

Madison Public Schools

Eight Grade Guitar Ensemble Elective Curriculum

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Approval date:

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Course Overview

Description

Eighth Grade Guitar Ensemble Elective is a course that introduces students to the fundamental elements of the guitar and of playing the guitar. Students will learn how to handle, care for, and play the guitar. They will learn fundamental elements of music theory and will spend time learning how to play the guitar by themselves and as a group. No prior experience is necessary as this is a beginner course, but more advanced students are welcome to join.

Goals

This course aims to:

- Introduce students to the fundamentals of the acoustic guitar.
- Give students a solid foundation in both right hand and left hand technique.
- Give students a solid foundation in music theory.
- Introduce students to playing the guitar both individually and as a group.
- Introduce students to song writing using fundamental knowledge of the guitar and music theory.

Materials

Core: Schmid, Will and Bob Morris. Essential Elements for Guitar: Book One. Milwaukee: Hal Leonard Corporation, 2005.

Supplemental: Studio, Triumph. Guitar Lessons for Beginners. Middletown, DE: Triumph Studio, 2019.

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

End of Marking Period 1- Assessment #1 – Practical exam on components of Eighth Grade Guitar Ensemble Elective learned in units 1 and 2.

End of Marking Period 2- Assessment #2- Practical exam on components of Eighth Grade Guitar Ensemble Elective learned in units 3, 4, and 5.

End of Marking Period 3- Assessment #3- Practical exam on components of Eighth Grade Guitar Ensemble Elective learned in units 6, 7, and 8.

End of Marking Period 4- Assessment #4- Practical exam on components of Eighth Grade Guitar Ensemble elective learned in units 9 and 10.

Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Introduction to the Guitar	5
2	First String Notes, Chords, and Technique	3
3	Second String Notes, Chords, and Technique	3
4	Third String Notes, Chords, and Technique	3
5	Fourth String Notes, Chords, and Technique	3
6	Fifth String Notes, Chords, and Technique	3
7	Sixth String Notes, Chords, and Technique	3
8	Open Chords/ Bar Chords	5
9	Strumming/ Plucking Techniques	5
10	Songwriting	3

Unit 1 Overview

Unit Title: Intro to the Guitar

Unit Summary: In Unit 1, students will be introduced to the basics of the acoustic/classical guitar. They will learn the history of strummed string instruments beginning with the earliest Lutes and will learn how to identify parts of the guitar and properly handle and care for the guitar. Students will also learn the string names for the guitar and review how to read music on the treble staff. Before students begin playing the guitar they will also learn how to read guitar chord charts.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- When was the first strummed string instrument invented? By whom?
- What other countries have guitar-like instruments? How are they like the guitar? How are they different?
- How has the guitar shaped music in America? Worldwide?
- What is the difference between the acoustic, classical, and electric guitars?
- What are the names of the strings on the guitar?
- How are chord charts read and how can we apply that knowledge to playing the guitar?

Unit Enduring Understandings:

- The guitar has ancient roots dating back to Babylonia and Egypt.
- Most other countries have guitar-like instruments. Strummed string instruments are common but the sounds they produce and the number of strings varies. (Examples: sitar, balalaika, pipa, biwa)
- The guitar has six strings: E,A,D,G,B, and E.
- The guitar shaped rock n' roll music which is the most classic American music form.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will take a three part evaluation where they answer written questions about guitar history, be required to label the strings on the guitar, and then be able to pluck the correct string on the guitar.

Alternative Assessments: Students with special needs will be given a word bank for the written portion of the assessment to assist them with vocabulary recall.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<ul style="list-style-type: none"> Students will be able to identify the origin and history of the guitar. They will also be able to identify and track the evolution of the guitar over time. Students will be able to identify other instruments around the world that are like the guitar. 	<ul style="list-style-type: none"> Students will know how to research the origins and history of the guitar. Students will know how to research other strummed string instruments from around the world. <p>Vocabulary: Sitar, pipa, biwa, balalaika, lute.</p>	<ul style="list-style-type: none"> Students will create a PowerPoint project in teams about strummed string instruments from around the world (each team will focus on a different continent). Students will create a timeline project in teams about the evolution of the guitar over time. 	<p>1.2.8.A.2- Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1- Understand that technological changes influence the development of music.</p> <p>8.1.8.D.2- Demonstrate the application of appropriate citations to digital content.</p> <p>Cross Curricular: Media</p>
<ul style="list-style-type: none"> Students will be able to differentiate between the electric, classical, and acoustic guitars and their sounds and music styles. Students will be able to hear the difference between classical, acoustic, and electric guitars. 	<ul style="list-style-type: none"> Students will understand that the larger body of the acoustic and classical guitars is because the body serves as a sound box, which amplifies the guitar sounds. Students will understand how to research different brands of guitars and their purposes. <p>Vocabulary: Martin, Gibson, Fender, Steel-string, archtop, f-hole, pickup, hollowbody, telecaster, stratocaster, acoustic-electric, MIDI, silhouette-body, amplifier.</p>	<ul style="list-style-type: none"> Students will take a listening quiz where they hear different types of guitar playing and must identify what kind of guitar (classical, acoustic, or electric) is being used. Students will research a particular brand of guitar and its importance in the genre of music it is used in. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.4.8.B.3- Compare and contrast pieces of music by writing essays.</p> <p>MS-PS4-1 Wave Properties - A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.</p> <p>MS-PS4-2 A sound wave needs a medium through which it is transmitted.</p> <p>Cross Curricular: Science</p>
<ul style="list-style-type: none"> Students will be able to identify the strings on the guitar. Students will be able to tune a guitar. 	<ul style="list-style-type: none"> Students will understand that guitars have strings that play the same pitches in the same positions regardless of whether it is an electric, acoustic, or classical. Students will understand that tightening a string will make it create higher pitches and loosening a string will make it create lower pitches. Students will understand how to listen for a pitch and turn the tuning pegs on a guitar in order to match the pitch. 	<ul style="list-style-type: none"> Students will practice plucking the strings in order to gain knowledge of the sounds. Students will practice tuning their guitars. 	<p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Science</p>
<ul style="list-style-type: none"> Students will be able to read notation on the treble staff. 	<ul style="list-style-type: none"> Students will understand that the spaces are labeled from the bottom to the top F-A-C-E and the lines are labeled E-G-B-D-F (Every Good Boy Does Fine). Students will understand how to use this knowledge to translate notes from the staff to the guitar as they learn new notes on the guitar. 	<ul style="list-style-type: none"> Students will practice translating a series of simple musical piece from the treble staff to Orff instruments or the piano. Students will be quizzed on their knowledge of music theory. 	<p>1.3.8.B.1- Be able to read western and non-western notation.</p>

Unit 2 Overview	
Unit Title: First String Notes, Chords, and Technique	
Unit Summary: Unit 2 focuses on the notes of the first string,	
Suggested Pacing: 9 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the first string on the guitar (bottom string) called? • What are the simplest beginning chords a student can learn? • What sorts of songs only require these very simple chords? • What notes can I play on the first string and how? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • The first string is called E and if played “open” makes the pitch we call “E”. • The simplest beginning chords are played using only 1 finger and are simplified versions of C and G7. • Placing a finger at each fret starting from tuning pegs raises the pitch of the string by a half step. 	
Evidence of Learning	
Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.	
Summative Assessments: Students will play a variety of two and three chord songs by themselves and with a group.	
Alternative Assessments: none	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> • Students will be able to identify the first string C and the notes that live on the C-string. This includes E, F, and G. • Students will know how to hold the guitar and how to properly curve fingers to create the best guitar sound possible. 	<ul style="list-style-type: none"> • Students will understand how to translate the notes from the treble staff to the first string of the guitar. 	<ul style="list-style-type: none"> • Students will practice simple melodies in the Essential Elements for Guitar book. Students will be assigned one or two melodies to practice every class. 	<ul style="list-style-type: none"> • 1.3.8.B.1- Be able to read Western and non-Western notation.
<ul style="list-style-type: none"> • Students will be able to play the simplified versions of chords C, G7, G, and D7. • Students will be able to read the chord charts that go with chords C, G7, G, and D7. • Students will be able to strum a simple “Down, Down, Down-Up, Down” or “Ta, Ta, Ti-Ti, Ta” strum pattern 	<ul style="list-style-type: none"> • Students will understand how chords are created and how chord progressions work. <p>Vocabulary: chord, chord progression, circle of fifths, circle of fourths,</p>	<ul style="list-style-type: none"> • Students will practice strumming the guitar while playing the two simplified versions of the C, G7, G, and D7 chords. • Students will make a list of songs that can be played using just the two chords learned in this unit. 	<ul style="list-style-type: none"> 1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.

Unit 3 Overview

Unit Title: Second String Notes, Chords, and Techniques

Unit Summary: Unit 3 focuses on the notes of the second string, B.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- What is the second string on the guitar called?
- What notes can I play on the second string and how?
- What chords can I play now that I know about the second string?

Unit Enduring Understandings:

- The second string is called the B string.
- Using the B string I can play B, C, D.
- Students will continue playing C, G7, G, and D7.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will complete #36 the Essential Elements Quiz and #37 Essential Creativity where they create a new chord progression using the chords they have learned thus far.

Alternative Assessments: Students will have the opportunity to work in groups for #37.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSL)
<ul style="list-style-type: none"> • Students will be able to identify the second string, B, and the notes that can be played using the second string. 	<ul style="list-style-type: none"> • Students will know that the notes B, C, and D can all be played using the second string of the guitar. • Students will know that they can play the simplified C, G, and G7 chords as well as the D7 chord by using the first two strings. 	<ul style="list-style-type: none"> • Students will complete numbered examples in the Essential Elements book and combine their knowledge of reading music on the treble staff with their knowledge of the first two strings of the guitar. 	<p>1.3.8.B.1- Be able to read Western and non-Western notation.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>
<ul style="list-style-type: none"> • Students will be able to play new songs on the guitar using their knowledge of simple chords and the first two strings of the guitar. 	<ul style="list-style-type: none"> • Students will know how to play songs on the guitar in a variety of styles. • Students will know how to research songs with limited chords. 	<ul style="list-style-type: none"> • Students will learn to play selected songs in varying styles in the Essential Elements book. • Students will research and find songs of their choosing to play using the simplified chords they have learned thus far. • Students will complete #36 the Essential Elements Quiz and #37 Essential Creativity where they create a new chord progression using the chords they have learned thus far. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p>

Unit 4 Overview

Unit Title: Third String Notes, Chords, and Technique

Unit Summary: Unit 4 focuses on the notes of the third string and basic open chords on the guitar.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- What is the third string on the guitar called?
- What notes can I play on the third string and how?
- What chords can I play now that I know about the third string?

Unit Enduring Understandings:

- The third string on the guitar is called the G string.
- Notes that can be played on the G string include G and A.
- Students will now know how to play a full G major scale on the guitar.
- Students will now know how to play full open chords Em, C, and G.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will learn to play the melody, the harmony, AND the chords for Elton John's "Can You Feel the Love Tonight" and get into groups of three to practice switching off parts and playing together. Students will be graded on their ability to play all 3 parts.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<ul style="list-style-type: none"> • Students will be able to read and play the notes on the third string of the guitar. • Students will be able to play a G Major scale on the guitar. 	<ul style="list-style-type: none"> • Students understand how to read notes on the staff and translate them to the guitar. <p>Vocabulary: scale, Major, minor, scale degree</p>	<ul style="list-style-type: none"> • Students will be quizzed on their ability to play a G major scale on the guitar. 	<p>1.3.8.B.1- Be able to read Western and non-Western notation.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>
<ul style="list-style-type: none"> • Students will be able to read chord charts for and play new chords Em (E minor), C, and G. 	<ul style="list-style-type: none"> • Students understand how to apply previous knowledge of chord chart reading to the new chords Em, C, and G. 	<ul style="list-style-type: none"> • Students will learn to play a variety of songs using the chords C, G, and Em including "Eleanor Rogby" by the Beatles, and a traditional folk tune called "Tell O' Bill". 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p>
<ul style="list-style-type: none"> • Students will be able to read notes on the treble staff and translate them to the guitar in order to play individual notes to create the melody of a song. 	<ul style="list-style-type: none"> • Students understand how to translate notes from the treble staff to the guitar. 	<ul style="list-style-type: none"> • Students will learn to play the melody, the harmony, AND the chords for Elton John's "Can You Feel the Love Tonight" and get into groups of three to practice switching off parts and playing together. Students will be graded on their ability to play all 3 parts. 	<p>1.3.8.B.1- Be able to read Western and non-Western notation.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>

Unit 5 Overview

Unit Title: Fourth String Notes, Chords, and Techniques

Unit Summary: Unit 5 focuses on the notes of the fourth string and the open chords D and A7. Unit 5 also focuses on advancing rhythmic patterns.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- What is the fourth string on the guitar called?
- What notes can I play on the fourth string and how?
- What chords can I play now that I know about the fourth string?
- What is a tie?
- What is a dotted note? How does the dot change the note?

Unit Enduring Understandings:

- The fourth string on the guitar is called the D string.
- Using the D string, students can play D, E, and F.
- Students can now play the full open D chord and the full.
- A dotted note adds half the value of the note in question to the note.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will learn strum parts and melodic lines to a variety of new songs that use the chords D and A7, including “De Colores”, a Mexican folk song.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
• Students will be able to read and play the notes on the fourth string of the guitar.	• Students will know that on the fourth string they can play the notes D,E and F.	• Students will practice short assigned musical passages in the Essential Elements book that include the notes D, E, and F.	1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.
• Students will be able to read chord charts for and play new full open chords D and A7.	• Students will know the finger patterns for the chords D and A7.	• Students will review specific strum patterns while practicing their new chords on the guitar.	1.3.8.B.1- Be able to read Western and non-Western notation.
• Students will be able to read notes on the treble staff and translate them to the guitar in order to play individual notes to create the melody of a song.	• Students will understand how to translate notes that they read on the treble staff to the guitar.	• Students will learn strum parts and melodic lines to a variety of new songs that use the chords D and A7, including “De Colores”, a Mexican folk song.	1.3.8.B.1- Be able to read Western and non-Western notation. 1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.

Unit 6 Overview

Unit Title: Fifth String Notes, Chords, and Technique

Unit Summary: Unit 6 focuses on the notes and chords that are played using the fifth string of the guitar.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- What is the fifth string on the guitar called?
- What notes can I play on the fifth string and how?
- What chords can I play now that I know about the fifth string?

Unit Enduring Understandings:

- The fifth string on the guitar is called the A string.
- Using the A string, students can play the notes A, B, and C.
- After learning about the fifth string, students will be able to play the new chords Am (A minor) and Em7 (E minor 7).

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will be tested on their ability to play the traditional English folk song “Greensleeves” on the guitar.

Alternative Assessments: Students will have the opportunity to choose an equally challenging song to perform for their assessment.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
• Students will be able to read and play the notes on the fifth string of the guitar.	• Students will know that on the fifth string they can play the notes A, B and C.	• Students will practice short assigned musical passages in the Essential Elements book that include the notes A, B and C.	1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.
• Students will be able to read chord charts for and play new full open chords Am and Em7.	• Students will know the finger patterns for the chords Am and Em7.	• Students will review specific strum patterns while practicing their new chords on the guitar. Songs will include “Greensleeves”. Students will be tested on their ability to play “Greensleeves” at the end of the unit.	1.3.8.B.1- Be able to read Western and non-Western notation.
• Students will be able to read notes on the treble staff and translate them to the guitar in order to play individual notes to create the melody of a song.	• Students will understand how to translate notes that they read on the treble staff to the guitar.	• Students will learn strum parts and melodic lines to a variety of new songs that use the chords Am and Em7.	1.3.8.B.1- Be able to read Western and non-Western notation. 1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.

Unit 7 Overview	
Unit Title: Sixth String Notes, Chords, and Technique	
Unit Summary: Unit 7 focuses on the notes and chords played using the sixth string of the guitar.	
Suggested Pacing: 9 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> What is the sixth string on the guitar called? What notes can I play on the sixth string and how? What chords can I play now that I know about the sixth string? What are sharp and flat notes and how are they played? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> The sixth string on the guitar is a low E string. It is the lowest string on the guitar and often called the “bass” string. The notes that can be played using the sixth string are E, F and G. Chords that can be played once the sixth string is learned are Am7. Sharp notes are notes that are a half step higher than the letter name they are given. For example a D# is a half-step above a D. They are played by moving the note up one fret on the guitar. Flat notes are notes that are a half-step lower than the letter name they are given. For example a D flat is a fret further towards the tuning keys than the D is. 	
Evidence of Learning	
Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.	
Summative Assessments: Students will be tested on all of the individual notes they have learned on the guitar by sight reading a musical excerpt chosen by the teacher. One song should be melodically challenging and one song should be rhythmically challenging. Students will be graded on a rubric.	
Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<ul style="list-style-type: none"> Students will be able to read and play the notes on the sixth string of the guitar. 	<ul style="list-style-type: none"> Students will know that on the fifth string they can play the notes E, F and G. 	<ul style="list-style-type: none"> Students will practice short assigned musical passages in the Essential Elements book that include the notes A, B and C. 	1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music. 1.3.8.B.1- Be able to read Western and non-Western notation.
<ul style="list-style-type: none"> Students will be able to read chord charts for and play new full open chords Am7. 	<ul style="list-style-type: none"> Students will know the finger patterns for the chord Am7. 	<ul style="list-style-type: none"> Students will review specific strum patterns while practicing their new chord on the guitar. Songs will include “Scarborough Fair”. 	1.3.8.B.1- Be able to read Western and non-Western notation.

<ul style="list-style-type: none">● Students will be able to read notes on the treble staff and translate them to the guitar in order to play individual notes to create the melody of a song.	<ul style="list-style-type: none">● Students will understand how to translate notes that they read on the treble staff to the guitar.	<ul style="list-style-type: none">● Students will learn strum parts and melodic lines to a variety of new songs that use the chord Am7.● Students will be tested on all of the individual notes they have learned on the guitar by sight reading a musical excerpt chosen by the teacher. One song should be melodically challenging and one song should be rhythmically challenging. Students will be graded on a rubric.	<p>1.3.8.B.1- Be able to read Western and non-Western notation.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>
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Unit 8 Overview

Unit Title: Open Chords and Bar Chords

Unit Summary: Unit 8 focuses on learning and reviewing each of the common open chords used in playing the guitar. Unit 8 also introduces basic bar chords to student repertoire.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- What are all of the open chords that have been learned over the course of the year?
- What is a bar chord?
- How do I play a bar chord?
- How do I utilize all of the chords I have learned this year?

Unit Enduring Understandings:

- At this point in the school year, students should have learned most of the open chords on the guitar. These include C, G, E, A, D, F, Am, Em, Dm, D7, A7, and C7.
- Bar chords are played using a stretched out forefinger.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will play “Oh Danny Boy” in a trio where one guitarist plays Guitar Part 1, the second plays Guitar Part 2, and the third plays the chord progressions. Students will switch positions. Teacher will grade on a rubric.

Alternative Assessments:

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> • Students will be able to play an array of open chords on the guitar and use them to play a variety of songs. 	<ul style="list-style-type: none"> • Students will understand how the chords work with each other in given chord progressions and in different songs. 	<ul style="list-style-type: none"> • Students will choose songs from Ultimate Guitar Tabs that they want to learn the chords to and will learn to play and sing a simple song of their choosing. Teacher will score assignment with a rubric. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p>
<ul style="list-style-type: none"> • Students will be able to play most of the commonly utilized notes on the guitar. • Students will be able to translate notes and rhythms written on the treble staff to the guitar. 	<ul style="list-style-type: none"> • Students will understand the difference between playing chords and playing individual notes and be able to do both. 	<ul style="list-style-type: none"> • Students will play “Oh Danny Boy” in a trio where one guitarist plays Guitar Part 1, the second plays Guitar Part 2, and the third plays the chord progressions. Students will switch positions. Teacher will grade on a rubric. 	<p>1.3.8.B.1- Be able to read Western and non-Western notation.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>

Unit 9 Overview

Unit Title: Strumming Techniques

Unit Summary: Unit 9 will focus on strumming and fingerpicking techniques.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- How many different kinds of strum patterns are there? What do they sound like?
- What is finger picking? What does it sound like?
- How do I create different strum patterns on the guitar?
- How do I create different finger picking patterns?

Unit Enduring Understandings:

- There are various different strumming techniques and strumming patterns change depending on the type of song and the level of the guitarist.
- Finger picking is a style of playing the guitar where instead of strumming the guitar the guitarist uses either the pick or their fingers to pluck individual notes in an arpeggio to create more movement in their musical sound.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will choose a song with fairly simple chords and create a finger picking pattern to go with the song. Students will perform for their classmates either by just playing the guitar or playing and singing.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> • Students will be able to identify and reproduce basic strum patterns. 	<ul style="list-style-type: none"> • Students will understand how to listen to a piece of music and identify what kind of strum pattern they hear. They will also be able to reproduce the pattern. <p>Vocabulary: Bass-strum, Down/Up stroke variation (Bump-ty),</p>	<ul style="list-style-type: none"> • Students will listen to three recorded songs and in groups of three try to recreate the strum pattern they hear. Students will get a chord progression sheet from the teacher. 	<p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>
<ul style="list-style-type: none"> • Students will be able to identify and reproduce basic finger-picking patterns. 	<ul style="list-style-type: none"> • Students will understand how to listen to a piece of music and determine what kind of finger picking pattern they hear. Students will be confident enough to experiment and try to find the picking pattern on their own. <p>Vocabulary: arpeggio, PIMA, pulgar, indice, medio, anular</p>	<ul style="list-style-type: none"> • Students will choose a song with fairly simple chords and create a finger picking pattern to go with the song. Students will perform for their classmates either by just playing the guitar or playing and singing. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>

Unit 10 Overview	
Unit Title: Songwriting	
Unit Summary: Unit 10 focuses on the art of songwriting. Students will use the guitar chords and techniques they have learned over the course of the school year and create an original song and perform it for the class.	
Suggested Pacing: 9 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> What is song form? What are songs written about? What chords go well together? How do I create an interesting and original melody? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> There are many different kinds of song form. Typically an American pop song is written in an A,B,A,B,C,B,B form. (Verse, Chorus, Verse, Chorus, Bridge, Chorus, Chorus). Songs can be written about anything. Typically pop songs are written in what's referred to as a "one, five, four" (I,V,IV) pattern. Studying the melodies of songs that interest an artist help them to create new and interesting songs that they themselves will like. 	
Evidence of Learning	
Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.	
Summative Assessments: Students will write an original song following the A,B,A,B,C,B,B song format. Songs will be performed for the class and graded on a rubric.	
Alternative Assessments: Students will have the opportunity to perform their original song at an agreed upon mutual free period if they are too nervous to share their original song with the class.	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<ul style="list-style-type: none"> Students will be able to diagram different kinds of song form. 	<ul style="list-style-type: none"> Students will understand that different genres of music follow different song form and be able to pick and choose a song form in preparation for creating their own original piece of music. Students will understand that different song writers ascribe to different genres and song forms. 	<ul style="list-style-type: none"> Students will Choose 3 different songs and create a chart outlining the song form, topic, and chord progression of each song. Students will create a research project on a songwriter of their choosing. 	<p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1- Understand that technological changes influence the development of music.</p> <p>9.2.8.B.4- Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.</p>

			W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
<ul style="list-style-type: none"> • Students will be able to diagram the chord progressions of songs that they enjoy and the music theory behind the chord choices. 	<ul style="list-style-type: none"> • Students will understand that while songs can be different in a lot of ways, they often follow the same music theory patterns. 	<ul style="list-style-type: none"> • Students will find three songs that have the same chord progression but sound different from one another and write an essay comparing and contrasting the three pieces of music. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.4.8.B.3- Compare and contrast pieces of music by writing essays.</p>
<ul style="list-style-type: none"> • Students will be able to write out an original melody on staff paper. • Students will be able to write an original song and perform it. 	<ul style="list-style-type: none"> • Students will understand how to create an original song piece by piece according to a plan created by the teacher. 	<ul style="list-style-type: none"> • Students will write an original song by following a work sheet created and provided by the teacher. The song will then be performed by the student and graded according to a rubric by the teacher. 	<p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>CRP6. Demonstrate creativity and innovation.</p>