

Unit: Accompaniment Guitar Estimated Time: 9 Weeks

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:

Manual Dexterity: Must be able to hold the guitar.

Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

What is the role of rhythm in music?

How is the guitar used to accompany?

How do proper techniques improve sound quality, increase speed, and reduce injuries?

What are the origins of the guitar and how have cultural changes affected its evolution?

Unit Vocabulary:

Accompaniment, Chord, Chord progression, Genre, Staff, Technique, Tempo, Time signature, Unison

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> ● Echo, in groups, simple melodic patterns provided by instructor. ● Echo, individually, simple melodic patterns provided by instructor. ● Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>(Continued)</p>	<p>1.1.1 Identify the basic elements of proper vocal technique.</p> <p>1.2.1 Sing, in unison, familiar songs with accompaniment provided by instructor.</p> <p>2.1.1 Perform, accurately, select scales and left hand position exercises demonstrating proper guitar technique.</p> <p>(Continued)</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>(Continued)</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>1.2</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>5.1.1 Demonstrate the ability to read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.</p> <p>9.1.1 Listen to and identify the style and genre of simple guitar compositions.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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5.1 Checks for Understanding Continued

- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Melodic Guitar | **Estimated Time: 9 Weeks**

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:
Manual Dexterity: Must be able to hold the guitar.
Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:
 How do chord selections affect the mood of a piece?
 How does reading music affect one's ability to communicate with other musicians?
 What are the elements of a successful performance?
 How are intervals used as melodic building blocks?

Unit Vocabulary:
 Articulation, Basic harmonic accompaniment, Body percussion, Dynamic levels, Dynamics, Elements of music, Ensemble, Event, Expression, Expressive, Interval, Meter, Scale, Simple meter, Standard notation, Symbols of musical expression, Technical accuracy, Technical skills

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. • Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. 	<p>1.1.1 Identify the basic elements of proper vocal technique.</p> <p>1.2.1 Sing, in unison, familiar songs with accompaniment provided by instructor.</p> <p>2.1.1 Perform, accurately, select scales and left hand position exercises demonstrating proper guitar technique.</p> <p>(Continued)</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the Instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>1.2</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <p>Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor.</p> <p>(Continued)</p>	<p>Student Performance Indicators</p> <p>2.3.1 Perform, accurately, ensemble pieces at difficulty level of 1-2.</p> <p>5.1.1 Demonstrate the ability to read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.</p> <p>9.1.1 Listen to and identify the style and genre of simple guitar compositions.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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Checks for Understanding Continued

5.1

- **Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.**
- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Classical Guitar | **Estimated Time: 9 Weeks**

Course Level Expectations:

- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 6.1 Listen to and analyze a varied repertoire of Renaissance, Baroque, Classical, and Contemporary guitar music, describing the specific musical characteristics of each period and genre.
- 8.1 Compare and contrast how guitar music relates to other disciplines within the arts.
- 8.2 Evaluate how guitar music and other disciplines outside of the arts are related.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:
 Manual Dexterity: Must be able to hold the guitar.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:
 What is the role of the right hand in classical guitar?
 What is the relationship between arpeggios and chords?
 What is the relationship between singing and playing?
 How does active listening improve appreciation and performance?

Unit Vocabulary:
 Arpeggio, Common practice period, Genre, Musical periods, Timbre, Tone

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>2.1</p> <ul style="list-style-type: none"> • Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. • Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). • Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>(Continued)</p>	<p>2.1.1 Perform, accurately, select scales and left hand position exercises demonstrating proper guitar Technique.</p> <p>5.1.1 Demonstrate the ability to read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.</p> <p>6.1.1 Identify various musical genres and name specific characteristics of each genre.</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. ● Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols. ● Read chord progressions in individual performance. ● Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression. <p>6.1</p> <ul style="list-style-type: none"> ● Describe, verbally, the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>8.1.1 Compare and contrast how guitar music relates to other disciplines within the arts.</p> <p>8.2.1 Evaluate the relationship between guitar music and significant contributions in academic disciplines outside the arts.</p> <p>9.1.1 Listen to and identify the style and genre of simple guitar compositions.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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6.1 Checks for Understanding Continued

Describe, verbally, compositional characteristics of the composers of given listening examples from guitar music.

Write an analysis of the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.

Write an analysis of the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.

Write an analysis of specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.

Write an analysis of the compositional characteristics of the composers of given listening examples from guitar music.

8.1

● Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to another discipline within the arts of that same historical period (e.g., Debussy's *Sunken Cathedral*, or any Debussy *Prelude*, and paintings by Monet).

8.2

● Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to an academic discipline outside the arts of that same historical period (e.g., Joplin's *Maple Leaf Rag*, or any of Joplin's ragtime music, and the American culture of the 1920's).

9.1

● Identify distinguishing characteristics of a given music genre, including instrumentation and style.

● Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.

● Analyze and describe a selected guitar selection from a given historical period.

● Analyze and describe a selected guitar selection from a given culture.

● Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).

● Identify various ways in which culture influences music.

● Identify a specific culture and its representative music.

Unit: Creativity and Alternative Notation **Estimated Time: 9 Weeks**

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 3.2 Improvise rhythmic or melodic variations on a given melody.
- 4.1 Compose guitar music within specified guidelines, using technology when available.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 7.2 Compare and contrast how guitar music relates to other disciplines within the arts.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:
Manual Dexterity: Must be able to hold the guitar.
Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:
 What is the role of rhythm in improvisation?
 How has the blues influenced popular music?
 What are the strengths and weaknesses of each notational system?
 What is the relationship between improvisation and composing?
 What are the applications of your musical training?

Unit Vocabulary:
 Arrange, Blues progression, Blues scale, Compose, Ensemble, Event, Expression, Expressive, Iconic notation, Improvise, Nonstandard notation, Pentatonic scale, Primary chords, Technical accuracy, Technical skills

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. 	<p>1.1.1 Identify the basic elements of proper vocal technique.</p> <p>2.1.1 Perform, accurately, select scales and left hand position exercises demonstrating proper guitar technique.</p> <p>(Continued)</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>(Continued)</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p>	<p>Science, English, Math, History</p>

<p>1.1 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <ul style="list-style-type: none"> ● Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor. <p>3.2</p> <ul style="list-style-type: none"> ● Improvise an eight-measure rhythmic and/or melodic variation of a given melodic pattern. ● Improvise a sixteen-measure rhythmic and melodic variation of a given melodic pattern. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.3.1 Perform, accurately, ensemble pieces at difficulty level of 1-2.</p> <p>3.2.1 Improvise an eight-measure rhythmic and melodic variation over primary chord progression in the keys of C and G in 4/4 meter.</p> <p>4.1.1 Compose simple four-measure melodies, following specified guidelines, in select major keys, in 4/4 meter.</p> <p>5.1.1 Demonstrate the ability to read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.</p> <p>7.2.1 Evaluate guitar performances (of others and personal) including a written assessment of how musical elements were used to form opinions about the performances.</p> <p>9.1.1 Listen to and identify the style and genre of simple guitar compositions.</p>	<p>Assessments Continued</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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3.2 Checks for Understanding Continued

- **Improvise a rhythmic variation over simple chord progressions (e.g., employing the technique of anticipation and retardation).**

4.1

- **Compose a simple four-measure melody, following specific guidelines, in select major keys, in 4/4 meter.**
- **Compose a simple eight-measure melody, following specific guidelines, in select major keys, in 4/4 and/or 3/4 meter.**
- **Compose a simple eight-measure chord progression, in chord melody style, in select major keys, in 4/4 and/or 3/4 meter.**
- **Compose a blues guitar solo over a twelve-bar blues chord progression employing the blues scale beginning on the tonic of the key chosen.**

5.1

- **Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.**
- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression.**

7.2

- **Evaluate a given guitar performance, identifying expressive elements that are employed by the performer (e.g., tempo, dynamics, phrasing).**
- **Provide a written assessment of how a given guitar performance uses musical elements such as dynamics, tempo and articulation to evoke feelings and emotions.**
- **Critique a video or sound recording of a personal performance and evaluate performance based on proper technique and musical elements.**
- **Critique a video or sound recording of a personal performance and evaluate performance in terms of aesthetic qualities.**
- **Compare the expressive quality and technique in a personal performance to an exemplary recorded performance of the same guitar piece.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Accompaniment Guitar Estimated Time: 9 Weeks

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:
 Successful completion of Guitar I (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:
 Who are the founding fathers of guitar? Bios/ Background
 How do proper techniques improve sound quality, increase speed, and reduce injuries?
 What is the role of rhythm in music?
 What are the identifying characteristics of accompaniment styles for various genres?

Unit Vocabulary:
 Accompaniment, Chord, Chord progression, Genre, Staff, Technique, Tempo, Time signature, Unison

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. • Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>(Continued)</p>	<p>1.1.2 Demonstrate proper vocal technique while singing in groups, in unison.</p> <p>1.2.2 Sing, in harmony, familiar songs with accompaniment provided by Instructor.</p> <p>2.1.2 Perform, accurately, select scales and arpeggios in various rhythms, alone and in ensemble, demonstrating proper guitar technique.</p> <p>(Continued)</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>(Continued)</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>1.2</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>5.1.2 Demonstrate the ability to read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.</p> <p>9.1.2 Compare and contrast the musical characteristics of guitar compositions from various cultures.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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5.1 Checks for Understanding Continued

- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Melodic Guitar Estimated Time: 9 Weeks

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:

Successful completion of Guitar I (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- How do chord selections affect the mood of a piece?
- How does reading music affect one's ability to communicate with other musicians?
- What are the elements of a successful performance?
- How are the intervals used as harmonic building blocks?

Unit Vocabulary:

Articulation, Basic harmonic accompaniment, Body percussion, Dynamic levels, Dynamics, Elements of music, Ensemble, Event, Expression, Expressive, Interval, Meter, Scale, Simple meter, Standard notation, Symbols of musical expression, Technical accuracy, Technical skills, Key signature, Form, Compound meter, Double stop

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. • Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. 	<p>1.1.2 Demonstrate proper vocal technique while singing in groups, in unison.</p> <p>1.2.2 Sing, in harmony, familiar songs with accompaniment provided by instructor.</p> <p>2.1.2 Perform, accurately, select scales and arpeggios in various rhythms, alone and in ensemble, demonstrating Proper guitar technique.</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding</p> <p>1.2</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <p>Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor.</p> <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.3.2 Perform, accurately, ensemble pieces at difficulty Level of 3-4.</p> <p>5.1.2 Demonstrate the ability to read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.</p> <p>9.1.2 Compare and contrast the musical characteristics of guitar compositions from various cultures.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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Checks for Understanding Continued

5.1

- **Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.**
- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Classical Guitar | **Estimated Time: 9 Weeks**

Course Level Expectations:

- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.2 Perform with expression and technical accuracy a large and varied repertoire of guitar literature with some pieces memorized.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 5.2 Accurately sight-read select guitar music at various levels of difficulty.
- 6.1 Listen to and analyze a varied repertoire of Renaissance, Baroque, Classical, and Contemporary guitar music, describing the specific musical characteristics of each period and genre.
- 8.1 Compare and contrast how guitar music relates to other disciplines within the arts.
- 8.2 Evaluate how guitar music and other disciplines outside of the arts are related.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:
 Successful completion of Guitar I (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:
 What is the role of the right hand in classical guitar?
 What is the relationship between arpeggios and chords?
 What is the relationship between singing and playing?
 How does active listening improve appreciation and performance?

Unit Vocabulary:
 Arpeggio, Common practice period, Genre, Musical periods, Timbre, Tone, Form, Syncopation, Texture

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>2.1</p> <ul style="list-style-type: none"> • Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. • Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). • Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. 	<p>2.1.2 Perform, accurately, select scales and arpeggios in various rhythms, alone and in ensemble, demonstrating proper guitar technique.</p> <p>2.1.4 Perform, accurately, select solo and ensemble pieces demonstrating proper guitar technique.</p> <p>(Continued)</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>(Continued)</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p>(Continued)</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>2.2</p> <ul style="list-style-type: none"> ● Perform, accurately, select major scales in a solo setting. ● Perform, accurately, given solo guitar pieces with expression and correct classical guitar technique. ● Perform given chord progressions with stylistically appropriate voicing. <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. ● Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols. ● Read chord progressions in individual performance. ● Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression. <p>5.2</p> <ul style="list-style-type: none"> ● Sight-read melodies and chord progressions in a given key. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.2.1 Perform, accurately, solo pieces at difficulty level of 1-2. *</p> <p>2.2.2 Perform, accurately, solo pieces at difficulty level of 3-4. *</p> <p>* Difficulty levels at the teacher's discretion</p> <p>5.1.2 Demonstrate the ability to read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.</p> <p>5.2.1 Sight-read level 1 or 2 melodies and chord progressions in a variety of keys.</p> <p>6.1.2 Listen to and identify specific stylistic traits in guitar music related to each musical period.</p> <p>8.1.2 Compare and contrast guitar music to other arts disciplines.</p> <p>8.2.2 Compare and contrast guitar music to academic disciplines outside the arts.</p> <p>(Continued)</p>	<p>Assessments Continued</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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Checks for Understanding Continued

6.1

- Describe, verbally, the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Describe, verbally, the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Describe, verbally, specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Describe, verbally, compositional characteristics of the composers of given listening examples from guitar music.
- Write an analysis of the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Write an analysis of the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Write an analysis of specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Write an analysis of the compositional characteristics of the composers of given listening examples from guitar music.

8.1

- Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to another discipline within the arts of that same historical period (e.g., Debussy's *Sunken Cathedral*, or any Debussy Prelude, and paintings by Monet).

8.2

- Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to an academic discipline outside the arts of that same historical period (e.g., Joplin's *Maple Leaf Rag*, or any of Joplin's ragtime music, and the American culture of the 1920's).

9.1

- Identify distinguishing characteristics of a given music genre, including instrumentation and style.
- Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.
- Analyze and describe a selected guitar selection from a given historical period.
- Analyze and describe a selected guitar selection from a given culture.
- Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).
- Identify various ways in which culture influences music.
- Identify a specific culture and its representative music.

Student Performance Indicators

- 9.1.2 Compare and contrast the musical characteristics of guitar compositions from various cultures.**

Unit: Creativity and Alternative Notation **Estimated Time: 9 Weeks**

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 3.1 Improvise simple melodies over a given chord progression.
- 3.2 Improvise rhythmic or melodic variations on a given melody.
- 4.1 Compose guitar music within specified guidelines, using technology when available.
- 4.2 Arrange and transpose various guitar pieces within specified guidelines, using technology when available.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 7.2 Compare and contrast how guitar music relates to other disciplines within the arts.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:

Successful completion of Guitar I (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- What is the role of rhythm in improvisation?
- How has the blues influenced popular music?
- What are the strengths and weaknesses of each notational system?
- What is the relationship between improvisation and composing?
- What are the applications of your musical training?

Unit Vocabulary:

Arrange, Blues progression, Blues scale, Compose, Ensemble, Event, Expression, Expressive, Iconic notation, Improvise, Nonstandard notation, Pentatonic scale, Primary chords, Technical accuracy, Technical skills, Transpose

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
1.1 ● Echo, in groups, simple melodic patterns provided by instructor. ● Echo, individually, simple melodic patterns provided by instructor. (Continued)	1.1.2 Demonstrate proper vocal technique while singing in groups, in unison. 2.1.2 Perform, accurately, select scales and arpeggios in various rhythms, alone and in ensemble, demonstrating proper guitar technique.	Demonstrate mastery of the concepts by performing assigned music. Successfully participate as a part of class performances. Complete at least one writing assignment determined by the instructor.	<i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co. <i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard <i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard (Continued)	Science, English, Math, History

<p>1.1 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <ul style="list-style-type: none"> ● Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor. <p>3.1</p> <ul style="list-style-type: none"> ● Improvise a simple eight-measure solo, following specific guidelines (e.g., starting and ending the solo on the tonic), over select primary chords provided by instructor. 	<p>Student Performance Indicators Continued</p> <p>2.3.1 Perform, accurately, ensemble pieces at difficulty level of 1-2. *</p> <p>2.3.2 Perform, accurately, ensemble pieces at difficulty level of 3-4. *</p> <p>* Difficulty levels at the teacher's discretion</p> <p>3.1.1 Improvise a simple eight-measure solo, following specific guidelines (e.g., starting and ending the solo on the tonic), in the keys of C and G in 4/4 time.</p> <p>3.1.2 Improvise a sixteen-measure melody over primary and dominant 7 chord progressions in the major keys of C, G, A, D, and E in 4/4 and 3/4 meter.</p> <p>3.2.2 Improvise a sixteen-measure rhythmic and melodic variation over primary chord progression in the keys of C, G, A, D, and E in 4/4 and 3/4 meter.</p> <p>4.1.2 Compose simple eight-measure melodies, following specified guidelines, in select major keys, in 4/4 and 3/4 meter.</p> <p>(Continued)</p>	<p>Assessments Continued</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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<p>3.1 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Improvise a simple eight-measure solo, following specific guidelines, over select chord progressions provided by instructor. ● Improvise a simple sixteen-measure solo, following specific guidelines, over select primary chords provided by instructor. ● Improvise a solo based on mixolydian scales over dominant 7 chords (I, IV, V) found in a twelve-bar blues progression. <p>3.2</p> <ul style="list-style-type: none"> ● Improvise an eight-measure rhythmic and/or melodic variation of a given melodic pattern. ● Improvise a sixteen-measure rhythmic and melodic variation of a given melodic pattern. ● Improvise a rhythmic variation over simple chord progressions (e.g., employing the technique of anticipation and retardation). <p>4.1</p> <ul style="list-style-type: none"> ● Compose a simple four-measure melody, following specific guidelines, in select major keys, in 4/4 meter. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>4.2.1 Arrange, for guitar, given simple eight-measure instrumental solo pieces in a variety of styles and keys.</p> <p>5.1.2 Demonstrate the ability to read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.</p> <p>7.2.2 Listen to and assess guitar performances differentiating between subjective and objective components of the performances.</p> <p>9.1.2 Compare and contrast the musical characteristics of guitar compositions from various cultures.</p>				
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4.1 Checks for Understanding Continued

- **Compose a simple eight-measure melody, following specific guidelines, in select major keys, in 4/4 and/or 3/4 meter.**
- **Compose a simple eight-measure chord progression, in chord melody style, in select major keys, in 4/4 and/or 3/4 meter.**
- **Compose a blues guitar solo over a twelve-bar blues chord progression employing the blues scale beginning on the tonic of the key chosen.**

4.2

- **Arrange, for guitar, a given simple eight-measure instrumental solo piece.**
- **Transpose a simple guitar solo and chord progression in select keys**
- **Arrange and transpose, for guitar, a simple sixteen-measure instrumental solo piece in a select style and key.**
- **Transpose a blues guitar solo over a twelve-bar blues chord progression.**

5.1

- **Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.**
- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression.**

7.2

- **Evaluate a given guitar performance, identifying expressive elements that are employed by the performer (e.g., tempo, dynamics, phrasing).**
- **Provide a written assessment of how a given guitar performance uses musical elements such as dynamics, tempo and articulation to evoke feelings and emotions.**
- **Critique a video or sound recording of a personal performance and evaluate performance based on proper technique and musical elements.**
- **Critique a video or sound recording of a personal performance and evaluate performance in terms of aesthetic qualities.**
- **Compare the expressive quality and technique in a personal performance to an exemplary recorded performance of the same guitar piece.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Accompaniment Guitar Estimated Time: 9 Weeks

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:
 Successful completion of Guitar II (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:
 Who are the founding fathers of guitar? Bios/ Background
 How do proper techniques improve sound quality, increase speed, and reduce injuries?
 What is the role of rhythm in music?
 What are the identifying characteristics of accompaniment styles for various genres?

Unit Vocabulary:
 Accompaniment, Chord, Chord progression, Genre, Staff, Technique, Tempo, Time signature, Unison

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. • Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>(Continued)</p>	<p>1.1.3 Demonstrate proper vocal technique while singing familiar songs and select major/minor scales individually.</p> <p>1.2.3 Sing, individually, familiar songs while playing simple accompaniment on guitar.</p> <p>2.1.3 Perform guitar chord sight-reading drills, alone and in ensemble, demonstrating proper guitar technique.</p> <p>(Continued)</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>(Continued)</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>1.2</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>5.1.3 Demonstrate the ability to read chord progressions in individual performance.</p> <p>9.1.3 Listen to various guitar compositions of major composers from given musical periods and identify characteristics of the period and major style components.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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5.1 Checks for Understanding Continued

- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Melodic Guitar Estimated Time: 9 Weeks

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:

Successful completion of Guitar II (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- How do chord selections affect the mood of a piece?
- How does reading music affect one's ability to communicate with other musicians?
- What are the elements of a successful performance?
- How are the intervals used as harmonic building blocks?

Unit Vocabulary:

Articulation, Basic harmonic accompaniment, Body percussion, Dynamic levels, Dynamics, Elements of music, Ensemble, Event, Expression, Expressive, Interval, Meter, Scale, Simple meter, Standard notation, Symbols of musical expression, Technical accuracy, Technical skills, Key signature, Form, Compound meter, Double stop, Modal tonalities

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. • Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. 	<p>1.1.3 Demonstrate proper vocal technique while singing familiar songs and select major/minor scales individually.</p> <p>1.2.3 Sing, individually, familiar songs while playing simple accompaniment on guitar.</p> <p>2.1.3 Perform guitar chord sight-reading drills, alone and in ensemble, demonstrating proper guitar technique.</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p>	<p>Science, English, Math, History</p>

<p>1.2 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <p>Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor.</p> <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.3.2 Perform, accurately, ensemble pieces at difficulty level of 3-4. *</p> <p>2.3.3 Perform, accurately, ensemble pieces at difficulty level of 4-5. *</p> <p>5.1.3 Demonstrate the ability to read chord progressions in individual performance.</p> <p>9.1.3 Listen to various guitar compositions of major composers from given musical periods and identify characteristics of the period and major style components.</p> <p>* Difficulty levels at the teacher's discretion</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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Checks for Understanding Continued

5.1

- **Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.**
- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Classical Guitar | **Estimated Time: 9 Weeks**

Course Level Expectations:

- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.2 Perform with expression and technical accuracy a large and varied repertoire of guitar literature with some pieces memorized.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 5.2 Accurately sight-read select guitar music at various levels of difficulty.
- 6.1 Listen to and analyze a varied repertoire of Renaissance, Baroque, Classical, and Contemporary guitar music, describing the specific musical characteristics of each period and genre.
- 6.2 Listen to and analyze the uses of musical elements in a varied repertoire of exemplary works from each musical period, identifying and describing what makes the works unique, interesting, and expressive.
- 8.1 Compare and contrast how guitar music relates to other disciplines within the arts.
- 8.2 Evaluate how guitar music and other disciplines outside of the arts are related.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.
- 9.2 Compare and contrast genres of guitar music, and guitarist & composers associated w/ each genre, within specified historical periods & cultures.

Prerequisite Skills:

Successful completion of Guitar II (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- What is the role of the right hand in classical guitar?
- What is the relationship between arpeggios and chords?
- What is the relationship between singing and playing?
- How does active listening improve appreciation and performance?

Unit Vocabulary:

Arpeggio, Common practice period, Genre, Musical periods, Timbre, Tone, Form, Syncopation, Texture, Rondo, Ternary

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>2.1</p> <ul style="list-style-type: none"> • Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. • Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). 	<p>2.1.3 Perform guitar chord sight-reading drills, alone and in ensemble, demonstrating proper guitar technique.</p> <p>2.1.4 Perform, accurately, select solo and ensemble pieces demonstrating proper guitar technique.</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the Instructor.</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p>(Continued)</p>	<p>Science, English, Math, History</p>

<p>2.1 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.2</p> <ul style="list-style-type: none"> ● Perform, accurately, select major scales in a solo setting. ● Perform, accurately, given solo guitar pieces with expression and correct classical guitar technique. ● Perform given chord progressions with stylistically appropriate voicing. <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. ● Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols. ● Read chord progressions in individual performance. ● Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression. <p>5.2</p> <ul style="list-style-type: none"> ● Sight-read melodies and chord progressions in a given key. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.2.2 & 2.2.3 Perform, accurately, solo pieces at difficulty level of 3-5. (Difficulty levels at the teacher's discretion)</p> <p>5.1.3 Demonstrate the ability to read chord progressions in individual performance.</p> <p>5.2.2 Sight-read level 3 or 4 melodies and chord progressions in a variety of keys.</p> <p>6.1.3 Compare and contrast musical elements (e.g., form, phrasing, dynamics) of each musical period .</p> <p>6.2.1 Identify specific musical elements in given listening examples, recorded and live performances, and describe how they create expressiveness and interest.</p> <p>6.2.2 Provide verbal and written assessments of guitar music from various musical periods citing specific musical elements that make it unique, interesting and expressive (e.g., tempo, dynamics, phrasing, style).</p> <p>8.1.3 Trace one music element and its use within one or more other arts disciplines.</p>	<p>Assessments Continued</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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<p>Checks for Understanding Continued</p> <p>6.1</p> <ul style="list-style-type: none"> ● Describe, verbally, the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, compositional characteristics of the composers of given listening examples from guitar music. ● Write an analysis of the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Write an analysis of the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. <p>(continued)</p>	<p>Student Performance Indicators Continued</p> <p>8.2.3 Trace one music element and its use within one or more disciplines outside the arts.</p> <p>9.1.3 Listen to various guitar compositions of major composers from given musical periods and identify characteristics of the period and major style components.</p> <p>9.2.1 Compare and contrast the style and genre of simple guitar compositions.</p> <p>9.2.2 Compare and contrast the style and genre of guitar compositions and how they relate to the corresponding musical period.</p>				
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6.1 Checks for Understanding Continued

- Write an analysis of specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Write an analysis of the compositional characteristics of the composers of given listening examples from guitar music.

6.2

- Listen to guitar music of a significant composer from a given musical period and provide a verbal assessment of musical elements that make it unique, interesting and expressive. *
 - Listen to guitar music of a significant composer from a given musical genre and provide a verbal assessment of musical elements that make it unique, interesting and expressive. *
 - Listen to guitar music of a significant composer from a given musical period and provide a written assessment of musical elements that make it unique, interesting and expressive. *
 - Listen to guitar music of a significant composer from a given musical genre and provide a written assessment of musical elements that make it unique, interesting and expressive. *
- *(e.g., tempo, dynamics, phrasing, style)

8.1

- Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to another discipline within the arts of that same historical period (e.g., Debussy's *Sunken Cathedral*, or any Debussy *Prelude*, and paintings by Monet).

8.2

Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to an academic discipline outside the arts of that same historical period (e.g., Joplin's *Maple Leaf Rag*, or any of Joplin's ragtime music, and the American culture of the 1920's).

9.1

- Identify distinguishing characteristics of a given music genre, including instrumentation and style.
- Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.
- Analyze and describe a selected guitar selection from a given historical period.
- Analyze and describe a selected guitar selection from a given culture.
- Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).
- Identify various ways in which culture influences music.
- Identify a specific culture and its representative music.

9.2

- Compare and contrast, verbally, guitar music and composers in a given musical period.
- Compare and contrast, in writing, guitar music and composers in a given musical period.

Unit: Creativity and Alternative Notation **Estimated Time: 9 Weeks**

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 3.1 Improvise simple melodies over a given chord progression.
- 3.2 Improvise rhythmic or melodic variations on a given melody.
- 4.1 Compose guitar music within specified guidelines, using technology when available.
- 4.2 Arrange and transpose various guitar pieces within specified guidelines, using technology when available.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 7.2 Compare and contrast how guitar music relates to other disciplines within the arts.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:

Successful completion of Guitar II (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- What is the role of rhythm in improvisation?
- How has the blues influenced popular music?
- What are the strengths and weaknesses of each notational system?
- What is the relationship between improvisation and composing?
- What are the applications of your musical training?

Unit Vocabulary:

Arrange, Blues progression, Blues scale, Compose, Ensemble, Event, Expression, Expressive, Iconic notation, Improvise, Nonstandard notation, Pentatonic scale, Primary chords, Technical accuracy, Technical skills, Transpose, Variation

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
1.1 ● Echo, in groups, simple melodic patterns provided by instructor. ● Echo, individually, simple melodic patterns provided by instructor. (Continued)	1.1.3 Demonstrate proper vocal technique while singing familiar songs and select major/minor scales individually. 2.1.3 Perform guitar chord sight-reading drills, alone and in ensemble, demonstrating proper guitar technique.	Demonstrate mastery of the concepts by performing assigned music. Successfully participate as a part of class performances. Complete at least one writing assignment determined by the instructor.	<i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co. <i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard <i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard (Continued)	Science, English, Math, History

<p>1.1 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <ul style="list-style-type: none"> ● Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor. <p>3.1</p> <ul style="list-style-type: none"> ● Improvise a simple eight-measure solo, following specific guidelines (e.g., starting and ending the solo on the tonic), over select primary chords provided by instructor. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.3.2-2.3.3 Perform, accurately, ensemble pieces at difficulty level of 3-5. (Difficulty levels at the teachers discretion)</p> <p>3.1.3 Improvise a sixteen-measure melody over primary and dominant 7 chord progressions in the major keys of C, G, A, D, E, F, and Bb in 4/4, 3/4, and compound meter.</p> <p>3.2.3 Improvise a sixteen-measure rhythmic and melodic variation over primary chord progression in the keys of C, G, A, D, E, F, and Bb in 4/4, 3/4, and compound meter.</p> <p>4.1.3 Compose simple eight-measure chord progressions, in chord melody style, in select major and minor keys, in 4/4 and 3/4 meter.</p> <p>4.2.2 Transpose simple guitar solos and chord progressions in various keys.</p> <p>5.1.3 Demonstrate the ability to read chord progressions in individual performance.</p> <p>(Continued)</p>	<p>Assessments Continued</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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<p>3.1 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Improvise a simple eight-measure solo, following specific guidelines, over select chord progressions provided by instructor. ● Improvise a simple sixteen-measure solo, following specific guidelines, over select primary chords provided by instructor. ● Improvise a solo based on Mixolydian scales over dominant 7 chords (I, IV, V) found in a twelve-bar blues progression. <p>3.2</p> <ul style="list-style-type: none"> ● Improvise an eight-measure rhythmic and/or melodic variation of a given melodic pattern. ● Improvise a sixteen-measure rhythmic and melodic variation of a given melodic pattern. ● Improvise a rhythmic variation over simple chord progressions (e.g., employing the technique of anticipation and retardation). <p>4.1</p> <ul style="list-style-type: none"> ● Compose a simple four-measure melody, following specific guidelines, in select major keys, in 4/4 meter. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>7.2.3 Assess videos or sound recordings of personal performances and evaluate performances based on proper technique and musical elements.</p> <p>9.1.3 Listen to various guitar compositions of major composers from given musical periods and identify characteristics of the period and major style components.</p>				
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4.1 Checks for Understanding Continued

- **Compose a simple eight-measure melody, following specific guidelines, in select major keys, in 4/4 and/or 3/4 meter.**
- **Compose a simple eight-measure chord progression, in chord melody style, in select major keys, in 4/4 and/or 3/4 meter.**
- **Compose a blues guitar solo over a twelve-bar blues chord progression employing the blues scale beginning on the tonic of the key chosen.**

4.2

- **Arrange, for guitar, a given simple eight-measure instrumental solo piece.**
- **Transpose a simple guitar solo and chord progression in select keys**
- **Arrange and transpose, for guitar, a simple sixteen-measure instrumental solo piece in a select style and key.**
- **Transpose a blues guitar solo over a twelve-bar blues chord progression.**

5.1

- **Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.**
- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression.**

7.2

- **Evaluate a given guitar performance, identifying expressive elements that are employed by the performer (e.g., tempo, dynamics, phrasing).**
- **Provide a written assessment of how a given guitar performance uses musical elements such as dynamics, tempo and articulation to evoke feelings and emotions.**
- **Critique a video or sound recording of a personal performance and evaluate performance based on proper technique and musical elements.**
- **Critique a video or sound recording of a personal performance and evaluate performance in terms of aesthetic qualities.**
- **Compare the expressive quality and technique in a personal performance to an exemplary recorded performance of the same guitar piece.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Accompaniment Guitar Estimated Time: 9 Weeks

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:
 Successful completion of Guitar III (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:
 Who are the founding fathers of guitar? Bios/ Background
 How do proper techniques improve sound quality, increase speed, and reduce injuries?
 What is the role of rhythm in music?
 What are the identifying characteristics of accompaniment styles for various genres?

Unit Vocabulary:
 Accompaniment, Chord, Chord progression, Genre, Staff, technique, Tempo, Time signature, Unison

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. • Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>(Continued)</p>	<p>1.1.4 Demonstrate proper vocal technique while singing familiar songs in groups, in unison and harmony.</p> <p>1.2.4 Sing, in groups, in unison and harmony, familiar songs while playing simple accompaniment on guitar.</p> <p>2.1.4 Perform, accurately, select solo and ensemble pieces demonstrating proper guitar technique.</p> <p>(Continued)</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>(Continued)</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>1.2</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>5.1.4 Demonstrate the ability to read chord progressions on guitar in individual or group performance.</p> <p>9.1.4 Analyze and describe musical selections from given cultures and historical periods.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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5.1 Checks for Understanding Continued

- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Melodic Guitar | **Estimated Time: 9 Weeks**

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 1.2 Employ basic vocal technique and aural skills to sing familiar songs with simple guitar accompaniment patterns.
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:

Successful completion of Guitar III (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- How do chord selections affect the mood of a piece?
- How does reading music affect one's ability to communicate with other musicians?
- What are the elements of a successful performance?
- How are the intervals used as harmonic building blocks?

Unit Vocabulary:

Articulation, Basic harmonic accompaniment, Body percussion, Dynamic levels, Dynamics, Elements of music, Ensemble, Event, Expression, Expressive, Interval, Meter, Scale, Simple meter, Standard notation, Symbols of musical expression, Technical accuracy, Technical skills, Key signature, Form, Compound meter, Double stop, Modal tonalities

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1</p> <ul style="list-style-type: none"> • Echo, in groups, simple melodic patterns provided by instructor. • Echo, individually, simple melodic patterns provided by instructor. • Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. • Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. 	<p>1.1.4 Demonstrate proper vocal technique while singing familiar songs in groups, in unison and harmony.</p> <p>1.2.4 Sing, in groups, in unison and harmony, familiar songs while playing simple accompaniment on guitar.</p> <p>2.1.4 Perform, accurately, select solo and ensemble pieces demonstrating proper guitar technique.</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>1.2</p> <ul style="list-style-type: none"> ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression with accompaniment provided by the instructor. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression while performing simple accompaniment on guitar. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <p>Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor.</p> <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.3.3-2.3.4 Perform, accurately, ensemble pieces at difficulty level of 4-6. (Difficulty levels at the teachers discretion)</p> <p>5.1.4 Demonstrate the ability to read chord progressions on guitar in individual or group performance.</p> <p>9.1.4 Analyze and describe musical selections from given cultures and historical periods.</p>	<p>Assessments Continued</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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Checks for Understanding Continued

5.1

- **Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.**
- **Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols.**
- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance, including twelve-bar blues progressions.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**

Unit: Classical Guitar | **Estimated Time: 9 Weeks**

Course Level Expectations:

- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.2 Perform with expression and technical accuracy a large and varied repertoire of guitar literature with some pieces memorized.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 5.2 Accurately sight-read select guitar music at various levels of difficulty.
- 6.1 Listen to and analyze a varied repertoire of Renaissance, Baroque, Classical, and Contemporary guitar music, describing the specific musical characteristics of each period and genre.
- 6.2 Listen to and analyze the uses of musical elements in a varied repertoire of exemplary works from each musical period, identifying and describing what makes the works unique, interesting, and expressive.
- 8.1 Compare and contrast how guitar music relates to other disciplines within the arts.
- 8.2 Evaluate how guitar music and other disciplines outside of the arts are related.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.
- 9.2 Compare and contrast genres of guitar music, and guitarist & composers associated w/ each genre, within specified historical periods & cultures.

Prerequisite Skills:

Successful completion of Guitar III (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- What is the role of the right hand in classical guitar?
- What is the relationship between arpeggios and chords?
- What is the relationship between singing and playing?
- How does active listening improve appreciation and performance?

Unit Vocabulary:

Arpeggio, Common practice period, Genre, Musical periods, Timbre, Tone, Form, Syncopation, Texture, Rondo, Ternary, Modulation, Ostinato

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>2.1</p> <ul style="list-style-type: none"> • Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. • Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). 	<p>2.1.3 Perform guitar chord sight-reading drills, alone and in ensemble, demonstrating proper guitar technique.</p> <p>2.1.4 Perform, accurately, select solo and ensemble pieces demonstrating proper guitar technique.</p>	<p>Demonstrate mastery of the concepts by performing assigned music.</p> <p>Successfully participate as a part of class performances.</p> <p>Complete at least one writing assignment determined by the instructor.</p>	<p><i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co.</p> <p><i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p>(Continued)</p>	<p>Science, English, Math, History</p>

<p>Checks for Understanding Continued</p> <p>2.2</p> <ul style="list-style-type: none"> ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. ● Perform, accurately, select major scales in a solo setting. ● Perform, accurately, given solo guitar pieces with expression and correct classical guitar technique. ● Perform given chord progressions with stylistically appropriate voicing. <p>5.1</p> <ul style="list-style-type: none"> ● Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms. ● Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols. ● Read chord progressions in individual performance. ● Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression. <p>5.2</p> <ul style="list-style-type: none"> ● Sight-read melodies and chord progressions in a given key. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>2.2.3 & 2.2.4 Perform, accurately, solo pieces at difficulty level of 4-6.</p> <p>5.1.4 Demonstrate the ability to read chord progressions on guitar in individual or group performance.</p> <p>5.2.3-5.2.4 Sight-read level 4, 5, or 6 melodies and chord progressions in a variety of keys.</p> <p>6.1.4 Analyze a work of music, labeling harmonic structure, form, and dynamic changes.</p> <p>6.2.3 Listen to guitar music of significant composers from various musical periods and genres and provide a verbal assessment of musical elements that make it unique, interesting and expressive (e.g., tempo, dynamics, phrasing, style).</p> <p>6.2.4 Listen to guitar music of significant composers from various musical periods and genres and provide a written assessment of musical elements that make it unique, interesting and expressive.</p> <p>(Continued)</p>	<p>Assessments Continued</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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<p>Checks for Understanding Continued</p> <p>6.1</p> <ul style="list-style-type: none"> ● Describe, verbally, the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Describe, verbally, compositional characteristics of the composers of given listening examples from guitar music. ● Write an analysis of the form heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. ● Write an analysis of the style heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music. <p>(Continued)</p>	<p>Student Performance Indicators Continued</p> <p>8.1.4 Evaluate how guitar music and other arts disciplines influence each other from past to present.</p> <p>8.2.4 Evaluate how guitar music and academic disciplines outside the arts influence each other from past to present.</p> <p>9.1.4 Analyze and describe musical selections from given cultures and historical periods.</p> <p>9.2.3 Compare and contrast the stylistic components of major composers from each musical period and how they relate to the corresponding historical period.</p> <p>9.2.4 Evaluate the significance of a major guitar work and how it relates to a specific culture and/or historical event.</p> <p>(Continued)</p>				
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6.1 Checks for Understanding Continued

- Write an analysis of specific musical elements heard in given listening examples of Renaissance, Baroque, Classical, Romantic and/or contemporary guitar music.
- Write an analysis of the compositional characteristics of the composers of given listening examples from guitar music.

6.2

- Listen to guitar music of a significant composer from a given musical period and provide a verbal assessment of musical elements that make it unique, interesting and expressive. *
 - Listen to guitar music of a significant composer from a given musical genre and provide a verbal assessment of musical elements that make it unique, interesting and expressive. *
 - Listen to guitar music of a significant composer from a given musical period and provide a written assessment of musical elements that make it unique, interesting and expressive. *
 - Listen to guitar music of a significant composer from a given musical genre and provide a written assessment of musical elements that make it unique, interesting and expressive. *
- *(e.g., tempo, dynamics, phrasing, style)

8.1

- Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to another discipline within the arts of that same historical period (e.g., Debussy's *Sunken Cathedral*, or any Debussy *Prelude*, and paintings by Monet).

8.2

Provide a verbal and/or written assessment of how a guitar piece from a given musical period relates/connects to an academic discipline outside the arts of that same historical period (e.g., Joplin's *Maple Leaf Rag*, or any of Joplin's ragtime music, and the American culture of the 1920's).

9.1

- Identify distinguishing characteristics of a given music genre, including instrumentation and style.
- Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.
- Analyze and describe a selected guitar selection from a given historical period.
- Analyze and describe a selected guitar selection from a given culture.
- Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).
- Identify various ways in which culture influences music.
- Identify a specific culture and its representative music.

9.2

- Compare and contrast, verbally, guitar music and composers in a given musical period.
- Compare and contrast, in writing, guitar music and composers in a given musical period.

Unit: Creativity and Alternative Notation **Estimated Time: 9 Weeks**

Course Level Expectations:

- 1.1 Demonstrate an understanding of basic elements of vocal technique by singing major/minor scales and familiar songs (e.g., folk tunes).
- 2.1 Demonstrate proper guitar technique: posture, hand position, and appropriate fingering choices.
- 2.3 Demonstrate well-developed ensemble skills through performance in large and small ensembles.
- 3.1 Improvise simple melodies over a given chord progression.
- 3.2 Improvise rhythmic or melodic variations on a given melody.
- 3.3 Improvise simple chord accompaniments for given melodies.
- 4.1 Compose guitar music within specified guidelines, using technology when available.
- 4.2 Arrange and transpose various guitar pieces within specified guidelines, using technology when available.
- 5.1 Demonstrate the ability to read and notate music by identifying and defining standard notational symbols.
- 7.1 Develop and apply specific criteria related to accuracy, technical difficulty, and interpretation to critically evaluate compositions, arrangements, performances of others, and personal performances.
- 7.2 Compare and contrast how guitar music relates to other disciplines within the arts.
- 9.1 Evaluate examples of guitar music by genre, historical period, and culture.

Prerequisite Skills:

Successful completion of Guitar III (or the equivalent) and teacher audition.
 Communication: Must be able to transmit and receive ideas through discussions.

Essential Questions:

- What is the role of rhythm in improvisation?
- How has the blues influenced popular music?
- What are the strengths and weaknesses of each notational system?
- What is the relationship between improvisation and composing?
- What are the applications of your musical training?

Unit Vocabulary:

Arrange, Blues progression, Blues scale, Compose, Ensemble, Event, Expression, Expressive, Iconic notation, Improvise, Nonstandard notation, Pentatonic scale, Primary chords, Technical accuracy, Technical skills, Transpose, Variation, Orchestration

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
1.1 • Echo, in groups, simple melodic patterns provided by instructor. (Continued)	1.1.4 Demonstrate proper vocal technique while singing familiar songs in groups, in unison and harmony. (Continued)	Demonstrate mastery of the concepts by performing assigned music. Successfully participate as a part of class performances.	<i>Complete Guide for the Guitar</i> By Cathy Ellis, Ellis Family Music Co. <i>Essential Elements for Guitar</i> By Will Schmid and Bob Morris, Hal Leonard (Continued)	Science, English, Math, History

<p>1.1 Checks for Understanding Continued</p> <ul style="list-style-type: none"> ● Echo, individually, simple melodic patterns provided by instructor. ● Sing given major and/or minor scales, individually and/or in groups, with accurate pitch and rhythm. ● Sing familiar songs, individually and/or in groups, with accurate pitch, rhythm, and expression. <p>2.1</p> <ul style="list-style-type: none"> ● Demonstrate appropriate playing position: posture, holding instrument, left and right hand position. ● Perform given solo guitar pieces with correct classical guitar technique (e.g., Carcassi Guitar Method). ● Perform given ensemble guitar pieces with correct guitar technique appropriate to style of piece. <p>2.3</p> <ul style="list-style-type: none"> ● Perform, accurately, given guitar ensemble pieces with expression and correct classical guitar technique at appropriate level as determined by the instructor. <p>Continued...</p>	<p>Student Performance Indicators Continued</p> <p>2.1.4 Perform, accurately, select solo and ensemble pieces demonstrating proper guitar technique.</p> <p>2.3.3-2.3.4 Perform, accurately, ensemble pieces at difficulty level of 4-6. (Difficulty levels at the teachers discretion)</p> <p>3.1.4 Improvise a melody employing the mixolydian scale over the dominant 7 chords found in a twelve-12bar blues (I,IV,I,I/ IV,IV,I,I/ V,IV,I,I).</p> <p>3.2.4 Improvise a rhythmic variation over a simple chord progression (e.g., employ anticipation/retardation technique).</p> <p>3.3.1 Improvise an eight-measure accompaniment over a given melody in the major keys of C and G in 4/4 meter.</p> <p>3.3.2 Improvise a sixteen-measure accompaniment over a given melody in the major keys of C, G, A, D, and E in 4/4 and 3/4 meter.</p> <p>Continued...</p>	<p>Assessments Continued</p> <p>Complete at least one writing assignment determined by the instructor.</p> <p>Students with IEP, ELL, or physical impairments may require or benefit from alternative assignments.</p> <p>Q2 semester exam & Q4 final exam</p>	<p>Instructional Resources Continued</p> <p><i>Left-Handed Guitar the Complete Method</i> By Troy Stetina, Hal Leonard</p> <p><i>The Christopher Parkening Guitar Method, Vol 1 & 2</i> By Christopher Parkening, Hal Leonard</p> <p><i>The Nashville Number System</i> By Chas Williams, Chas Williams</p> <p><i>Carcassi Classical Guitar Method</i> By Matteo Carcassi, Carl Fisher</p> <p><i>A Modern Method for Guitar</i> By William Leavitt, Berklee Press</p> <p><i>Classical Guitar with Tablature, Book 1 & 2</i> By Ben Bolt, Cherry Lane Music</p> <p><i>Etudes Mecaniques: 12 Easy-Intermediate Studies for Guitar</i> By Stanley Yates, Mel Bay</p> <p><i>Hal Leonard Guitar Method, Book 1 & 2</i> By Will Schmid and Greg Koch, Hal Leonard</p> <p><i>How to Read Braille Music</i> By Bettye Krolick, Opus Technologies</p> <p>Websites:</p> <p>www.youtube.com</p> <p>www.songsterr.com</p> <p>www.finalemusic.com</p> <p>www.grooveshark.com</p>	
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Checks for Understanding Continued

3.1

- Improvise a simple eight-measure solo, following specific guidelines (e.g., starting and ending the solo on the tonic), over select primary chords provided by instructor.
- Improvise a simple eight-measure solo, following specific guidelines, over select chord progressions provided by instructor.
- Improvise a simple sixteen-measure solo, following specific guidelines, over select primary chords provided by instructor.
- Improvise a solo based on Mixolydian scales over dominant 7 chords (I, IV, V) found in a twelve-bar blues progression.

3.2

- Improvise an eight-measure rhythmic and/or melodic variation of a given melodic pattern.
- Improvise a sixteen-measure rhythmic and melodic variation of a given melodic pattern.
- Improvise a rhythmic variation over simple chord progressions (e.g., employing the technique of anticipation and retardation).

4.1

- Compose a simple four-measure melody, following specific guidelines, in select major keys, in 4/4 meter.
- Compose a simple eight-measure melody, following specific guidelines, in select major keys, in 4/4 and/or 3/4 meter.
- Compose a simple eight-measure chord progression, in chord melody style, in select major keys, in 4/4 and/or 3/4 meter.
- Compose a blues guitar solo over a twelve-bar blues chord progression employing the blues scale beginning on the tonic of the key chosen.

4.2

- Arrange, for guitar, a given simple eight-measure instrumental solo piece.
- Transpose a simple guitar solo and chord progression in select keys
- Arrange and transpose, for guitar, a simple sixteen-measure instrumental solo piece in a select style and key.
- Transpose a blues guitar solo over a twelve-bar blues chord progression.

5.1

- Read and notate treble clef, bass clef, simple rhythmic patterns, and simple musical terms.
- Read and notate key signatures, ledger lines, complex rhythmic patterns, and common symbols

(Continued)

Student Performance Indicators Continued

3.3.3 Improvise a I, IV, V chord accompaniment employing chord substitution (e.g., II minor for IV chord).

3.3.4 Improvise a I, IV, V chord accompaniment employing chord substitution (e.g., III minor or VI minor for the I chord).

4.2.3 Arrange and transpose, for guitar, simple sixteen-measure instrumental solo pieces in a variety of styles and keys.

4.1.4 Compose a blues guitar solo over a twelve-bar blues chord progression employing the blues scale beginning on the tonic of the key chosen.

4.2.4 Transpose a blues guitar solo over a twelve-bar blues chord progression.

5.1.4 Demonstrate the ability to read chord progressions on guitar in individual or group performance.

7.1.1 Develop and apply specific methods for evaluating guitar compositions and performances.

7.1.2 Listen to and evaluate guitar compositions and performances, identifying basic musical elements such as form, tempo, and dynamics.

7.1.3 Listen to and evaluate guitar performances, and develop criteria with which to assess performances.

7.1.4 Listen to and evaluate guitar performances including a written assessment of the musical elements of the performance, identifying the form, tempo, dynamics, articulation, style, and musical period.

7.2.4 Assess videos or sound recordings of personal performances and evaluate performances in terms of aesthetic qualities.

9.1.4 Analyze and describe musical selections from given cultures and historical periods.

5.1 Checks for Understanding Continued

- **Read chord progressions in individual performance.**
- **Demonstrate the ability to read chord progressions on guitar in individual or group performance. Twelve-bar blues progression.**

7.1

- **Evaluate a given guitar performance, identifying basic musical elements such as form, tempo, and dynamics.**
- **Write an assessment of the use of specific musical elements in a given guitar performance (e.g., form, tempo, dynamics, articulation, style, musical period).**
- **Identify criteria for evaluating a guitar composition or arrangement**
- **Develop specific criteria for evaluating a guitar composition or arrangement.**
- **Critique a given guitar composition or arrangement using student developed criteria.**
- **Identify methods for evaluating accuracy and interpretation of performances.**
- **Develop specific criteria for evaluating accuracy and interpretation of performances.**
- **Critique a given performance for accuracy and interpretation using the student developed criteria.**

7.2

- **Evaluate a given guitar performance, identifying expressive elements that are employed by the performer (e.g., tempo, dynamics, phrasing).**
- **Provide a written assessment of how a given guitar performance uses musical elements such as dynamics, tempo and articulation to evoke feelings and emotions.**
- **Critique a video or sound recording of a personal performance and evaluate performance based on proper technique and musical elements.**
- **Critique a video or sound recording of a personal performance and evaluate performance in terms of aesthetic qualities.**
- **Compare the expressive quality and technique in a personal performance to an exemplary recorded performance of the same guitar piece.**

9.1

- **Identify distinguishing characteristics of a given music genre, including instrumentation and style.**
- **Identify distinguishing characteristics of a given historical period, including significant composers and exemplary works, as they pertain to guitar.**
- **Analyze and describe a selected guitar selection from a given historical period.**
- **Analyze and describe a selected guitar selection from a given culture.**
- **Discuss the cultural and economic impact of a given historical event upon musicians and ensembles throughout Western history (i.e., American big bands becoming quartets and quintets in mid-twentieth century).**
- **Identify various ways in which culture influences music.**
- **Identify a specific culture and its representative music.**