



PISCATAWAY TOWNSHIP SCHOOLS

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Guitar

Content Area: Music

Grade Span: 9-12

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COURSE OVERVIEW

Description

Guitar is a one-year beginner level course designed for all students. No previous guitar or musical experience is required. The curriculum is designed in accordance with the 2020 NJVPA Standards, as well as the National Standards for Music Education.

Students will broaden perspectives, learn techniques and develop skills in order to become proficient guitar players, successful musicians and life-long music enthusiasts. Areas of concentration include fundamentals of guitar technique, solo and ensemble performance, music theory, composition and history and culture.

The units described in this document are intended to be taught simultaneously throughout the year. Material from each unit should be included in every class. A suggestion for an optional sequence of instruction is included at the end of the document.

Goals

Upon the completion of this course, students should be able to:

- Understand how the guitar creates a desirable sound
- Demonstrate proper playing posture and technique
- Tune a guitar
- Perform a variety of guitar repertoire, both independently, as a large ensemble and in small groups.
- Appreciate the history of guitar and guitar repertoire
- Listen to and perform guitar music from a variety of genres, styles, cultures and historical eras
- Read and execute standard and non-standard music notation
- Understand the elements of music and basics of music theory
- Create original compositions
- Thoughtfully critique and evaluate guitar performances

Scope and Sequence

Unit	Topic	Length
Unit 1	Guitar Foundations	Full Year
Unit 2	Guitar Performance	Full Year
Unit 3	Music Theory and Composition	Full Year
Unit 4	Guitar: History and Culture	Full Year

Resources

Core Text: Hal Leonard Guitar Method Book 1

Suggested Resources:

- Everybody's Guitar Ensembles Book 1
- Jerry Snyder's Guitar School Ensemble Book 1
- Suzuki Guitar School Vol. 1
- Guitarensemblemusic.com
- Hal Leonard Incredible Scale Finder
- BBC Documentary "The History of Guitar"
- Guitarmusictheory.com
- chordie.com
- Alfred's Basic Guitar Method Book 1
- Solo Guitar Playing Book 1, Frederick M. Noad
- Alfred's Essentials of Music Theory
- Musictheory.net
- Sibelius

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

The arts are integral to a comprehensive education. Courses in the arts, including music, provide students with opportunities to create, develop self-confidence, work as a team, think critically and develop self-discipline. In addition to providing necessary skills for musical development, this course will prepare students for adult life by fostering the 21st century skills of critical thinking, creative thinking, communicating, collaborating, initiative, productivity and leadership.

During the course, students will broaden perspectives, learn techniques and develop skills in order to become proficient guitar players, successful musicians and life-long music enthusiasts. Areas of concentration include fundamentals of guitar technique, solo and ensemble performance, music theory, composition and history and culture.

The first unit, Guitar Foundations, will focus on the fundamental knowledge needed in order to begin study of the guitar. A foundational knowledge of the guitar is necessary to developing skills as a guitarist and musician. Proficiency on an instrument is less a “gift” than a skill that is developed through knowledge and practice.

This second unit will focus on guitar performance. Performing is an essential component in music education, and prepares students for future life experiences. Through performance, students develop self-confidence, self-discipline and the ability to collaborate.

The third unit will focus on music theory and composition. Successful musicians need a strong foundation in music theory. This knowledge will prepare students for further musical study by providing the necessary tools for self-learning. With an understanding of the creative process and the elements of music, students will have a deeper appreciation for a variety of musical styles. Through composition, students will have an opportunity to express themselves creatively. Composition also prepares students for the future by requiring them to synthesize a vast amount of knowledge and experiences to create a product of value.

The final unit focuses on the history and culture of guitar, including the evolution of the instrument itself and its role in society. A variety of guitar styles and repertoire will be explored, performed and discussed, thus broadening the perspective of students. It is necessary for students to understand the historical and cultural aspects of guitar, and music in general. This unit is essential for developing a global perspective.

All units incorporate the 2020 NJVPA Standards for Music- Harmonizing Instruments, which are listed below.

**NJ Visual and Performing Arts Standards
Music Harmonizing Instruments**

Anchor Standard 1	Generating and Conceptualizing Ideas
Novice	
1.3D.12nov.Cr1a	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
Intermediate	
1.3D.12int.Cr1a	Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
Proficient	
1.3D.12prof.Cr1a:	Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
Accomplished	
1.3D.12acc.Cr1a	Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.
Advanced	
1.3D.12adv.Cr1a	Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.

Anchor Standard 2	Organizing and Developing Ideas
Novice	
1.3D.12nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
Intermediate	
1.3D.12int.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.
Proficient	
1.3D.12prof.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
Accomplished	
1.3D.12acc.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.
Advanced	
1.3D.12adv.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.

Anchor Standard 3	Refining and Completing Products
Novice	
1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
Intermediate	
1.3D.12int.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
1.3D.12int.Cr3b	Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
Proficient	
1.3D.12prof.Cr3a	Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
1.3D.12prof.Cr3b	Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.

Accomplished	
1.3D.12acc.Cr3a	Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
1.3D.12acc.Cr3b	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
Advanced	
1.3D.12adv.Cr3a	Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
1.3D.12adv.Cr3b	Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
Anchor Standard 4	Selecting, Analyzing, and Interpreting Work
Novice	
1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
1.3D.12nov.Pr4b	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.

1.3D.12nov.Pr4c	Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
Intermediate	
1.3D.12int.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
1.3D.12int.Pr4b	Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
1.3D.12int.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
Proficient	
1.3D.12prof.Pr4a	Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
1.3D.12prof.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

1.3D.12prof.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
Accomplished	
1.3D.12acc.Pr4a	Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
1.3D.12acc.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
1.3D.12acc.Pr4c	Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
Advanced	
1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator’s intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
Anchor Standard 5	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
Intermediate	
1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
Proficient	
1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
Accomplished	

1.3D.12acc.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
Advanced	
1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.
Anchor Standard 6	Conveying Meaning Through Art
Novice	
1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
Intermediate	
1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Proficient	

1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Accomplished	
1.3D.12acc.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Advanced	
1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Anchor Standard 7	Perceiving and Analyzing Products
Novice	
1.3D.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.
1.3D.12nov.Re7b	Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
Intermediate	

1.3D.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3D.12int.Re7b	Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
Proficient	
1.3D.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3D.12prof.Re7b	Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.
Accomplished	
1.3D.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context.
1.3D.12acc.Re7b	Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.
Advanced	
1.3D.12adv.Re7a	Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
1.3D.12adv.Re7b	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
Anchor Standard 8	Interpreting intent and meaning

Novice	
1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
Intermediate	
1.3D.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
Proficient	
1.3D.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
Accomplished	
1.3D.12acc.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3D.12adv.Re8a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms .
Anchor Standard 9	Applying criteria to evaluate products.
Novice	

1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate	
1.3D.12int.Re9a	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.
Proficient	
1.3D.12prof.Re9a	Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
Accomplished	
1.3D.12acc.Re9a	Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.
Advanced	
1.3D.12adv.Re9a	Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Novice	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	

1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Accomplished	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Novice	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	

1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Accomplished	
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

UNIT 1: Guitar Foundations

Summary and Rationale

The arts are integral to a complete education. Courses in the arts, including music, provide students with opportunities to create, develop self-confidence, work as a team, think critically and develop self-discipline.

Guitar is a one-year course designed for students with no previous guitar or musical experience, though all students regardless of musical experience will benefit from the curriculum. Students will broaden perspectives, learn techniques and develop skills in order to become proficient guitar players, successful musicians and life-long music enthusiasts. Areas of concentration include fundamentals of guitar technique, solo and ensemble performance, music theory, composition and history and culture.

This unit will focus on the fundamental knowledge needed in order to begin study of the guitar, including guitar anatomy, appropriate positioning and technique, guitar tuning and simple note reading on the treble clef.

A foundational knowledge of the guitar is necessary to developing skills as a guitarist and musician. Proficiency on an instrument is less a “gift” than a skill that is developed through knowledge and practice.

Recommended Pacing

Full Year

NJVPA Standards

Anchor Standard 1

Generating and Conceptualizing Ideas

Novice

1.3D.12nov.Cr1a

Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

Anchor Standard 5

Developing and refining techniques and models or steps needed to create products.

Novice

1.3D.12nov.Pr5a

Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

Unit Enduring Understandings

- There are specific techniques and skills needed to produce a desirable sound on the guitar.
- Mastery of advanced guitar repertoire is not possible without proficient technique.
- Music notation tells the musician what to play and how to play.
- The ability to read music allows a musician to perform music that is unknown.
- Due to the physical properties of the guitar, it must be tuned before use for accurate performance.

Unit Essential Questions

- What are features, timbres and qualities that make the guitar a unique musical instrument?
- What are qualities that are shared between the guitar and other instruments?
- What are foundational techniques for playing the guitar?
- What progression should be taken in order to provide a sound foundation for the experience of being a guitarist?

Objectives

Students will know:

- Elements of Music
- Guitar anatomy
- How to read simple music notation on the treble clef.
- Basic playing techniques: positioning, right hand and left hand
- Guitar tuning
- Semi-chromatic scale
- Finger numbers

Students will be able to:

- Describe music using appropriate vocabulary: beat, rhythm, melody, harmony, pitch, dynamics, texture, etc...
- Identify parts of the guitar and their function in producing sound.
- Demonstrate appropriate posture and technique.
- Perform a melody with traditionally appropriate and effective technique on the guitar in first position.
- Perform music on the guitar by reading from standard music notation.
- Execute various warm-up exercises.
- Adjust the pitch of each string to standard guitar tuning from a variety of sources: a keyboard, a guitar tuner and the relative tuning method (aka string to string).

Resources

Core Text: Hal Leonard Guitar Method Book 1

Suggested Resources:

- Everybody's Guitar Ensembles Book 1
- Jerry Snyder's Guitar School Ensemble Book 1
- Suzuki Guitar School Vol. 1
- Guitarensemblemusic.com
- Hal Leonard Incredible Scale Finder
- BBC Documentary "The History of Guitar"
- Guitarmusictheory.com
- chordie.com
- Alfred's Basic Guitar Method Book 1
- Solo Guitar Playing Book 1, Frederick M. Noad
- Alfred's Essentials of Music Theory
- Musictheory.net
- Sibelius

UNIT 2: Guitar Performance

Summary and Rationale

The arts are integral to a complete education. Courses in the arts, including music, provide students with opportunities to create, develop self-confidence, work as a team, think critically and develop self-discipline.

Guitar is a one-year course designed for students with no previous guitar or musical experience, though all students regardless of musical experience will benefit from the curriculum. Students will broaden perspectives, learn techniques and develop skills in order to become proficient guitar players, successful musicians and life-long music enthusiasts. Areas of concentration include fundamentals of guitar technique, solo and ensemble performance, music theory, composition and history and culture.

This unit will focus on guitar performance. Students will sequentially acquire skills and knowledge that will enable them to perform and improvise complex melodies and chord patterns in the first position (Range of E3-A5) on the guitar in the keys of C, G, D, and A major and their relative minors. They will perform a variety of styles and genres, both individually and in an ensemble setting. Students will have the opportunity to critique each other, themselves, and professional guitarists using acquired musical vocabulary and understanding.

Performing is an essential component in music education, and prepares students for future life experiences. Through performance, students develop self-confidence, self-discipline and the ability to collaborate.

Recommended Pacing

Full Year

NJVPA Standards

Anchor Standard 3	Refining and Completing Products
Novice	
1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
Intermediate	
1.3D.12int.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.

1.3D.12int.Cr3b	Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
Proficient	
1.3D.12prof.Cr3a	Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
1.3D.12prof.Cr3b	Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.
Accomplished	
1.3D.12acc.Cr3a	Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
1.3D.12acc.Cr3b	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality
Advanced	
1.3D.12adv.Cr3a	Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
1.3D.12adv.Cr3b	Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
Anchor Standard 5	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
Intermediate	

1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
Proficient	
1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
Accomplished	
1.3D.12acc.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
Advanced	
1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.
Anchor Standard 6	Conveying Meaning Through Art
Novice	
1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
Intermediate	
1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Proficient	

1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Accomplished	
1.3D.12acc.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Advanced	
1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Novice	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Accomplished	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	

1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Novice	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Accomplished	
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Participation in a musical performance can help build self-esteem, confidence and respect for ourselves as well as other performers. • A successful performance is the culmination of good technique, mastery of musical elements, in depth musical analysis and performance skills. • Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance. • Performing in an ensemble requires collaboration and cooperation among several individual musicians. • My role in the ensemble is important. It is my job as a member of the ensemble to engage in rehearsal and respond to the director. 	
Unit Essential Questions	

- What influences creative expression?
- What is the difference between a thoughtful and a thoughtless critique?
- How is performing in an ensemble different from solo performance?
- What skills and knowledge do I need in order to have a successful performance?
- What behaviors should be exhibited by performers and audience members?

Objectives

Students will know:

- How to interpret standard notation.
- Appropriate techniques and positioning
- Right hand finger picking technique, “PIMA” and flat pick
- The purpose and use of simple diads, i.e. “power chords”.
- Effective techniques for practice and rehearsal.
- Appropriate behaviors for performers and audience members.

Students will be able to:

- Perform a melody with traditionally appropriate and effective technique on the guitar in first position in the keys of C, G, D, and A major and their relative minors (Range of E3-A5).
- Perform music on the guitar by reading from standard music notation.
- Execute various warm-up exercises.
- Play chord progressions
- Improvise a melody
- Thoughtfully evaluate performances and assess peers
- Sing and play simultaneously
- Play in a variety of styles: rhythm guitar, finger pick style, jazz, rock, blues, pop, folk.
- Perform guitar literature in an ensemble of 2, 3 or 4 different parts.
- Cooperate with peers to create a polished performance.
- Assess whether they are melody, countermelody, or accompaniment and then balance appropriately within an ensemble.

Resources

Core Text: Hal Leonard Guitar Method Book 1

Suggested Resources:

- Everybody's Guitar Ensembles Book 1
- Jerry Snyder's Guitar School Ensemble Book 1
- Suzuki Guitar School Vol. 1
- Guitarensemblemusic.com
- Hal Leonard Incredible Scale Finder
- BBC Documentary "The History of Guitar"
- Guitarmusictheory.com
- chordie.com
- Alfred's Basic Guitar Method Book 1
- Solo Guitar Playing Book 1, Frederick M. Noad
- Alfred's Essentials of Music Theory
- Musictheory.net
- sibelius

UNIT 3: Music Theory and Composition

Summary and Rationale

The arts are integral to a complete education. Courses in the arts, including music, provide students with opportunities to create, develop self-confidence, work as a team, think critically and develop self-discipline.

Guitar is a one-year course designed for students with no previous guitar or musical experience, though all students regardless of musical experience will benefit from the curriculum. Students will broaden perspectives, learn techniques and develop skills in order to become proficient guitar players, successful musicians and life-long music enthusiasts. Areas of concentration include fundamentals of guitar technique, solo and ensemble performance, music theory, composition and history and culture.

This unit will focus on music theory and composition. Students will be able to read and execute both standard notation (melodic, harmonic, rhythmic and stylistic elements) and non-standard notation styles such as tablature, chord diagrams and lead sheets. Students will synthesize musical knowledge into patterns and overarching ideas such as key signatures, scale formulas and chord progressions. Students will compose, arrange and transcribe pieces in both standard and non-standard notation.

Successful musicians need a strong foundation in music theory. This knowledge will prepare students for further musical study by providing the necessary tools for self-learning. With an understanding of the creative process and the elements of music, students will have a deeper appreciation for a variety of musical styles.

Through composition, students will have an opportunity to express themselves creatively. Composition also prepares students for the future by requiring them to synthesize a vast amount of knowledge and experiences to create a product of value.

Recommended Pacing

Full Year

NJVPA Standards

Anchor Standard 1	Generating and Conceptualizing Ideas
Novice	
1.3D.12nov.Cr1a	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
Intermediate	
1.3D.12int.Cr1a	Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.

Proficient	
1.3D.12prof.Cr1a:	Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
Accomplished	
1.3D.12acc.Cr1a	Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.
Advanced	
1.3D.12adv.Cr1a	Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
Anchor Standard 2	Organizing and Developing Ideas
Novice	
1.3D.12nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
Intermediate	
1.3D.12int.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.
Proficient	
1.3D.12prof.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
Accomplished	
1.3D.12acc.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.

Advanced	
1.3D.12adv.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.
Anchor Standard 3	Refining and Completing Products
Novice	
1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.12nov.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
Intermediate	
1.3D.12int.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
1.3D.12int.Cr3b	Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
Proficient	
1.3D.12prof.Cr3a	Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
1.3D.12prof.Cr3b	Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.
Accomplished	
1.3D.12acc.Cr3a	Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.

1.3D.12acc.Cr3b	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
Advanced	
1.3D.12adv.Cr3a	Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
1.3D.12adv.Cr3b	Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
Anchor Standard 4	Selecting, Analyzing, and Interpreting Work
Novice	
1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
1.3D.12nov.Pr4b	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
1.3D.12nov.Pr4c	Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
Intermediate	
1.3D.12int.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
1.3D.12int.Pr4b	Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
1.3D.12int.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
Proficient	

1.3D.12prof.Pr4a	Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
1.3D.12prof.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
1.3D.12prof.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
Accomplished	
1.3D.12acc.Pr4a	Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
1.3D.12acc.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
1.3D.12acc.Pr4c	Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
Advanced	
1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
Instructional Focus	

Unit Enduring Understandings

- Guitarists do themselves a disservice when they only know one notation method.
- Music literacy enhances the guitarists' performance and appreciation of music.
- Music literacy allows the learner to master difficult literature at a significantly faster rate.
- Through studying, improvising/creating, rehearsing and performing guitar literature from different world cultures and genres, students gain a greater appreciation of the complexity found in the artistry of composition.
- Learning to interpret patterns and symbols in music helps one to independently explore music as well as communicate ideas with others through music.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.
- Music notation tells the musician what to play and how to play.
- The ability to read music allows a musician to perform music that is unknown.

Unit Essential Questions

- How will development of my music reading skills benefit my music rehearsal and performance skills?
- How will development of my music reading skills benefit my opinions and appreciation of varied and diverse music?
- How can our understanding of the elements of music make us stronger performers, listeners and communicators?
- Why is it important to read and write the language of music? How is music a form of communication?
- How do changes of tempo and dynamics affect the mood of the song and the composers/lyricists goals of communication?

Objectives

Students will know:

- How to interpret standard music notation.
- How to interpret alternate methods of notation for the guitar such as tablature, lead sheets, and chord/lyric sheets.
- The pros and cons of each method of notation.
- A variety of musical forms, including ABA, Rondo, Strophic, 12-Bar Blues, Verse-Chorus

Students will be able to:

- Read and perform simple pitch notation in treble clef ranging from E below staff to A above staff.
- Read and perform guitar tablature, lead sheets and chord/lyric sheets.
- Read and perform simple rhythmic notation: quarter notes, half notes, dotted rhythms, eighth notes, rests, simple syncopation.
- Read and perform accidentals : sharp, natural, flat
- Identify key signatures
- Identify time signatures
- Create, perform and recognize major scales: C, G, D and A
- Create, perform and recognize natural minor scales: a, e, b and f#
- How to read and interpret chord diagrams.
- Utilize musical vocabulary to describe tempo, phrasing, style, articulation and form.
- Compose and perform simple melodies and exercises
- Create a song using a common chord progression
- Read and perform one part of a complete score
- Use notation software (Sibelius) to compose, transcribe and arrange.

Resources

Core Text: Hal Leonard Guitar Method Book 1

Suggested Resources:

- Everybody's Guitar Ensembles Book 1
- Jerry Snyder's Guitar School Ensemble Book 1
- Suzuki Guitar School Vol. 1
- Guitarensemblemusic.com
- Hal Leonard Incredible Scale Finder
- BBC Documentary "The History of Guitar"
- Guitarmusictheory.com
- chordie.com
- Alfred's Basic Guitar Method Book 1
- Solo Guitar Playing Book 1, Frederick M. Noad
- Alfred's Essentials of Music Theory
- Musictheory.net
- Sibelius

UNIT 4: Guitar History and Culture

Summary and Rationale

The arts are integral to a complete education. Courses in the arts, including music, provide students with opportunities to create, develop self-confidence, work as a team, think critically and develop self-discipline.

Guitar is a one-year course designed for students with no previous guitar or musical experience, though all students regardless of musical experience will benefit from the curriculum. Students will broaden perspectives, learn techniques and develop skills in order to become proficient guitar players, successful musicians and life-long music enthusiasts. Areas of concentration include fundamentals of guitar technique, solo and ensemble performance, music theory, composition and history and culture.

This unit will focus on the history and culture of guitar, including the evolution of the instrument itself and its role in society. A variety of guitar styles and repertoire will be explored, performed and discussed, thus broadening the perspective of students.

It is necessary for students to understand the historical and cultural aspects of guitar, and music in general. This unit is essential for developing a global perspective.

Recommended Pacing

Full Year

NJVPA Standards

Anchor Standard 4	Selecting, Analyzing, and Interpreting Work
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Novice

1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
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1.3D.12nov.Pr4b	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
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1.3D.12nov.Pr4c	Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
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Intermediate

1.3D.12int.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
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1.3D.12int.Pr4b	Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
1.3D.12int.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
Proficient	
1.3D.12prof.Pr4a	Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
1.3D.12prof.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
1.3D.12prof.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
Accomplished	
1.3D.12acc.Pr4a	Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
1.3D.12acc.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
1.3D.12acc.Pr4c	Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
Advanced	
1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
Anchor Standard 6	Conveying Meaning Through Art
Novice	
1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
Intermediate	
1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Proficient	
1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Accomplished	
1.3D.12acc.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Advanced	
1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Anchor Standard 7	Perceiving and Analyzing Products

Novice	
1.3D.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.
1.3D.12nov.Re7b	Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
Intermediate	
1.3D.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3D.12int.Re7b	Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
Proficient	
1.3D.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3D.12prof.Re7b	Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.
Accomplished	
1.3D.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context.
1.3D.12acc.Re7b	Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.
Advanced	
1.3D.12adv.Re7a	Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
1.3D.12adv.Re7b	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
Anchor Standard 8	Interpreting intent and meaning
Novice	
1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).

Intermediate	
1.3D.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
Proficient	
1.3D.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
Accomplished	
1.3D.12acc.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3D.12adv.Re8a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms .
Anchor Standard 9	Applying criteria to evaluate products.
Novice	
1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate	
1.3D.12int.Re9a	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.
Proficient	
1.3D.12prof.Re9a	Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
Accomplished	
1.3D.12acc.Re9a	Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.
Advanced	

1.3D.12adv.Re9a	Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Novice	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Accomplished	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Novice	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	

1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Accomplished	
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The guitar has a unique identity in the world of music and beyond. • Music is a universal language. • Music is embedded in all aspects of life. • Music expresses human experiences and values. • Music expands understanding of the world, its people, and one’s self. • History and culture influence music. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What can music tell us about a culture or society? • How do music and history influence each other? • How does culture affect music? • How has the development, design and popularity of the guitar been shaped by socio-economics, trends, designers and notable composers or performers? • How are musical decisions effected by our surroundings? • How are songs across cultures similar? What common elements can you find? 	
Objectives	

Students will know:

- How the modern guitar as we know it has come to be
- What draws people to the guitar
- The lineage of music students presently enjoy
- How music influences a society
- How technology has influenced the guitar and music in general

Students will be able to:

- Clearly articulate an informed perspective on this unit's concepts and the history of the guitar in general
- Appreciate a large variety of musical styles and genres
- Appreciate what role music plays in various cultures and historical eras
- Experience a variety of guitar styles
- Explain the evolution of the instrument

Resources

Core Text: Hal Leonard Guitar Method Book 1

Suggested Resources:

- Everybody's Guitar Ensembles Book 1
- Jerry Snyder's Guitar School Ensemble Book 1
- Suzuki Guitar School Vol. 1
- Guitarensemblemusic.com
- Hal Leonard Incredible Scale Finder
- BBC Documentary "The History of Guitar"
- Guitarmusictheory.com
- chordie.com
- Alfred's Basic Guitar Method Book 1
- Solo Guitar Playing Book 1, Frederick M. Noad
- Alfred's Essentials of Music Theory
- Musictheory.net
- Sibelius

Optional Sequence of Instruction:

Topic	Recommended Pacing	Unit
Guitar Foundations, Elements of Music, Listening	15 days	1
Notes on E and B String, Simple Chords, History of Guitar	10 days	1-4
Notes on G and D string, Simple Chords, Influential Guitarist Project	20 days	1-4
Notes on A and E string, Open Chords, Major Scales, Ensemble Performance	20 days	1-4
G Major, e minor, minor scales, Chord Progressions, Composition Project	20 days	1-4
D Major, b minor, blues scales, Jazz and Blues, Improvisation, Guest Performance	15 days	1-4
A Major, f# minor, Pop Songs, Composition Project, Sing and Play	15 days	1-4