

# Guitar Workshop

## *COURSE OUTLINE*

<b>Unit One</b>	<i>Guitar Basics</i>	<i>2 weeks</i>
<b>Unit Two</b>	<i>The First String</i>	<i>2 weeks</i>
<b>Unit Three</b>	<i>First Chords</i>	<i>2 weeks</i>
<b>Unit Four</b>	<i>Strumming Patterns</i>	<i>2 weeks</i>
<b>Unit Five</b>	<i>Notes on the Third String</i>	<i>2 weeks</i>
<b>Unit Six</b>	<i>The vi-IV-V-I Progression</i>	<i>2 weeks</i>
<b>Unit Seven</b>	<i>Playing In Ensemble</i>	<i>3 weeks</i>
<b>Unit Eight</b>	<i>Review and Mid-Term</i>	<i>2 weeks</i>
<b>Unit Nine</b>	<i>Syncopated Strumming</i>	<i>2 weeks</i>
<b>Unit Ten</b>	<i>The Fourth String</i>	<i>2 weeks</i>
<b>Unit Eleven</b>	<i>Integrating with Recordings</i>	<i>3 weeks</i>
<b>Unit Twelve</b>	<i>Ties</i>	<i>2 weeks</i>
<b>Unit Thirteen</b>	<i>The D and A7 chords</i>	<i>2 weeks</i>
<b>Unit Fourteen</b>	<i>The Bass-Strum Pattern</i>	<i>2 weeks</i>
<b>Unit Fifteen</b>	<i>Fingerpicking</i>	<i>2 weeks</i>
<b>Unit Sixteen</b>	<i>Review and Final Exam</i>	<i>2 weeks</i>

### *School-wide Academic Expectations Taught In This Course*

- Communication\*
- Collaboration
- Analysis
- Literacy

### *School-wide Social and Civic Expectations Taught in This Course*

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

### *Content Standards Taught in This Course*

<b>MU:Cr1.1.Hs intermediate</b>	Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.
<b>MU:Cr2.1.H.Hs intermediate</b>	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.
<b>MU:Cr3.1.H.Hs intermediate</b>	Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created overspecified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

<b>MU:Cr3.2.H.Hs intermediate</b>	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
<b>MU:Pr4.1.H.Hs intermediate</b>	Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.
<b>MU:Pr4.3.H.Hs intermediate</b>	Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
<b>MU:Pr5.1.H.Hs intermediate</b>	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.
<b>MU:Pr6.1.H.Hs intermediate</b>	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
<b>MU:Re7.1.H.Hs intermediate</b>	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
<b>MU:Re7.2.H.Hs intermediate</b>	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.
<b>MU:Re8.1.H.Hs intermediate</b>	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.
<b>MU:Re9.1.H.Hs intermediate</b>	Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.
<b>MU:Cn10.0.H.Hs intermediate</b>	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>MU:Cn11.0.H.Hs intermediate</b>	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

## Unit 1: Guitar Basics

### Introduction and Established Goals:

Students will learn basic information about the guitar.

### Desired Outcome(s):

Students will use the guitar to produce sound while demonstrating proper playing technique.

### Core Arts Standards:

#### MU:Cr1.1.Hs intermediate

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

#### MU:Cr3.2.H.Hs intermediate

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

#### MU:Pr4.1.H.Hs intermediate

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

#### MU:Pr4.3.H.Hs intermediate

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

#### MU:Pr5.1.H.Hs intermediate

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

### Common Core Standard(s):

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### Essential Question(s):

How do guitars work?

### Key Terms/Concepts:

Finger numbers; parts of the guitar; fret; chord; strum; string names; tuning

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
	Students will identify the parts of the guitar.	<ul style="list-style-type: none"><li>Students will complete a Venn diagram on the similarities and differences between the steel-string, nylon-string, and electric</li></ul>	Guitar Quiz 1 (in my files)

		guitars using their books and hands-on exploration as their resources; <ul style="list-style-type: none"> <li>students will point to the parts in class activities.</li> </ul>	
	Students will identify finger numbers.	<ul style="list-style-type: none"> <li>Book reading</li> <li>In-class application</li> </ul>	Guitar Quiz 1
	Students will identify string names	<ul style="list-style-type: none"> <li>Book reading</li> <li>in-class application</li> <li>identification during the tuning process</li> </ul>	Guitar Quiz 1
MU:Cr1.1.Hs MU:Cr3.2.H.Hs	Students will play the simple C and simple G7 chords	In class playing, #3-5 Improvised echo-playing	Playing Test on #5
MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs	Students will set up and tune their guitars	In-class practice daily	Assessment in-class without guidance, after several classes with guidance

### Suggested Resources and Texts:

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

### Suggested Technology:

Tuners; electric guitars, multi-effects pedals, amplifiers

### Checklist of Civic Expectations

- Student demonstrates **honesty** by taking Guitar Quiz 1 with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 2: The First String

### Introduction and Established Goals:

Students will play repertoire using the first string.

### Desired Outcome(s):

#### CT State Standard(s):

##### MU:Cr1.1.Hs intermediate

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### MU:Cr2.1.H.Hs intermediate

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### MU:Cr3.2.H.Hs intermediate

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### MU:Pr4.1.H.Hs intermediate

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### MU:Pr4.3.H.Hs intermediate

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

### Common Core Standard(s):

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### Essential Question(s):

How do guitarists read and write music for the first string of the guitar?

### Key Terms/Concepts:

First-string, first-position note identification; quarter, half, and whole notes; diagnosis and remedy of common guitar tone challenges

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will perform rhythms with quarter, half, and whole notes	<ul style="list-style-type: none"> <li>In-class practice of #6-9;</li> <li>online drills (see resources list)</li> </ul>	Playing Test #17, Guitar Quiz 2
MU:Pr4.3.H.Hs	Students will identify the notes of the treble clef.	<ul style="list-style-type: none"> <li>Guided lecture with fill-in-the-blank outline for notetaking;</li> <li>Code Maker worksheet;</li> <li>Skittles game;</li> </ul>	Guitar Quiz 2

		<ul style="list-style-type: none"> <li>online drill on Smartboard and individually on laptops (<a href="http://www.emusictheory.com">www.emusictheory.com</a>)</li> </ul>	
MU:Cr1.1.Hs MU:Cr2.1.H.Hs MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs	Students will identify and play the notes on the first string	<ul style="list-style-type: none"> <li>In-class practice of #10-16;</li> <li>Improvisation over C major backing track</li> <li>Composition of short phrases to exchange with classmates</li> </ul>	Playing Test #17
MU:Pr5.1.H.Hs	Students will diagnose and remedy common tone challenges	<ul style="list-style-type: none"> <li>Teacher demonstration of faults and solutions;</li> <li>self-assessment while playing</li> </ul>	Playing Test #17

### Suggested Resources and Texts:

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

Code Maker worksheet: [makingmusicfun.net](http://makingmusicfun.net)

Skittles Game (teacher created, modeled from <http://www.susanparadis.com/skittles-board-game/>)

### Suggested Technology:

YouTube: C major backing tracks in various styles

[www.emusictheory.com](http://www.emusictheory.com) rhythm and treble clef note drills (with differentiated levels)

Music Tech Teacher online rhythm and treble clef note drills (with differentiated levels)

Smartboard

### Checklist of Civic Expectations

- Student demonstrates **honesty** by taking Guitar Quiz 2 with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 3: First Chords

### Introduction and Established Goals:

Students will use the simple G and D7 chords and the notes of the second string in performance of guitar repertoire.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Re9.1.H.Hs intermediate**

Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

### Common Core Standard(s):

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### Essential Question(s):

How do guitarists read, notate, and perform music that uses the (simple) G and D7 chords and the notes of the second string?

### Key Terms/Concepts:

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs	Students will play the G and D7 chords.	<ul style="list-style-type: none"> <li>In-class practice of #18-19 in teams, small groups, unison, and individually</li> <li>Reading chord chart and playing along with pop examples</li> </ul>	Playing Test #20
MU:Cr3.2.H.Hs MU:Pr6.1.H.Hs MU:Re9.1.H.Hs	Students will articulate the contributions of Hank Williams to the art of guitar playing	<ul style="list-style-type: none"> <li>Listening and playing along with Williams' Jambalaya;</li> <li>Class discussion</li> </ul>	Playing Test #20
MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs	Students will play the notes of the second string	<ul style="list-style-type: none"> <li>In-class practice of #22-28 in teams, small groups, and individually;</li> <li>Guitar Baseball review game</li> </ul>	Playing Test #29
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs	Students will synthesize their accumulated knowledge	<ul style="list-style-type: none"> <li>Student choice of #30 or 31</li> <li>Student choice of #32, 33, pop example</li> </ul>	Free-Choice Playing Test
MU:Cr3.2.H.Hs MU:Pr6.1.H.Hs	Students will articulate the contributions of Woody Guthrie to the art of guitar playing	Listening and class discussion	Playing Test #30

### Suggested Resources and Texts:

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

Pop examples of G and D7 chords: *Yellow Submarine*, Beatles; *What I Got*, Sublime (radio edit)

### Suggested Technology:

Recording studio for performance assessment

Recordings of Hank Williams, Woodie Guthrie, and pop examples: Grooveshark and YouTube

### Checklist of Civic Expectations

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by choosing a G/D7 piece that is an appropriate level of challenge for their playing skill.
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback



## Unit 4: Strumming Patterns

### Introduction and Established Goals:

Students will perform guitar repertoire with down and down-up strumming patterns.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.1.H.Hs intermediate**

Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Cn10.0.H.Hs intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

##### **MU:Cn11.0.H.Hs intermediate**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

### Common Core Standard(s):

**Essential Question(s):**

How do guitarists vary their strumming patterns to enhance their performance?

**Key Terms/Concepts:**

Down and down-up strumming patterns; No-Chord marking

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will use two different strumming patterns in the song, "Hound Dog."	<ul style="list-style-type: none"> <li>In-class practice</li> <li>Spoons video and hands-on demonstration</li> <li>Demonstration of the bow (source of down/up notation)</li> </ul>	Playing Test #34
MU:Cr1.1.Hs MU:Cr2.1.H.Hs MU:Cr3.1.H.Hs MU:Pr4.1.H.Hs MU:Pr4.3.H.Hs MU:Re7.1.H.Hs	Students will freely choose an appropriate strumming pattern(s) for a song of their choice.	<ul style="list-style-type: none"> <li>In-class experimentation</li> <li>Class play-alongs with the following songs: This Land Is Your Land; Sweet Home Chicago; Rock Around the Clock; Hound Dog; Salty Dog; Down By The Bay</li> </ul>	Playing Test #35
MU:Cr1.1.Hs MU:Cr2.1.H.Hs MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs MU:Cn10.0.H.Hs	Students will utilize the strumming patterns and chords they have learned to create an original composition	<ul style="list-style-type: none"> <li>In-class experimentation</li> </ul>	Activity #37
MU:Cr3.2.H.Hs MU:Pr6.1.H.Hs MU:Re7.2.H.Hs MU:Re9.1.H.Hs MU:Cn11.0.H.Hs	Students will compare and contrast the musical styles of Bill Haley and His Comets and Elvis.	<ul style="list-style-type: none"> <li>Students will prepare for lesson by reading a nonfiction article and filling in items on a Venn diagram</li> <li>Students will view YouTube videos of each ensemble, add to their Venn diagram, and engage in class discussion</li> <li>Students will perform Rock Around the Clock and Hound Dog in the idiomatic fashion of each ensemble.</li> </ul>	Venn diagram

**Suggested Resources and Texts:**

Guitars, tuners, picks

Bow for visual demonstration

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment

Recordings of Elvis, Bill Haley and His Comets, Salty Dog, This Land Is Your Land, Sweet Home Chicago, and spoons demonstration: Grooveshark and YouTube

### **Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 5: Notes on the Third String

### Introduction and Established Goals:

Students will perform guitar repertoire using notes on the first, second, and third strings, enhanced with advanced recording techniques.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Re9.1.H.Hs intermediate**

Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

### Common Core Standard(s):

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**Essential Question(s):**

How do guitarists read, notate, and perform music using notes on the first, second, and third strings?  
 How do producers create multitrack recordings of musicians' work?

**Key Terms/Concepts:**

Third string notes G and A

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will identify one octave of notes (G through G) by letter name and guitar fret.	<ul style="list-style-type: none"> <li>• Music Baseball in-class game</li> <li>• Emusictheory.com drills individually and together on Smartboard</li> </ul>	Individual emusictheory drill score (leveled for differentiation)
MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs MU:Re7.1.H.Hs	Students will play melodies featuring the notes G through G.	<ul style="list-style-type: none"> <li>• Students will play #40, 41, and 42 together, in small groups, and individually</li> </ul>	Recording Project (School Wide Performance Rubric)
MU:Cr3.2.H.Hs MU:Pr5.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.2.H.Hs MU:Re9.1.H.Hs	Students will produce a multitrack recording of themselves playing solo guitar and rhythm guitar.	<ul style="list-style-type: none"> <li>• In-class demonstration of multitrack recording techniques</li> <li>• Practice in-class with teams and partners</li> <li>• Record individually</li> <li>• Accomplished students may add vocals, drums, or other layers to their recording.</li> </ul>	Recording Project
MU:Cr3.2.H.Hs MU:Pr6.1.H.Hs	Students will discuss Michael Jackson's contributions to the rock genre	<ul style="list-style-type: none"> <li>• YouTube video and class discussion</li> <li>• Performance of "Rockin' Robin" in the style of Michael Jackson</li> </ul>	Recording Project

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment (including microphone, computer, Audacity)

Recordings of Michael Jackson: YouTube, Grooveshark

Emusictheory.com (on the Smartboard and on individual laptops)

**Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording the Recording Project with academic integrity.
- Student demonstrates **safety** by carefully using recording studio equipment.

- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by effectively engaging in musical collaboration with others:
  - Offering constructive feedback
  - Giving an accurate count-off

## Unit 6: The vi-IV-V-I Progression

### Introduction and Established Goals:

Students will perform guitar repertoire that uses the vi-IV-V-I progression in the key of G.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Cn10.0.H.Hs intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

**Essential Question(s):**

How do guitarists use common progressions to create music?

**Key Terms/Concepts:**

Progressions; Roman numeral analysis; Em chord; C chord; G chord

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will isolate and practice the C, Em, and G chords.	<ul style="list-style-type: none"> <li>Analysis of chord diagrams in class</li> <li>Individual and small-group practice</li> </ul>	Playing Test
MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs MU:Pr6.1.H.Hs	Students will apply knowledge of chords to common songs.	<ul style="list-style-type: none"> <li>#43: Eleanor Rigby</li> <li>#44: Tell Ol' Bill</li> <li></li> </ul>	Playing Test
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr4.3.H.Hs MU:Re7.1.H.Hs	Students will identify the common progression and will find songs that use it	<ul style="list-style-type: none"> <li>YouTube: Axis of Awesome, <i>Four Chord Song</i></li> <li>In-class demonstration and individual exploration of Ultimate-Guitar.com</li> <li>Selection of appropriate free-choice piece for Playing Test</li> </ul>	Playing Test
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs MU:Cn10.0.H.Hs	Students will work intensively and individually on a song of their choice.	<ul style="list-style-type: none"> <li>One-on-one lessons during individualized practice sessions</li> <li>Students will partner to give feedback to each other</li> </ul>	Playing Test

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment

YouTube: Axis of Awesome, *Four-Chord Song*

YouTube and Grooveshark: Audio examples of student-selected pieces

Ultimate-Guitar.com

**Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class

- Student demonstrates **respect** by providing honest, positive, specific advice during peer-feedback sessions.

## Unit 7: Playing In Ensemble

### Introduction and Established Goals:

Students will perform an ensemble guitar piece.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Cn11.0.H.Hs intermediate**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

### Common Core Standard(s):

○

### Essential Question(s):

How do guitarists work together in ensemble?

**Key Terms/Concepts:**

Ensemble; Tempo; strumming pattern; harmony; melody

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will learn to identify and play the G7 chord.	<ul style="list-style-type: none"> <li>Practice rhythm-guitar part on #45</li> </ul>	Ensemble Playing Test
MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs	Students will play two melodies for “Au Clair De La Lune.”	<ul style="list-style-type: none"> <li>Practice in a whole class by breaking down and assigning measures; move gradually to full performance</li> <li>If-needed accommodation: use a page protector as a wipe-off cover so students can name notes and then erase them as they progress</li> </ul>	Ensemble Playing Test
MU:Cr3.2.H.Hs MU:Pr5.1.H.Hs MU:Cn11.0.H.Hs	Students will list qualities of productive ensemble rehearsal	<ul style="list-style-type: none"> <li>Each student, at home, will find and provide a link for a YouTube video of ensemble guitar playing.</li> <li>Students will discuss and create a list of qualities</li> </ul>	Ensemble Playing Test
MU:Cr3.2.H.Hs MU:Pr5.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs	Students will rehearse and perform “Au Clair De La Lune” in ensemble.	<ul style="list-style-type: none"> <li>Students will apply their list of productive ensemble rehearsal qualities with little teacher-directed input.</li> <li>Students will assign parts, rehearse, critique, and record.</li> </ul>	Ensemble Playing Test

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment

YouTube for student-selected ensemble guitar examples

**Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by creating and implementing a list of productive ensemble rehearsal qualities.

## Unit 8: Review and Mid-Term Prep

### Introduction and Established Goals:

Students will reflect on their successes and challenges in the first semester of the course.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Cn10.0.H.Hs intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

### Essential Question(s):

What have I accomplished so far this year?

### Key Terms/Concepts:

All preceding terms/concepts

# LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will review the notes on the first three strings of the guitar.	<ul style="list-style-type: none"> <li>• Guitar Baseball</li> <li>• Emusictheory.com drills</li> <li>• Dry-erase chord charts</li> </ul>	Mid-Term Exam
MU:Pr4.3.H.Hs	Students will review the G, C, D7, G7, Em chords.	<ul style="list-style-type: none"> <li>• Guitar Baseball</li> <li>• Emusictheory.com drills</li> <li>• Dry-erase chord charts</li> </ul>	Mid-term Exam
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr5.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs MU:Cn10.0.H.Hs	Students will choose, perform, and reflect on a piece that showcases the solo-guitar skills they have developed so far.	<ul style="list-style-type: none"> <li>• Choose appropriately differentiated piece (with teacher help)</li> <li>• Rehearse piece independently</li> <li>• Record piece</li> <li>• Complete a reflection paragraph</li> </ul>	Mid-Term Exam
MU:Pr4.1.H.Hs MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs MU:Cn10.0.H.Hs	Students will choose, perform, and reflect on a piece that showcases the rhythm-guitar skills they have developed so far.	<ul style="list-style-type: none"> <li>• Choose appropriately differentiated piece (with teacher help)</li> <li>• Rehearse piece independently</li> <li>• Record piece</li> <li>• Complete a reflection paragraph</li> </ul>	Mid-Term Exam

### Suggested Resources and Texts:

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

Mid-Term Exam (teacher-created), including written and performance tasks

### Suggested Technology:

Recording studio for performance assessment

Previous student recordings, stored in student drives and teacher email

[www.emusictheory.com](http://www.emusictheory.com)

### Checklist of Civic Expectations

- Student demonstrates **honesty** by completing the mid-term exam with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 9: Syncopated Strumming

### Introduction and Established Goals:

Students will perform guitar repertoire with syncopated strumming patterns.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.1.H.Hs intermediate**

Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Cn10.0.H.Hs intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

**Essential Question(s):**

How do guitarists vary their strumming patterns to enhance their performance?

**Key Terms/Concepts:**

Syncopated strumming patterns

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.Hs MU:Cr2.1.H.Hs MU:Cr3.1.H.Hs MU:Pr4.3.H.Hs	Students will practice the basic down-up strum, Syncopated Strum 1, and Syncopated Strum 2 from text p. 30.	<ul style="list-style-type: none"> <li>Hands-on spoons activity</li> <li>Counting aloud</li> <li>Students create novel syncopated strumming patterns</li> <li>Practice text #50</li> <li>Apply new strumming patterns to student-selected pieces the class has worked on in the past</li> </ul>	Syncopated Strum Playing Test
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr5.1.H.Hs MU:Re7.1.H.Hs MU:Cn10.0.H.Hs	Students will select an independent piece and perform it with at least two different syncopated strumming patterns.	<ul style="list-style-type: none"> <li>Students could choose to share songs from Unit 6</li> <li>Students could choose to play #52</li> <li>Teacher will provide one-on-one instruction during individualized practice sessions</li> </ul>	Syncopated Strum Playing Test
MU:Cr1.1.Hs MU:Cr2.1.H.Hs MU:Cr3.1.H.Hs MU:Pr6.1.H.Hs	Advanced students may add a drum track to enhance their performance.	<ul style="list-style-type: none"> <li>Students try out drum tracks from keyboards</li> <li>Students use multitrack recording skills to integrate drum track to their recording</li> </ul>	Syncopated Strum Playing Test

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment, including ¼" input for drum track

Keyboards with drum tracks

**Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 10: The Fourth String

### Introduction and Established Goals:

Students will perform guitar repertoire using notes on strings 1-4.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

### Common Core Standard(s):

○

### Essential Question(s):

How do guitarists read, notate, and perform pitches on the fourth string of the guitar?

### Key Terms/Concepts:

Fourth string notes

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.Hs MU:Cr2.1.H.Hs MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs	Students will visually and aurally recognize notes on the 4 <sup>th</sup> string	<ul style="list-style-type: none"> <li>• Study diagrams on p. 32</li> <li>• Play #54, 55 together as a group while naming notes</li> <li>• Improvise over D-Dorian background track</li> <li>• Compose short phrases to exchange with classmates</li> </ul>	Playing test on #57, 60, or 61
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs	Students will discuss and choose the performance modality of the playing test.	<ul style="list-style-type: none"> <li>• Students will reflect on the challenges and advantages of ensemble and multitrack techniques</li> <li>• Students will discuss and agree on a performance modality</li> <li>• Playing test number will be differentiated by skill level</li> </ul>	Playing test on #57, 60, or 61
MU:Pr4.3.H.Hs	Students will review basic G major progression chords	<ul style="list-style-type: none"> <li>• Students will play chords together for all three playing test pieces</li> </ul>	Playing test on #57, 60, or 61
MU:Cr3.2.H.Hs MU:Pr6.1.H.Hs MU:Re7.2.H.Hs MU:Re9.1.H.Hs	Students will articulate the meaning of The Riddle Song in the context of the folk-music revival	<ul style="list-style-type: none"> <li>• Students will listen to the recording</li> <li>• Students will discuss</li> <li>• Students will create new verses</li> </ul>	Playing test on #57, 60, or 61

### Suggested Resources and Texts:

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

### Suggested Technology:

Recording studio for performance assessment

YouTube/Grooveshark recording of The Riddle Song

### Checklist of Civic Expectations

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by discussing and building consensus on playing-test performance modality.

## Unit 11: Integrating with Recordings

### Introduction and Established Goals:

Students will perform guitar repertoire and integrate it with pre-existing recordings using recording software.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Re8.1.H.Hs intermediate**

Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.

##### **MU:Cn10.0.H.Hs intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

##### **MU:Cn11.0.H.Hs intermediate**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Common Core Standard(s):**

○

**Essential Question(s):**

How do guitarists integrate pre-existing recordings in their performances?

**Key Terms/Concepts:**

Key; Capo; Tempo

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr6.1.H.Hs MU:Re8.1.H.Hs MU:Re9.1.H.Hs	Students will discuss examples of pre-existing recorded material in contemporary work.	<ul style="list-style-type: none"><li>• Students will listen to duets by Nat King Cole and Natalie Cole</li><li>• Students will find and share examples of sampling in music of their own interest.</li><li>• Students will use the ButtonBass tool to explore the practice of sampling.</li></ul>	Recording Project 2 (School Wide Performance Rubric)
MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs	Students will identify the key of various pieces of music, and determine appropriate capo placement.	<ul style="list-style-type: none"><li>• Students will use the capo on in-class playing tasks</li><li>• Students will bring in a piece of their own choosing and identify optimal capo placement</li></ul>	Recording Project 2 (School Wide Performance Rubric)
MU:Pr4.3.H.Hs MU:Cn10.0.H.Hs	Students will determine the tempo of their sample and identify an appropriate strumming pattern	<ul style="list-style-type: none"><li>• Students will find strumming patterns for assorted samples by reviewing the spoons activity</li></ul>	Recording Project 2 (School Wide Performance Rubric)
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr5.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs MU:Cn10.0.H.Hs MU:Cn11.0.H.Hs	Students will record a piece which is layered with a pre-existing recording.	<ul style="list-style-type: none"><li>• Students will freely choose a piece, with teacher assistance to ensure proper leveling</li><li>• Suggested textbook piece for average learners: #63</li><li>• Students will record their performance, mixed with a pre-existing recording</li><li>• Advanced students may process their sample by using digital effects</li></ul>	Recording Project 2 (School Wide Performance Rubric)

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment

Recordings of student-selected pieces for sampling ([www.snimp3.com](http://www.snimp3.com) may be required)

### **Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by articulating features they appreciate in diverse musical styles.

## Unit 12: Ties

### Introduction and Established Goals:

Students will perform guitar repertoire with ties.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Cn10.0.H.Hs intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

### Essential Question(s):

How do guitarists read, notate, and perform ties?

### Key Terms/Concepts:

Ties; half notes; dotted half notes; whole notes; quarter notes

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will identify the rhythmic value of tied notes.	<ul style="list-style-type: none"> <li>• Music Math worksheet</li> <li>• MusicTechTeacher.com flash game on smartboard</li> </ul>	Playing Test # 65, 67, or 68.
MU:Pr4.3.H.Hs	Students will perform rhythmic ties by counting and drumming them.	<ul style="list-style-type: none"> <li>• Drumming tie exercises</li> <li>• Teoria.com tie exercises on Smatrboard</li> </ul>	Playing Test # 65, 67, or 68.
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr5.1.H.Hs MU:Re7.1.H.Hs MU:Cn10.0.H.Hs	Students will choose a tie song from the textbook on which to focus for assessment	<ul style="list-style-type: none"> <li>• Students will try all exercises, p. 38-39</li> <li>• Students will choose one</li> </ul>	Playing Test # 65, 67, or 68.

### Suggested Resources and Texts:

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

Music Math worksheet (in teacher files)

### Suggested Technology:

Recording studio for performance assessment

Teoria.com tie drills

MusicTechTeacher tie drills

Smartboard

YouTube and Grooveshark resources for student-selected recordings

### Checklist of Civic Expectations

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 13: The D and A7 chords

**Introduction and Established Goals:**

Students will perform guitar repertoire with the D and A7 chords.

**Desired Outcome(s):**

**CT State Standard(s):**

**MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

**MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

**MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

**MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

**MU:Pr5.1.H.Hs intermediate**

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

**MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

**Common Core Standard(s):**

○

**Essential Question(s):**

How do guitarists read, notate, and perform the D and A7 chords?

**Key Terms/Concepts:**

D and A7 chords

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will visually and aurally identify the D and A7 chords.	<ul style="list-style-type: none"> <li>• In-class aural drills</li> <li>• In-class decoding of chord diagram</li> </ul>	Playing Test #72

		<ul style="list-style-type: none"> <li>• In-class playing drills</li> </ul>	
MU:Cr1.1.Hs	Students will transition smoothly between the D and A7 chords.	<ul style="list-style-type: none"> <li>• In-class playing drills</li> <li>• Textbook #69, 70</li> <li>• YouTube play-along videos</li> <li>• Improvised echo-playing</li> </ul>	Playing Test #72
MU:Cr3.2.H.Hs MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs MU:Re7.1.H.Hs	Students will perform a piece that highlights the D and A7 chords.	<ul style="list-style-type: none"> <li>• Advanced students may choose a differentiated piece that uses the D and A7 chords</li> <li>• Suggested choice: Text #72</li> <li>• One-on-one instruction during individualized practice sessions</li> </ul>	Playing Test #72

### Suggested Resources and Texts:

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

### Suggested Technology:

Recording studio for performance assessment

YouTube play-along videos

### Checklist of Civic Expectations

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 14: The Bass-Strum Pattern

### Introduction and Established Goals:

Students will perform guitar repertoire with bass-strum patterns.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Re9.1.H.Hs intermediate**

Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

##### **MU:Cn11.0.H.Hs intermediate**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

### Common Core Standard(s):

○

### Essential Question(s):

How do guitarists vary their strumming patterns to enhance their performance?

**Key Terms/Concepts:**

Bass pitch;

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.H.Hs	Students will identify the bass note in all known chords.	<ul style="list-style-type: none"> <li>• Analysis of chord diagrams</li> <li>• Memorization</li> <li>• Guitar drills</li> </ul>	Playing Test #75
MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs	Students will practice smooth and steady transitions between chords while using the bass-strum technique.	<ul style="list-style-type: none"> <li>• Bass Strum Workout I and II</li> </ul>	Playing Test #75
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Re7.1.H.Hs	Students will identify other songs that display bass-strum technique	<ul style="list-style-type: none"> <li>• Students will provide YouTube links to exemplary pieces and present them to the class</li> <li>• Advanced students may choose one of these pieces instead of textbook #75</li> </ul>	Playing Test #75
MU:Cr3.2.H.Hs MU:Re7.2.H.Hs MU:Re9.1.H.Hs MU:Cn11.0.H.Hs	Students will articulate the unique stylistic differences of Spanish flamenco guitar and mariachi.	<ul style="list-style-type: none"> <li>• Students will watch the guitar segment of the DVD “Pulse”</li> <li>• Advanced students may choose a Spanish guitar piece instead of textbook #75</li> </ul>	Playing Test #75

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment

YouTube for student-referred listening

DVD, “Pulse”

**Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by articulating appreciation for multicultural styles of music.

## Unit 15: Fingerpicking

### Introduction and Established Goals:

Students will perform guitar repertoire with fingerpicking technique.

### Desired Outcome(s):

#### CT State Standard(s):

##### MU:Cr1.1.Hs intermediate

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### MU:Cr2.1.H.Hs intermediate

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### MU:Cr3.2.H.Hs intermediate

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### MU:Pr4.1.H.Hs intermediate

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### MU:Pr4.3.H.Hs intermediate

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### MU:Pr5.1.H.Hs intermediate

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

##### MU:Pr6.1.H.Hs intermediate

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### MU:Re7.1.H.Hs intermediate

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### MU:Re7.2.H.Hs intermediate

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

### Common Core Standard(s):

○

### Essential Question(s):

How do guitarists use fingerpicking to enhance performance?

### Key Terms/Concepts:

Pulgar, Indice, Medio, Anular

# LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr1.1.Hs MU:Cr3.1.H.Hs MU:Pr4.3.H.Hs	Students will play basic fingerpicking patterns.	<ul style="list-style-type: none"> <li>• Students will read and practice textbook #95</li> <li>• Students will create their own fingerpicking patterns and progressions and share them with the class</li> <li>• Students will apply fingerpicking patterns to known material in the textbook.</li> </ul>	Fingerpicking Playing Test
MU:Pr4.3.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs	Students will identify fingerpicking technique in their own music.	<ul style="list-style-type: none"> <li>• Students will share a YouTube link with the class that exemplifies fingerpicking technique.</li> <li>• Advanced students may choose their selected example or another student's example as their playing test choice</li> </ul>	Fingerpicking Playing Test
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs	Students will prepare a fingerpicked piece	<ul style="list-style-type: none"> <li>• Recommended textbook choice: #96</li> <li>• Students at a lower skill level may choose a review piece and add fingerpicking technique, at teacher's discretion</li> <li>• Advanced students may freely choose a piece that exemplifies fingerpicking technique</li> <li>• Advanced students may choose textbook #111, 118, or 120.</li> </ul>	Fingerpicking Playing Test

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

**Suggested Technology:**

Recording studio for performance assessment

Recordings of student-selected works

Recordings of:

- Every Breath You Take
- Dust in the Wind
- Rainbow Connection
- Time is On My Side
- Good Riddance

**Checklist of Civic Expectations**

- Student demonstrates **honesty** by recording performance assessments with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening
  - Offering positive and supportive feedback

## Unit 16: Final Review

### Introduction and Established Goals:

Students will reflect on their progress throughout the year.

### Desired Outcome(s):

#### CT State Standard(s):

##### **MU:Cr1.1.Hs intermediate**

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr2.1.H.Hs intermediate**

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

##### **MU:Cr3.2.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Pr4.1.H.Hs intermediate**

Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

##### **MU:Pr4.3.H.Hs intermediate**

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

##### **MU:Pr5.1.H.Hs intermediate**

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

##### **MU:Pr6.1.H.Hs intermediate**

Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

##### **MU:Re7.1.H.Hs intermediate**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

##### **MU:Re7.2.H.Hs intermediate**

Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

##### **MU:Re9.1.H.Hs intermediate**

Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

##### **MU:Cn10.0.H.Hs intermediate**

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

**Essential Question(s):**

How have I grown as a musician this year?

**Key Terms/Concepts:**

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs MU:Re9.1.H.Hs MU:Cn10.0.H.Hs	Students will choose, perform, and reflect on a piece that showcases the solo-guitar skills they have developed so far.	<ul style="list-style-type: none"> <li>• Choose appropriately differentiated piece (with teacher help)</li> <li>• Rehearse piece independently</li> <li>• Record piece</li> <li>• Complete a reflection paragraph</li> </ul>	Final Exam
MU:Cr3.2.H.Hs MU:Pr4.1.H.Hs MU:Pr4.3.H.Hs MU:Pr5.1.H.Hs MU:Pr6.1.H.Hs MU:Re7.1.H.Hs MU:Re7.2.H.Hs MU:Re9.1.H.Hs MU:Cn10.0.H.Hs	Students will choose, perform, and reflect on a piece that showcases the rhythm-guitar skills they have developed so far.	<ul style="list-style-type: none"> <li>• Choose appropriately differentiated piece (with teacher help)</li> <li>• Rehearse piece independently</li> <li>• Record piece</li> <li>• Complete a reflection paragraph</li> </ul>	Final Exam

**Suggested Resources and Texts:**

Guitars, tuners, picks

Essential Elements textbook and accompaniment CD

Final Exam document

**Suggested Technology:**

Recording studio

**Checklist of Civic Expectations**

- Student demonstrates **honesty** by taking the final exam with academic integrity.
- Student demonstrates **safety** by following proper guitar-tuning procedure.
- Student demonstrates **responsibility** by engaging in daily maintenance of the guitar upon arrival to class
- Student demonstrates **respect** by practicing proper audience etiquette when listening to others play:
  - Quietly listening

- Offering positive and supportive feedback