

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL
MUSIC DEPARTMENT**

BEGINNER GUITAR

Curriculum Guide

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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 August 11, 2022.

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 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
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- Individual monitoring for understanding/reinforced instruction
 - Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Examples of these concepts in our curriculum and in our classroom are as follows:

- The students explore a multitude of different cultures through the music we perform. The students have a well-rounded education on the composer's life, the background of the current events that was happening while the music was being written, and the musical influences from the culture of the piece. **DEI L+**
- The students are presented with different genres of music to listen to and learn about their lives, giving them a variety of opportunities to connect with the composer. **SEL**

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide

- SEL - Social-Emotional Learning
- L+ - Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSLS - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

Pacing Guide

Unit Number	Unit Name	Suggested Pacing
1	Pitch Notation	6 lessons
2	Rhythmic Notation	4 lessons
3	Elements of Musical Performance	7 lessons
4	Performing Pieces	10 lessons
5	Creating an Ensemble	5 lessons
6	Career Opportunities in Music	1 lesson
7	Musical Structure	2 lessons
8	Critique	2 lessons

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

The Students will be able to:

Standards	Course Outline/Student Objectives
Standards: 1.3A.8.Cr2a; 1.3A.8.Cr3a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4 Cross Curricular: SL.8.1	I. Pitch Notation (6 lessons) A. Staves B. Treble Clef C. Intervals (unison- octave) D. Chords: Major Minor E. Scales (Chromatic)
Standards: 1.3A.8.Cr2a; 1.3A.8.Cr3a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4 Cross Curricular: SL.8.1	II. Rhythmic Notation (4 lessons) A. Whole Notes B. Half Notes C. Quarter Notes D. Eighth Notes E. Sixteenth Notes F. Whole Rests G. Half rests H. Quarter Rests I. Eighth Rests
Standards: 1.3A.8.Cr2a; 1.3A.8.Cr3a; 1.3A.8.Pr6a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4 Cross Curricular: SL.8.1	III. Elements of Musical performance (7 lessons) A. Picking correctly B. Finger strengthening exercises C. Appropriate posture and hand position D. Dynamics: ppp-FFF E. Tempo: Largo- Presto F. Rhythm G. Measures, Bar Lines and Repeats
Standards: 1.3A.8.Cr2a; 1.3A.8.Cr3a; 1.3A.8.Pr6a; 1.3A.8.Re7a; 1.3A.8.Re7c Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4 Cross Curricular: SL.8.1	IV. Performing pieces (10 lessons) A. Playing the method book B. Playing solos and riffs C. Playing chords D. Playing select pieces and talking about the history behind those pieces (DEL, SEL, L+)
Standards: 1.3A.8.Cr2a; 1.3A.8.Cr3a; 1.3A.8.Pr4e Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4; 9.4.8.GCA.2 Cross Curricular: SL.8.1	V. Creating an Ensemble (5 lessons) A. Listening skills (SEL,) B. Rehearsal C. Performing together D. Critiquing performances
Standards: 1.3A.8.Cn11a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4; 9.2.8.CAP.1 Cross Curricular: SL.8.1	VI. Career Opportunities In Music (1 lessons) (SEL,) A. Music Teacher B. Performer C. Composer D. Arranger E. Orchestrator
Standards: 1.3A.8.Cr2b; 1.3A.8.Pr4b Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4 Cross Curricular: SL.8.1	VII. Musical Structure (2 lessons) (SEL) A. Parts of a song B. Structure of a song C. Listening and dissecting a song

Standards: 1.3A.8.Cr3a; 1.3A8.Re8a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4 Cross Curricular: SL.8.1	VIII. Critique (2 lessons) A. Evaluate Music B. Form And Express Opinions C. Put Into Writing What They Liked and Didn't Like About A Performance
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Possible Activities:

- Quizzes
- Group based performances
- Listening Friday SEL, DEI, L+
- Writing about a favorite artist SEL
- Comparing different genres of music DEI
- Analyzing a specific song based on it's time period DEI, AM, HG, SEL, L+

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

*Or other literature, video, or digital materials of equal academic worth