

**Southern Regional School District
Manahawkin, New Jersey**

Course of Study

For

Beginning Guitar

**NJ Core Curriculum Content Standards 2004
NJ Standards Clarification Project 2008**

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Southern Regional School District
Course of Study 2008
NJCCCS 2004

NJ Standards Clarification Project 2008

Department: MUSIC

Unit: BEGINNING GUITAR

NJ Core Curriculum Content Standards:

1.1, 1.1.A.1, 1.1.A.2, 1.1.A.3, 1.1B.1, 1.1.B.2, 1.1.B.3, 1.1.B.4, 1.2, 1.2.B.1, 1.2.B.2, 1.2.B.3, 1.2.B.4, 1.3, 1.3.B.1, 1.3.B.2, 1.1.B.3, 1.4, 1.4.A.1, 1.4.A.2, 1.4.B.1, 1.4.B.2, 1.5, 1.5.A.1, 1.5.A.2, 1.5.B.1, 1.5.B.2

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.

Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.

Studying the arts fosters meaning-making, deeper emotional response and more inventive decision making.

Experts can and do disagree about the value, power and source of art.

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

The arts serve multiple functions: enlightenment, education and entertainment.

Great art requires skill and discipline to turn notions into a quality product.

The artistic process can lead to unforeseen or unpredictable outcomes

An understanding of the elements and principles of art is essential to the creative process and artistic production.

Underlying structures in the arts can be found via analysis and inference.

Breaking accepted norms often gives rise to new forms of artistic expression.

Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artwork.

The relationship between the arts and culture is mutually dependent.

Culture affects self-expression.

Every artist has a style/artistic period.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do you demonstrate your understanding of the fundamentals of music through performance?

How do you communicate through the performance of music?

Why do different compositions elicit different emotions and responses?

How does the performance of music contribute to one's positive character traits?

ASSESSMENTS:

Participation: Behavior, Daily performance, public performance, class preparedness, daily and public performance attendance as determined by performance rubrics.

Achievement: Daily assessment of individual and ensemble achievement, Public performance, midterm evaluation as determined by performance rubrics.

MATERIALS AND RESOURCES:

Age appropriate literature; musical selections

Instrument inventory

Supply inventory

Repair budget

Facilities

<p>CONTENT: Rhythmic comprehension Metric comprehension Tone production Intonation Facility Articulation Dynamics Aesthetics Balance and Blend Melodic and harmonic comprehension Identification of consonant verses dissonant Phrasing Modality Key</p>	<p>SKILLS: Demonstration of: level appropriate literature as determined by band placement, rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation and dynamics.</p> <p>Aesthetic use of musical vocabulary, appropriately differentiate the unique and common properties of different musical genres.</p> <p>Express one’s imagination through musical performance.</p> <p>Describe musical changes over time and cultures.</p>
<p>INSTRUCTIONAL ACTIVITIES: Daily performance begins with warm-up activities including; Long tones, Lip slurs, Chorales, Scales, Use of texts (I recommend, 14 Weeks to a Better Band, 100 Days to Sight Reading Excellence, Rhythm Studies)</p> <p>The rehearsal and performance of level appropriate literature</p> <p>Discussion of compositional aesthetics, knowledge and skills</p> <p>Analysis of genre</p>	
<p>MODIFICATIONS:</p> <p>The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students’ IEPs, 504s, prior knowledge assessment, and data provided from formative assessments.</p>	
<p>TIME FRAME: Full year of one period per day</p>	