons
• Flipped Instruction
• Multimedia Presentations
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Conclusions and analysis of exploratory activities
• Career based learning incorporated into each lesson
• Exploration Activities
• Student choice

**ELLs**

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

504s
• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Manipulatives
• Words banks
• Reduced choice on assessments
• Preferential seating
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Modified homework
• Independent projects
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**
- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
  - Printed copies of class readings for application of Active Reading Strategies
The Students will be able to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Course Outline/Student Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong> 1.3.8.B.1; 1.3.8.B.3; 1.1.8.B.2</td>
<td>I. Pitch Notation (6 lessons)</td>
</tr>
<tr>
<td><strong>Technology:</strong> 8.1.8.D.3</td>
<td>A. Staves</td>
</tr>
<tr>
<td><strong>21st Century:</strong> CRP 1; CRP 2; CRP4; CRP 6; CRP 8; CRP 11</td>
<td>B. Treble Clef</td>
</tr>
<tr>
<td><strong>Cross Curricular:</strong> 9.3.12.AR-PRF.3; 9.3.12.AR-PRF.4</td>
<td>C. Intervals (unison- octave)</td>
</tr>
<tr>
<td></td>
<td>D. Chords: Major Minor</td>
</tr>
<tr>
<td></td>
<td>E. Scales (Chromatic)</td>
</tr>
<tr>
<td><strong>Standards:</strong> 1.3.8.B.2</td>
<td>II. Rhythmic Notation (4 lessons)</td>
</tr>
<tr>
<td><strong>Technology:</strong> 8.1.8.D.3</td>
<td>A. Whole Notes</td>
</tr>
<tr>
<td><strong>21st Century:</strong> CRP 1; CRP 2; CRP4; CRP 6; CRP 8; CRP 11</td>
<td>B. Half Notes</td>
</tr>
<tr>
<td><strong>Cross Curricular:</strong> 9.3.12.AR-PRF.3; 9.3.12.AR-PRF.4</td>
<td>C. Quarter Notes</td>
</tr>
<tr>
<td></td>
<td>D. Eighth Notes</td>
</tr>
<tr>
<td></td>
<td>E. Sixteenth Notes</td>
</tr>
<tr>
<td></td>
<td>F. Whole Rests</td>
</tr>
<tr>
<td></td>
<td>G. Half rests</td>
</tr>
<tr>
<td></td>
<td>H. Quarter Rests</td>
</tr>
<tr>
<td></td>
<td>I. Eighth Rests</td>
</tr>
<tr>
<td><strong>Standards:</strong> 1.3.8.B.3</td>
<td>III. Elements of Musical performance (7 lessons)</td>
</tr>
<tr>
<td><strong>Technology:</strong> 8.1.8.D.3</td>
<td>A. Picking correctly</td>
</tr>
<tr>
<td><strong>21st Century:</strong> CRP 1; CRP 2; CRP4; CRP 6; CRP 8; CRP 11</td>
<td>B. Finger strengthening exercises</td>
</tr>
<tr>
<td><strong>Cross Curricular:</strong> 9.3.12.AR-PRF.3; 9.3.12.AR-PRF.4</td>
<td>C. Appropriate poster and hand position</td>
</tr>
<tr>
<td></td>
<td>D. Dynamics: ppp-FFF</td>
</tr>
<tr>
<td></td>
<td>E. Tempo: Largo- Presto</td>
</tr>
<tr>
<td></td>
<td>F. Rhythm</td>
</tr>
<tr>
<td></td>
<td>G. Measures, Bar Lines and Repeats</td>
</tr>
<tr>
<td><strong>Standards:</strong> 1.1.8.B.1; 1.3.8.B.2; 1.4.8.B.1; 1.2.8.A.1; 1.2.8.A.2; 1.2.8.A.3</td>
<td>IV. Performing pieces (10 lessons)</td>
</tr>
<tr>
<td><strong>Technology:</strong> 8.1.8.D.3</td>
<td>A. Playing the method book</td>
</tr>
<tr>
<td><strong>21st Century:</strong> CRP 1; CRP 2; CRP4; CRP 6; CRP 8; CRP 11</td>
<td>B. Playing solos and riffs</td>
</tr>
<tr>
<td><strong>Cross Curricular:</strong> 9.3.12.AR-PRF.3; 9.3.12.AR-PRF.4</td>
<td>C. Playing chords</td>
</tr>
<tr>
<td></td>
<td>D. Playing select pieces and talking about the history</td>
</tr>
<tr>
<td><strong>Standards:</strong> 1.3.8.B.1; 1.3.8.B.2</td>
<td>V. Creating an Ensemble (5 lessons)</td>
</tr>
<tr>
<td><strong>Technology:</strong> 8.1.8.D.3</td>
<td>A. Listening skills</td>
</tr>
<tr>
<td><strong>21st Century:</strong> CRP 1; CRP 2; CRP4; CRP 6; CRP 8; CRP 11</td>
<td>B. Rehearsal</td>
</tr>
<tr>
<td><strong>Cross Curricular:</strong> 9.3.12.AR-PRF.3; 9.3.12.AR-PRF.4</td>
<td>C. Performing together</td>
</tr>
<tr>
<td></td>
<td>D. Critiquing performances</td>
</tr>
<tr>
<td><strong>Standards:</strong> 1.4.8.B.1; 1.3.8.B.1</td>
<td>VI. Career Opportunities In Music (1 lessons)</td>
</tr>
<tr>
<td><strong>Technology:</strong> 8.1.8.D.3</td>
<td>A. Music Teacher</td>
</tr>
<tr>
<td></td>
<td>B. Performer</td>
</tr>
<tr>
<td></td>
<td>C. Composer</td>
</tr>
</tbody>
</table>
| 21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 8; CRP 11; 9.2.8.B.3 | D. Arranger  
E. Orchestrator |

| Standards: 1.1.8.B.1; 1.1.8.B.1; 1.1.8.B.2; 1.1.8.A.1  
Technology: 8.1.8.D.3  
21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 8; CRP 11  
A. Parts of a song  
B. Structure of a song  
C. Listening and dissecting a song |

| Standards: 1.4.8.B.1; 1.3.8.B.2  
Technology: 8.1.8.D.3  
21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 8; CRP 11  
A. Evaluate Music  
B. Form And Express Opinions  
C. Put Into Writing What They Liked and Didn’t Like About A Performance |
SUGGESTED MATERIALS

Resources for Students

- www.youtube.com
- www.Ultimateguitar.com
- www.wikipedia.com

Resources for Teachers

Grove's Dictionary of Music and Musicians
Alfred's Basic Guitar Method 1