

Beginning and Advanced Guitar

Content Standard 1. Students will sing, alone and with others, a varied repertoire of music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1.a - Students will sing accurately and with good breath control, alone and/or in small and large ensembles.</p>	<p>1. The Students will explore the foundations of singing. They will learn the parts of the body used to produce sound. Posture and breathing techniques will be explored.</p>	<ul style="list-style-type: none"> ∅ Individual critique ∅ Rubric Assessment Sheet ∅ Performance 	<ul style="list-style-type: none"> ∅ Handouts from <i>Mel Bay Presents Mastering the Guitar</i> Pgs. 10-13

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<p>1.b - Students will sing with expression and technical accuracy.</p>	<p>1. Students will practice singing scales and intervals. Students will identify intervals through a comparison of standard songs that they already know. Students will use solfege and the number method when singing scales and intervals.</p>	<p>∅ A Rubric assessment sheet will be used to evaluate the students' accuracy and pitch on given scales and intervals.</p>	<p>∅ <i>Teach Yourself To Play Guitar</i> by Marty and Ron Manus Pgs. 60-62</p>

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<p>1.c - Students will demonstrate well developed ensemble skills.</p>	<ol style="list-style-type: none"> 1. Quartet/Trio music will be assigned. Students will perform for their class on independent parts. 2. Students will perform with an accompaniment CD. 	<ul style="list-style-type: none"> ⌘ Rubric assessment sheets will be used to evaluate the accuracy of the individual parts and how they perform as a group. ⌘ Individual critique ⌘ Rubric Assessment Sheet 	<ul style="list-style-type: none"> ⌘ <i>Mel Bays, Mastering the Guitar</i> Pgs. 34, 37, 49, 50, 57 ⌘ Warner Bros. <i>Guitar I</i> by Aaron Stans Lesson 6

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Content Standard 2. Student will perform on instruments, alone and with others, a varied repertoire of music

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>2.a - Students will perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.</p>	<ol style="list-style-type: none"> 1. Teacher will illustrate for the student the proper sitting positions as folk, jazz, and classical. Left hand, thumb finger notes, rest stroke, strumming. 2. Learning the Keyboard- Students will have a fundamental knowledge of the keyboard and will apply piano notation to guitar notation. Students will be asked to perform melodies on both the guitar and the piano. 	<ul style="list-style-type: none"> ∅ Evaluate through student demonstration, knowledge of good posture, and fingering positions. ∅ Rubric Assessment Sheet ∅ Individual recital of performance 	<ul style="list-style-type: none"> ∅ <i>Mel Bay's Mastering the Guitar</i> Pgs. 4-7 ∅ <i>Mel Bay's Mastering the Guitar</i> Pgs. 7-8

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2.b - Students will perform an appropriate part in an ensemble, demonstrating well developed ensemble skills.	1. Students will play in various parts music for ensembles playing 1 st , 2 nd , 3 rd , and 4 th parts by themselves, then as an ensemble.	<ul style="list-style-type: none"> ∅ Rubric Assessment Sheet ∅ Individual recital of performance 	<ul style="list-style-type: none"> ∅ <i>Mel Bay's Mastering the Guitar</i> Pgs. 50-51, 87, IV Part

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<p>2.c - Students will perform in small ensembles with one student on a part.</p>	<p>1. Students will perform with accompaniment playing only the melody on a variety of songs in the styles of pop, rock, folk, and country.</p>	<p>∅ Rubric assessment</p>	<p>∅ <i>Teach Yourself to Play Guitar, Warner Bros. 21st Century Guitar Book 1</i></p>

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Content Standard 3. Students will improvise melodies, variations, and accompaniments.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.a - Students will improvise stylistically appropriate harmonizing parts</p>	<ol style="list-style-type: none"> 1. A 12 Bar Blues Progression will be played as students practice improvising around the scale 2. Students will learn to improvise on melodies that they may already know. 	<ul style="list-style-type: none"> ∅ Teacher observations of student participation ∅ Rubric assessment ∅ Student participation ∅ Rubric assessment 	<ul style="list-style-type: none"> ∅ <i>Mel Bays Mastering the Guitar</i> Pg. 97 ∅ <i>Developing Musicianship through Improvisations</i> By Christopher D. Azzara and Richard F. Grunow

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Content Standard 3. Students will improvise melodies, variations, and accompaniments

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.b - Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys</p>	<ol style="list-style-type: none"> 1. Students will choose from a list of songs, folk melodies, and memorize them. Once memorized, students will be asked to improvise around the melody changing the rhythm and intervals. Then they will return to the melody 2. Students will improvise through alternatives using trills, and passing tones, using accent markings on a pentatonic scale will give originality to the performance. 	<ul style="list-style-type: none"> ∅ Rubric assessment ∅ Recital evaluation ∅ Rubric assessment ∅ Class evaluation on creativity 	<ul style="list-style-type: none"> ∅ <i>Developing Musicianship through Improvisations</i> By Christopher D. Azzara and Richard F. Grunow ∅ <i>Developing Musicianship through Improvisations</i> By Christopher D. Azzara and Richard F. Grunow

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<p>3.c - Students will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.</p>	<ol style="list-style-type: none"> 1. Students will practice 4 measure cadences with a sound track recording. They will experiment on developing an original melody around a structured chord progression. 2. Students will create their own melodies against a structured chord progression using blues patterns. 3. Students will copy or echo a master musician playing at Level 1, 2, or 3. Students will then go on their own and create their own melody. 	<ul style="list-style-type: none"> ☒ Rubric Assessment Sheet on originality ☒ Student assessment ☒ Student/Teacher Assessment ☒ Rubric Assessment 	<ul style="list-style-type: none"> ☒ <i>Vol. 1 How to Play Jazz and Improvise</i> by Jamey Aebersold ☒ <i>Developing Musicianship through Improvisations</i> By Christopher D. Azzara and Richard F. Grunow ☒ <i>Developing Musicianship through Improvisations</i> By Christopher D. Azzara and Richard F. Grunow

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Content Standard 4. Students will compose and arrange music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>4.a - Students will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.</p>	<ol style="list-style-type: none"> 1. Writing you own blues song- Students will write their own lyrics to a blues melody. A chord trax will be performed as the student sings or reads their lyrics. 2. Students will compose music from a given poem. Students will be asked to create a melody and chord structure around the poem. Students will develop their melody into Concert Bb. 	<ul style="list-style-type: none"> ∅ Students will be graded on their participation and creativity ∅ Students will be graded by classroom participation ∅ Rubric Assessment 	<ul style="list-style-type: none"> ∅ <i>Mastering the Guitar</i> W. Bay and M. Christinasan ∅ <i>Mastering the Guitar</i> W. Bay and M. Christiansan

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Content Standard 4. Students will compose and arrange music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>4.b - Students will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.</p>	<ol style="list-style-type: none"> 1. Students will arrange <i>Amazing Grace</i> for 3 instruments. The Guitar/Piano will play chords while the melody line can be sung or transposed to any instrument. The bass line will be performed with a guitar and a rhythm track will be used with a strumming guitar. 2. Students will take a round <i>Member of a Wedding</i> and transpose parts for 3 instruments. 	<ul style="list-style-type: none"> ⊗ Rubric assessment on group participation and creativity ⊗ Students will videotape their performance. Students will also print their music out using <i>Finale</i>. A point system will evaluate note and rhythm accuracy. 	<ul style="list-style-type: none"> ⊗ <i>Mastering the Guitar</i> W. Bay and M. Christiansan ⊗ <i>Mastering the Guitar</i> W. Bay and M. Christiansan

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<p>4.c -Students will compose and arrange music for voices and various acoustic and electronic instruments demonstrating knowledge of the ranges and traditional usages of the sound sources.</p>	<ol style="list-style-type: none"> 1. Students will take familiar folk melodies and harmonize them with 3 parts and then add instruments with their selective color and develop an arrangement. 2. Students will take a four part guitar selection and rewrite it using 4 different instruments. Transpositions and instrument ranges will be taught. Students will write all parts on manuscript paper. Students will select their own manuscript and perform their own composition. 	<ul style="list-style-type: none"> ∅ Rubric assessment on written material ∅ Teacher assessment ∅ Rubric assessment on range-transposition accuracy 	<ul style="list-style-type: none"> ∅ <i>Mel Bay's Mastering the Guitar</i> Pg. 60 ∅ <i>Mel Bay's Mastering the Guitar</i> Pg. 74

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Content Standard 5. Students will read and notate music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
5.a - Students will demonstrate the ability to read an instrumental or vocal score of up to 4 staves by describing how the elements of music are used.	1. Students will look at different vocal scores and identify the different elements of music that are used. Comparisons with soprano, alto, tenor, and bass will be discussed with comparisons of the instrumental score and their lines of arranging instruments regarding soprano, alto, tenor, and bass.	∅ Students will analyze vocal scores and be asked to compare	∅ WHS Music Library Lesson was developed by the teacher.
	2. Students will have the opportunity to examine many scores from over concert series repertoire.	∅ Students will be asked to examine scores of all styles and genres of music.	∅ WHS Music Library Lesson was developed by the teacher

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Content Standard 5. Students will read and notate music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
5.b - Students will sight read, accurately and expressively music with a difficulty of 3 on a scale from 1 to 6.	1. Students will sight read and play scales and intervals. Each lesson, students will read in treble and bass clef and also in tab.	☒ Rubric Assessment	☒ <i>Teach Yourself to Play Guitar</i> Marty and Ron Manus
	2. Students will play scales, intervals, melodic skips, and syncopation and then be asked to notate on manuscript	☒ Rubric Assessment	☒ <i>Teach Yourself to Play Guitar</i> Marty and Ron Manus

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Content Standard 5. Students will read and notate music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.c - Students will use standard and other notational systems to record their musical ideas and the musical ideas of others.</p>	<ol style="list-style-type: none"> 1. Students will notate from Tab to G Clef using manuscript paper. Students will use 5 lines, 4 spaces, and express knowledge of note head, stem, flags, rests, ledger lines, and note values. 2. Students will be asked to perform and illustrate knowledge of expression markings such as dynamics and phrasing. 3. Students will demonstrate knowledge of time signatures and meters. Students will conduct meters using musical recordings in all masters. 	<ul style="list-style-type: none"> ∅ Students will take a written quiz on a point system of 100. ∅ Students will be given a written quiz on a point system of 100. ∅ Students will be given a written quiz on a point system of 100. 	<ul style="list-style-type: none"> ∅ Lesson was developed by the teacher. ∅ Lesson was developed by the teacher. ∅ Lesson was developed by the teacher.

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Content Standard 6. Students will listen to, analyze, and describe music

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.a - Students will analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the use of elements of music and expressive devices.	1. Students will experience forms of music such as AB, theme and variation, ABA Ternary and Rondo ABACA. Students will be asked to identify changes in the music and explain composers and their musical forms will be expressed.	⌘ Students will be evaluated in class participation.	⌘ <i>Norton Scores</i> , Teacher's Library of Music

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Content Standard 6. Students will listen to, analyze, and describe music

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.b - Students will demonstrate extensive knowledge of the technical vocabulary of music.</p>	<p>1. Students will perform music from the renaissance period to the American Cowboy, the American Spiritual, Bach, and English Ballad and discuss their influences and differences.</p>	<p>∅ Students will enter their thoughts and ideas in their music journals. The teacher will grade their journals on effort, clarity of ideas and development of their opinions.</p>	<p>∅ <i>Mel Bay's Mastering the Guitar</i> W. Bay and M. Christiansan</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.c - Students will identify and explain compositional devices and techniques used to provide unity, variety, and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.</p>	<p>1. Students will research and discuss the diversity of cultures represented in the Guitar class. Students will research all musical backgrounds of the guitar and how it was used throughout history. Cultural backgrounds and music will be researched and presented to all in the class.</p>	<p>⌘ Students will look for guitarists that performed music from different backgrounds and cultures. Save how music plays a role in their culture.</p>	<p>⌘ <i>Mel Bay's Mastering the Guitar</i> W. Bay and M. Christiansan</p>

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Content Standard 7. Students will evaluate music and music performances.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>7.a - Students will evolve specific criteria for making informed critical evaluations of the quality and effectiveness of performances and improvisations and apply the criteria in their personal participation in music.</p>	<ol style="list-style-type: none"> 1. Students will listen and watch videos, DVD's, and Recordings of various artists on their professional performances. Students will list their opinions and critique of these artists. 2. Students will attend professional recitals; critique their performance using comparisons drawn from their own experiences. 	<ul style="list-style-type: none"> ⌘ Students will record their thoughts in their music journals. The teacher will grade students on their critique and opinions of each artist. ⌘ Students will record their thoughts in their music journals. The teacher will grade on effort and opinion of the critique. 	<ul style="list-style-type: none"> ⌘ PBS Recording <i>Greatest Artists</i> ⌘ Teacher's own personal recordings ⌘ Lesson was developed by the teacher.

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Content Standard 7. Students will evaluate music and music performances.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>7.b - Students will evaluate a performance composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p>	<ol style="list-style-type: none"> 1. Students will listen and watch a recording of a professional guitarist and students will compare and contrast the professional guitarist with their own. 2. Students will incorporate a listing of professional artists and evaluate their proficiencies and abilities in music. 	<ul style="list-style-type: none"> ∅ Class discussion ∅ Students will record their thoughts in their music journals. Students will be graded on overall thought processes and effort. 	<ul style="list-style-type: none"> ∅ Lesson was developed by the teacher. ∅ Lesson was developed by the teacher.

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Content Standard 8. Students will make connections between music, other disciplines, and daily life.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>8.a - Students will explain how elements, artistic processes (such as imagination or craftsmanship) and organizational principles (such as variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.</p>	<p>1. Students can compare works by Copland; <i>Appalachian Spring</i> to the early settlers to Leonard Bernstein's <i>West Side Story</i> to <i>Romeo and Juliet</i>. Students will write comparisons and differences between the two.</p>	<ul style="list-style-type: none"> ∅ Assessment rubric ∅ Journal writing essay 	<ul style="list-style-type: none"> ∅ Research on computer and music library

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<p>8.b - Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p>	<ol style="list-style-type: none"> 1. Music of the 50's and 60's- Students will research and study the music and lyrics and how it reflected the social and political views of that period. 2. Students will explore music improvisation to modern dance. The will explore the relationship between the two arts. 	<ul style="list-style-type: none"> ∅ Students will write an essay to be graded on effort, facts, and well developed thoughts. ∅ Students will complete an essay and give video, recordings as examples of their research. ∅ Rubric assessment 	<ul style="list-style-type: none"> ∅ www.google.com ∅ http://artsedge.kennedy-center.org

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<p>8.c - Students will explain ways in which the principles and subject of music and various disciplines outside the arts are interrelated.</p>	<ol style="list-style-type: none"> 1. US History Lesson- Students will study how urban life changed at the turn of the 20th century. Students will study race relations and the struggle for equal rights. 2. Music and Math- Student will work with music problems using math skills. Musical notation will be used as numbers. 3. Foreign Language- The teacher will select guitar pieces from other countries. Students will be asked to listen to a professional recording, and then learn to play it and compare playing techniques 	<ul style="list-style-type: none"> ⌘ Students will be assessed through journal writing and rubric assessment. ⌘ Math quizzes will be used throughout the class to evaluate student progress ⌘ Students will create music journal and presentation to class. ⌘ Rubric assessment 	<ul style="list-style-type: none"> ⌘ www.google.com ⌘ Lesson was developed by the teacher. ⌘ Lesson was developed by the teacher.

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>8.d - Students will apply music skills and understandings to solve problems relevant to a variety of careers.</p>	<ol style="list-style-type: none"> 1. Students will use skills in science when they learn to use their body in a proper way to breathe and project. 2. Students will use math skills not only in the art of reading and writing music but also in the business of music. Students will compare costs involved in producing a record, royalties, etc. 	<ul style="list-style-type: none"> ⌘ Students will write about their bodies as part of the relationship to projection. ⌘ Students will write in their music journals about copywriting, royalties, and creating their own marketing plays. 	<ul style="list-style-type: none"> ⌘ www.speakingvoice.com ⌘ www.berklee.edu

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Content Standard 9. Students will understand music in relation to history and culture.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>9.a - Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.</p>	<ol style="list-style-type: none"> 1. Students will create and classify a concert program into a specific genre. Charts and journals will be used to develop research on what culture and historical period each piece of music is from and share it with the class 2. Jazz and its styles will be compared through recordings, history and genres. Comparisons with Blues, Bebop, Dixieland, and Big Band will be compared to history. 	<ul style="list-style-type: none"> ∅ Written journal ∅ Rubric assessment ∅ Students will be assessed through effort and classroom participation. 	<ul style="list-style-type: none"> ∅ www.ct.ed.gov ∅ www.nea.edu

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>9.b - Students will identify sources of American Music Genres, trace the evolution of those genres and cite well known musicians with them.</p>	<ol style="list-style-type: none"> 1. Students will study different regions of the US and the music that comes from each area including New Orleans, Blues, Chicago Jazz, Country, and Bluegrass 2. Students will create a discography of great artists by their geographic area and style of music. Examples of King Oliver and Louis Armstrong, and the Chicago Creole Jazz Scene of 1922 will be compared to other great artists. 	<ul style="list-style-type: none"> ⌘ Students will create a presentation of musical examples and will be graded on effort and participation. ⌘ Students will create a CD for the discography of great artists and their geographical region to their style of music. 	<ul style="list-style-type: none"> ⌘ www.berklee.edu ⌘ www.neajazzinschools.org

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<p>9.c - Students will identify various roles musicians perform, cite representative individuals who have functioned in each role and describe their activities and achievements.</p>	<ol style="list-style-type: none"> 1. Students will listen to excerpts of Andrea Segovia and identify why they believe this is an exceptional work and artist. 2. Students will create a chart of artists and their works. Listen to all works and compare and contrast styles of examples. <ul style="list-style-type: none"> ○ John Williams 1941 ○ Julian Bream 1950 ○ T Bone Walker ○ Jimmy Hendrix 	<ul style="list-style-type: none"> ⊗ Students will evaluate reactions to these recordings in a chart format to be graded. ⊗ Students will write in journals their reaction to these styles and be graded on a rubric assessments sheet. 	<ul style="list-style-type: none"> ⊗ www.google.com ⊗ Lesson was developed by the teacher.