

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM

DATE: JUNE 2012

CONTENT AREA: FINE & PERFORMING ARTS – HHS – ADVANCED GUITAR

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Jonathan Klizas

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

SLC 12/23/14 Approved by Assistant Superintendent

JKA 12/11/14 Approved by Education Committee

ication

Board of Educ. Approved
12/22/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL
FINE & PERFORMING ARTS

ADVANCED GUITAR
GRADES 9-12

JUNE 2012

Course Overview

"It occurred to me by intuition, and music was the driving force behind that intuition. My discovery was the result of musical perception." (When asked about his theory of relativity) - Albert Einstein

"During the Gulf War, the few opportunities I had for relaxation I always listened to music, and it brought me great peace of mind. I have shared my love of music with people throughout this world, while listening to the drums and special instruments of the Far East, Middle East, Africa, the Caribbean, and the Far North, and all of this started with the music appreciation course that I was taught in a third-grade elementary class in Princeton, New Jersey. What a tragedy it would be if we lived in a world where music was not taught to children."

- General H. Norman Schwarzkopf — United States Army

NJCCCS 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

- - - - -

Advanced Guitar provides students with a music experience that will take place in one forty-eight minute class period every school day for half the year. Advanced Guitar is open to students who have successfully completed Guitar II or have approval from the teacher. Emphasis is on individual and ensemble playing, musicianship, technique and the cultivation of an awareness of various musical styles and genres. A solid background in music theory and notation is developed. The students will become fluent with guitar technique. They will be guided to analyze their own playing, instilling a musical and technical self-sufficiency. An ensemble performance at the end of the semester provides a culminating experience.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

This 2.5 credit half-year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)lvii for "at least 5 credits in Visual and Performing Arts" for all students who entered high school in 2010 or later.

Enduring Understandings	<p>A sophisticated understanding of music as an art form using the guitar as the medium. A broad appreciation of music, the guitar and art in an historical context. The discipline and dedication necessary to perform music effectively in a concert and recital environment. The ability to constructively analyze and critique musical compositions and performances. The ability for the individual to analyze his or her own playing ability and to create intelligent strategies to address areas of need. Fluency in communicating ideas through contemporary technology. Practicing a positive work ethic, modeling constructive behaviors for others.</p>
Unit/Skill:	
I. Portfolio of Warm-up Routines	
Days	15 Minutes per class period
NJCCCS	<p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. 1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
Essential Questions	<p>How does physical development and training develop musicianship in an individual? How can the performance and analysis of musical exercises promote a deeper understanding of a musical work?</p>
Skills The Student Will...	<p>Develop a repertory of finger exercises designed to improve technique, strengthen the fingers and enhance musicality. Analyze his or her personal technique and design a program to address individual needs. Develop a thorough understanding of the guitar fingerboard. Understand instrumental idioms and how they determine the vocabulary of artistic expression.</p>
Assessment	<p>Student self-assessment to monitor needs and progress. Rubrics to assess hand position right hand, hand position, left hand, posture, pitches, rhythms, and continuity, one on one performances/verbal feedback.</p>
Literacy Integration	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
World Language Integration	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
21st Century Life & Careers	<p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

Unit/Skill: II. Music Notation	
Days	Approximately 130 minutes per week
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
Essential Questions	<p>What is music? What is the importance of music notation (non-notation vs. notation)? Is it vitally important to be able to read music if you are to be a successful musician? Explain your answer. How does placing music in a temporal context (i.e. sound and meter) affect the meaning, or result, of the music?</p>
Skills The Student Will...	<p>Identify and perform intervals between small intervals (half and whole steps) and understand how that relates to the guitar fingerboard.</p> <p>Use standard music notation to play simple melodies on strings 4 through 6..</p> <p>Recognize the various methods of notating guitar music.</p> <p>Use tablature to play examples of music.</p> <p>Use chord diagrams for learning chords.</p> <p>Synthesize knowledge of chord shapes and structure and use this for learning bar chords.</p> <p>Recognize metrical markings (time signatures) and express the subdivision and accents of the beats through playing examples of music.</p> <p>Identify rhythmic patterns and reproduce them on the guitar via chord strumming patterns and playing melodic passages.</p>
Assessment	<p>Demonstrate note identification by written examples and by playing simple musical pieces.</p> <p>Distinguish between different meters and beat patterns.</p> <p>Accurately perform various rhythmic patterns.</p>
Literacy Integration	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
World Language Integration	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
Technology Integration	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p>

Unit/Skill:	
II. Music Notation	
21st Century Life & Careers	<p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.</p>
Unit/Skill:	
III. Music Theory	
Days	15 Approximately 15 minutes per class period.
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
Essential Questions	<p>How does a composer use structure in creating a piece of music?</p> <p>What expressive associations can musical intervals have?</p> <p>How are musical scales associated with different cultures?</p>
Skills The Student Will...	<p>Identify musical intervals by listening and playing.</p> <p>Identify, construct and practice modes.</p> <p>Identify, construct and practice compound chords such as 7ths and minor 7ths.</p> <p>Analyze music based on formal structure and harmonic progression.</p>
Assessment	<p>Accurate performance of intervals, scales and triads on the guitar.</p> <p>Written analysis of intervals, scales and triads.</p>
Literacy Integration	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
World Language Integration	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
21st Century Life & Careers	<p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

Unit/Skill: IV. History of Guitar Literature	
Days	15
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>
Essential Questions	<p>Does music reflect culture or shape it?</p> <p>How does the study of music help to deepen understandings of past and present cultures?</p> <p>How do elements of musical performance, technologies, culture and aesthetics define the various periods of art and music in Western civilization?</p> <p>How has the guitar evolved and how does that affect the musical aesthetics of music written for it?</p>
Skills The Student Will...	<p>Audition and perform musical examples from different periods of Western history and develop recognition of the stylistic differences of these eras.</p> <p>Recognize how musical instruments have evolved and how this helps define the aesthetic of a historical period.</p> <p>Perform musical examples representative of each musical epoch.</p> <p>Analyze the evolution of the guitar in Western civilization.</p>
Assessment	<p>Identification of different periods of music both through listening and performing.</p> <p>Discussion of relationship of musical instrument technology and the musical aesthetics of an era.</p> <p>Music/Score Analysis</p> <p>Compare and contrast musical periods of Western musical history.</p>

Unit/Skill:	
IV. History of Guitar Literature	
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
Technology Integration	8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
21st Century Life & Careers	9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns. 9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.
Unit/Skill:	
V. Individual Performance Skills/Technique	
Days	Approximately 150 minutes per week.
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>

Unit/Skill:	
V. Individual Performance Skills/Technique	
Essential Questions	<p>How does the student's knowledge and understanding of music fundamentals affect the performance of a piece of music?</p> <p>How do extra-musical perceptions (i.e. body language, physical gestures) and social conventions influence a performance by a music ensemble?</p> <p>What makes a performance good?</p> <p>What is the function of the audience in a concert situation?</p>
Skills The Student Will...	<p>Develop group listening skills within a music ensemble environment.</p> <p>Show the ability to perform music in a variety of genres and styles.</p> <p>Synthesize musical elements in a group performance.</p> <p>Analyze a performance, describing elements of that performance in constructive, musical terminology.</p> <p>Develop concepts of concert etiquette and public deportment.</p>
Assessment	<p>Student to student critiques.</p> <p>Rubric to assess performance: Pitch accuracy, rhythm/tempo accuracy hand position, posture, professional behavior.</p> <p>Positive contributions to the ensemble.</p> <p>Written objective critique of performance.</p>
Literacy Integration	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
Health & Phys Ed Integration	<p>2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development.</p> <p>2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p>
World Language Integration	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
21st Century Life & Careers	<p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p>

Bibliography

Grunfeld, Frederic V. "*The Art and Times of the Guitar; An Illustrated History of Guitars and Guitarists*", New York: 1969 Macmillan.

Bacon, Tony. "*The History of the American Guitar: From 1833 to the Present Day*", New York: 2001 Friedman/Fairfax Publishers.

Grout, Donald Jay. "*A History of Western Music*", New York: 2006 W.W. Norton

Randel, Don Michael. "*The Harvard Dictionary of Music*" Cambridge, MA: 2003 Belknap Press

Alfred Publishing Staff. *Classic Guitar Technique, Vol 1 (Book & CD) (Shearer Series)* New York: 2009 Alfred Music

Webliography

<http://www.dolmetsch.com/musictheorydefs.htm>

<http://www.atlasofpluckedinstruments.com/>

<http://www.musictheory.net/>

<http://www.medieval.org/>

<http://www.mimo-international.com/>

<http://en.wikipedia.org/wiki/Hornbostel%E2%80%93Sachs>