		<p align="center"><b>Beginner Guitar / Grades 9-12</b></p> <p align="center"><b>Unit 1- Music Fundamentals</b></p>	
<b>Subject</b> Beginner Guitar	<b>Grade</b> 9-12	<b>Unit</b> Music Fundamentals	<b>Suggested Timeline</b> Semester Class-90 days Continuous

### Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes\* of

- Creating,
- Performing, and
- Responding.

These are the processes that musicians have followed for generations, even as they connect through music to their selves and their societies.

*Students need to have experience in creating to be successful musicians and to be successful 21st century citizens.*

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### Grade Level Units

#### Unit 1 Music Fundamentals

Unit 2 Chords/Chord Progressions

Unit 3 Strumming Patterns

Unit 4 Ensemble Playing

Unit 5 Analyzing and Responding to Music

### Unit Title

Music Fundamentals

### Unit Summary

This unit’s structure is to introduce, remind, examine, evaluate, and describe many symbols and elements of music notation to further the understanding of music as it pertains to creating, performing and responding to music.

<b>Unit Essential Questions</b>	<b>Key Understandings</b>
<ol style="list-style-type: none"> <li>How do I describe and demonstrate the elements of music (melody, harmony, rhythm, timbre, texture, form and dynamics)?</li> <li>How do I play melody/harmony by ear?</li> <li>How do I identify and perform the notes and rhythms found in our guitar literature?</li> <li>How do I recognize time signatures and identify their meaning?</li> <li>How do I identify and describe the form in our guitar music?</li> <li>How do I identify and perform different dynamics found in our guitar music?</li> <li>How do I identify and perform different tempi found in our guitar literature?</li> <li>How do you read tablature?</li> <li>How do you read guitar chord charts/frames?</li> <li>How do you tune a guitar?</li> <li>What are the different parts of the guitar and how do you care for the instrument?</li> </ol>	<ol style="list-style-type: none"> <li>Students will understand and demonstrate the elements of music.</li> <li>Students will play melodies/harmonies by ear.</li> <li>Students will identify notes and rhythms found in guitar literature.</li> <li>Students will identify and describe time signatures.</li> <li>Students will identify and describe form found in guitar music.</li> <li>Students will identify and perform different dynamics found in guitar music.</li> <li>Students will identify and perform different tempi found in guitar music.</li> <li>Students will demonstrate the ability to read tablature.</li> <li>Students will demonstrate the ability to read chord chart/frames.</li> <li>Students will demonstrate the ability to tune a guitar.</li> <li>Students will identify the parts of the guitar and describe how to care for the instrument.</li> </ol>

<b>Focus Standards Addressed in the Unit</b>	
<b>9.1.12</b>	<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities:</p> <p>Elements: duration, intensity, pitch, timbre</p> <p>Principles: composition, form, genre, harmony, rhythm, texture</p>
<b>9.1.12</b>	<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts:</p> <p>Sing, Play an instrument, read and notate music, compose and arrange, improvise.</p>
<b>9.1.12</b>	C. Integrate and apply advanced vocabulary to the arts forms.
<b>9.3.12</b>	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

<b>Important Standards Addressed in the Unit</b>	
<b>9.1.12</b>	G. Analyze the effect of rehearsal and practice sessions.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> <li>1. Playing the guitar is easy.</li> <li>2. Playing the guitar is like guitar hero.</li> <li>3. Why do we have to learn standard music notation?</li> </ol>	<ol style="list-style-type: none"> <li>1. Playing the guitar is a skill that can be developed.</li> <li>2. Playing the acoustic guitar is more difficult than playing a video game.</li> <li>3. Standard music notation is used in much guitar literature.</li> </ol>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>● Melody/Harmony</li> <li>● Rhythm</li> <li>● Pitch</li> <li>● Score Reading</li> <li>● Form</li> <li>● Dynamics</li> <li>● Tempo</li> <li>● Timbre</li> <li>● Texture</li> <li>● Key</li> <li>● Tonal Center</li> <li>● Intervals &amp; Scales</li> </ul>	<p>Students will play their guitars keeping a steady beat while strumming or fingerpicking.</p> <p>Students will build major scales and identify chords in major and minor.</p> <p>Students will identify and perform rhythmic patterns by strumming and fingerpicking.</p> <p>Students will identify, describe and perform the notes of pentatonic and diatonic scales.</p> <p>Students will recognize and describe relationships between scale steps.</p> <p>Students will explain how a key signature helps us understand the music's tonal center.</p> <p>Students will identify and describe Major versus Minor music.</p> <p>Students will identify the pitches in Major and Minor chords.</p>	<ul style="list-style-type: none"> <li>● Explore</li> <li>● Harmony</li> <li>● Improvisation</li> <li>● Interpret</li> <li>● Intervals</li> <li>● Keys and Key Signatures</li> <li>● Major Scale</li> <li>● Many symbols and dynamic terms</li> <li>● Many symbols and tempo words</li> <li>● Many symbols and terms for form.</li> <li>● Many symbols and terms for rhythm</li> <li>● Melody</li> <li>● Meter</li> <li>● Music Concepts</li> <li>● Musical Form</li> <li>● Notation</li> <li>● Perform</li> <li>● Pitch</li> <li>● Primary Chords</li> <li>● Range</li> <li>● Respond</li> <li>● Rhythm</li> <li>● Rhythmic Pattern</li> <li>● Scales</li> <li>● Score</li> <li>● Score</li> <li>● Sight-reading</li> <li>● Style/Articulation</li> <li>● Texture</li> <li>● Timbre</li> <li>● Time Signature</li> </ul>

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**Assessments:**

- Vocabulary Quizzes: Students will be required to learn music terminology within a given piece of music. This terminology will be cumulative.
  - Rehearsal: Students will be responsible for displaying music reading abilities.
  - Playing Grades: Students will periodically play an assignment for a grade.
  - Worksheets/Assignments: Students will complete assignments/worksheets to assist in the learning process.
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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

**Domain 3a Communicating with Students**

Directions and Procedures, Goals and objectives, whiteboards

**Domain 3b Using Questioning and Discussion Techniques**

Student participation, Hands on materials

**Domain 3c Engaging Students in Learning**

Student groups, activities and assignments, instructional materials and resources, cooperative groups, gradebook

**Domain 3d Using Assessment in Instruction**

Feedback to students, students self-assessment and monitoring, collecting classwork, examples of student work, teacher observations, rubrics

**Domain 3e Demonstrating Flexibility and Responsiveness**

Response to students, recordings

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**Differentiation:**

- Students who need assistance will be partnered with students who are high achievers.
  - Students will receive individual attention to aid their understanding.
  - Students will be given additional worksheets/assignments to aid in the understanding of elements of music.
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**Interdisciplinary Connections:**

- **English/Language Arts:** Reading, Vocabulary
  - **Mathematics:** Fractions, Division, Multiplication, Addition
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**Additional Resources:**

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**Created By:**

Laura Bissell

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## Beginner Guitar / Grades 9-12

### Unit 2- Chords/Chord Progressions

<b>Subject</b> Beginner Guitar	<b>Grade</b> 9-12	<b>Unit</b> Chords/Chord Progressions	<b>Suggested Timeline</b> Semester Class-90 days Continuous
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#### Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes\* of

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#### Grade Level Units

Unit 1 Music Fundamentals

**Unit 2 Chords/Chord Progressions**

Unit 3 Strumming Patterns

Unit 4 Ensemble Playing

Unit 5 Analyzing and Responding to Music

#### Unit Title

Chords/Chord Progressions

#### Unit Summary

This unit will be ongoing throughout the semester as the students learn to play new chords and chord progressions in different key signatures. They will incorporate music fundamentals as they learn chords and chord progressions.

<b>Unit Essential Questions</b>	<b>Key Understandings</b>
<ol style="list-style-type: none"> <li>1. How do I form chords on the guitar?</li> <li>2. What pitches make up a chord?</li> <li>3. How do I identify the Primary Chords?</li> <li>4. How do I build major and minor chords?</li> <li>5. How do I identify major and minor chords?</li> <li>6. How do I transpose music?</li> <li>7. How do I “play by ear”?</li> <li>8. How is the guitar used to create accompaniment?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate the proper formation of chords.</li> <li>2. Students will identify what notes make up a chord.</li> <li>3. Students will identify the primary chords.</li> <li>4. Students will demonstrate the ability to build major and minor chords.</li> <li>5. Students will identify whether a chord is major or minor.</li> <li>6. Students will have the ability to transpose music.</li> <li>7. Students will develop their skills in “playing by ear”.</li> <li>8. Students will identify how guitar playing is used to create accompaniment.</li> </ol>

<b>Focus Standards Addressed in the Unit</b>	
<b>9.1.12</b>	A. Know and use the elements and principles of each art form to create works in the arts and humanities: Elements: duration, intensity, pitch, timbre Principles: composition, form, genre, harmony, rhythm, texture
<b>9.1.12</b>	B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts: Sing, Play an instrument, read and notate music, compose and arrange, improvise.
<b>9.1.12</b>	C. Integrate and apply advanced vocabulary to the arts forms.
<b>9.2.12</b>	A. Explain the historical, cultural and social context of an individual work in the arts.
<b>9.2.12</b>	B. Relate works in the arts chronologically to historical events.
<b>9.3.12</b>	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

<b>Important Standards Addressed in the Unit</b>	
<b>9.1.12</b>	G. Analyze the effect of rehearsal and practice sessions.
<b>9.1.12</b>	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> <li>1. Playing chords is difficult and it hurts my fingers.</li> <li>2. I don't need to know standard musical notation to build chords.</li> <li>3. Artists make it look so easy.</li> <li>4. What can't I use my own chord formation?</li> </ol>	<ol style="list-style-type: none"> <li>1. Playing chords on the guitar takes practice and patience; and when you develop calluses on your fingertips, the strings will not hurt your fingers so much.</li> <li>2. Knowing music fundamentals will help you understand chords better.</li> <li>3. Once you are more comfortable playing, you will make it look easy too.</li> <li>4. How you form a chord must make physical sense for your fingers to be comfortable.</li> </ol>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>● Roman Numerals</li> <li>● Principal Chords</li> <li>● Tonality</li> <li>● Major Keys</li> <li>● Fingerings</li> <li>● Ear Training</li> <li>● Alternate fingerings</li> <li>● Guide finger</li> <li>● Chord Progressions</li> <li>● Minor Keys</li> <li>● 12-Bar Blues</li> <li>● Power Chords</li> <li>● Circle of Fifths</li> </ul>	<p>Students will complete playing assessments periodically.</p> <p>Students will draw fingerings on a chord frame/chart.</p> <p>Students will demonstrate their ability to identify Primary Chords in a certain key.</p> <p>Students will identify the Roman Numerals and the chords they represent.</p> <p>Students will self-evaluate.</p>	<ul style="list-style-type: none"> <li>● Arpeggio</li> <li>● Chromatic</li> <li>● Dominate</li> <li>● Embellished Chords</li> <li>● Fifths</li> <li>● Full bar Chords</li> <li>● Harmonic Minor Scale</li> <li>● Harmony</li> <li>● Major</li> <li>● Melody</li> <li>● Minor</li> <li>● Primary Chords</li> <li>● Progression</li> <li>● Root</li> <li>● Scales</li> <li>● Secondary Chords</li> <li>● Small bar Chords</li> <li>● Sub-dominate</li> <li>● Suspended Chords</li> <li>● Tonality</li> <li>● Tonic</li> </ul>

#### Assessments:

- Vocabulary Quizzes: Students will be required to learn music terminology within a given piece of music. This terminology will be cumulative.
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## **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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### **Domain 3a Communicating with Students**

Directions and Procedures, Goals and objectives, whiteboards

### **Domain 3b Using Questioning and Discussion Techniques**

Student participation, Hands on materials

### **Domain 3c Engaging Students in Learning**

Student groups, activities and assignments, instructional materials and resources, cooperative groups, gradebook

### **Domain 3d Using Assessment in Instruction**

Feedback to students, students self-assessment and monitoring, collecting classwork, examples of student work, teacher observations, rubrics

### **Domain 3e Demonstrating Flexibility and Responsiveness**

Response to students, recordings

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### **Differentiation:**

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### **Interdisciplinary Connections:**

- **English/Language Arts:** Reading, Vocabulary
  - **Mathematics:** Fractions, Division, Multiplication, Addition
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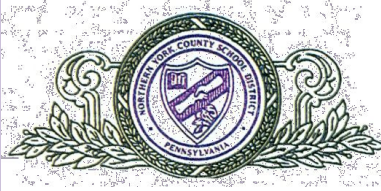
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**Created By:**  
Laura Bissell

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		<p align="center"><b>Beginner Guitar / Grades 9-12</b></p> <p align="center"><b>Unit 3- Strumming Patterns</b></p>	
<b>Subject</b> Beginner Guitar	<b>Grade</b> 9-12	<b>Unit</b> Strumming Patterns	<b>Suggested Timeline</b> Semester Class-90 days Continuous

### Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes\* of

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### Grade Level Units

Unit 1 Music Fundamentals

Unit 2 Chords/Chord Progressions

**Unit 3 Strumming Patterns**

Unit 4 Ensemble Playing

Unit 5 Analyzing and Responding to Music

### Unit Title

Strumming Patterns

### Unit Summary

In this continuous unit, students will learn a variety of different strumming patterns used in guitar playing. They will learn that strumming patterns can help identify the genre of music.

<b>Unit Essential Questions</b>	<b>Key Understandings</b>
<ol style="list-style-type: none"> <li>1. What are the symbols for up strums and down strums?</li> <li>2. How can a strumming pattern help me determine what genre of music a song is?</li> <li>3. How do I identify and perform different tempi found in our guitar literature?</li> <li>4. How do I play with fingerpicking style?</li> <li>5. What is the role of the right hand in fingerpicking style?</li> <li>6. What is the role of the left hand in fingerpicking style?</li> <li>7. What is arpeggio playing?</li> <li>8. How do I identify and perform different strumming patterns in guitar music?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify up and down symbols for guitar playing.</li> <li>2. Student will learn different types of genres associated with strumming patterns.</li> <li>3. Students will be able to strum in different tempos.</li> <li>4. Student will be able to demonstrate fingerpicking style.</li> <li>5. Students will demonstrate playing arpeggios?</li> <li>6. Students will identify and perform different strumming patterns.</li> <li>7. Students will demonstrate arpeggio playing.</li> <li>8. Students will identify and perform different strumming patterns?</li> </ol>

<b>Focus Standards Addressed in the Unit</b>	
<b>9.1.12</b>	<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities:</p> <p>Elements: duration, intensity, pitch, timbre</p> <p>Principles: composition, form, genre, harmony, rhythm, texture</p>
<b>9.1.12</b>	<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts:</p> <p>Sing, Play an instrument, read and notate music, compose and arrange, improvise.</p>
<b>9.1.12</b>	C. Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12</b>	F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
<b>9.1.12</b>	<p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performances spaces.</p> <ul style="list-style-type: none"> <li>● Evaluate the use and applications of materials</li> <li>● Evaluate issues of cleanliness related to the arts</li> <li>● Evaluate the use and applications of mechanical/electrical equipment.</li> <li>● Evaluate differences among selected physical space/environment</li> <li>● Evaluate the use and applications of safe props/stage equipment.</li> <li>● Evaluate the use and apply safe methods for storing materials in the arts.</li> </ul>
<b>9.2.12</b>	A. Explain the historical, cultural and social context of an individual work in the arts.
<b>9.2.12</b>	C. Relate works in the arts to varying styles and genre and to the period in which they were created.
<b>9.2.12</b>	J. Identify, explain and analyze traditions as they relate to works in the arts.

<b>9.3.12</b>	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
<b>9.4.12</b>	B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

<b>Important Standards Addressed in the Unit</b>	
<b>9.1.12</b>	G. Analyze the effect of rehearsal and practice sessions.
<b>9.1.12</b>	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

<b>Misconceptions</b>	<b>Proper Conceptions</b>
<ol style="list-style-type: none"> <li>1. Fingerpicking is hard.</li> <li>2. Students will play strumming patterns incorrectly.</li> <li>3. It's easier to play with a pick.</li> <li>4. Students will play the incorrect strings when fingerpicking.</li> </ol>	<ol style="list-style-type: none"> <li>1. As with anything new, it will seem difficult at first until you get the hang of it.</li> <li>2. We will use different methods to assist in learning and maintaining different strumming patterns.</li> <li>3. Playing using your fingers give you a better understanding of what you are doing by using your sense of touch.</li> <li>4. Students must use their sense of touch to feel where the strings are in order to play the appropriate string.</li> </ol>

<b>Concepts</b>	<b>Competencies</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>● Fingerpicking</li> <li>● Pickstyle</li> <li>● Fingerstyle</li> <li>● Strumming Patterns</li> <li>● Mute Technique</li> <li>● Blues Shuffle</li> <li>● Walking Bass</li> </ul>	<p>Students will complete playing assessments periodically.</p> <p>Students will draw strumming patterns in their music.</p> <p>Students will perform music in different fingerpicking styles.</p> <p>Students will identify what genre of music the strumming patterns indicate.</p> <p>Students will self evaluate.</p>	<ul style="list-style-type: none"> <li>● Accented Mute</li> <li>● Accompaniment</li> <li>● Arpeggio</li> <li>● Basic Strum No. 1</li> <li>● Basic Strum No. 2</li> <li>● Bass/Chord Strum</li> <li>● Blues Shuffle</li> <li>● Blues Strum</li> <li>● Chord/Mute Strum</li> <li>● Double Bass/Chord Strum</li> <li>● Fifth</li> <li>● Fingerpicking</li> <li>● Latin Strum</li> <li>● Mute Technique</li> <li>● Plucking</li> <li>● Power Chords</li> </ul>

	Students will perform strumming patterns in different time signatures.	<ul style="list-style-type: none"> <li>● Rhythm Guitar</li> <li>● Rock Ballad Strum</li> <li>● Rock/Mute Strum</li> <li>● Root</li> <li>● Shuffle Rhythm</li> <li>● Swing Eighths</li> <li>● Syncopated Strum</li> <li>● Tempo</li> <li>● Time Signature</li> <li>● Unaccented Mute</li> <li>● Variations</li> <li>● Walking the Bass</li> </ul>
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### Assessments:

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#### Domain 3e Demonstrating Flexibility and Responsiveness

Response to students, recordings

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  - *H.O.T (Hands on Training)* – First Year Guitar, by Nancy Lee Marsters
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**Created By:**

Laura Bissell

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## Beginner Guitar / Grades 9-12

### Unit 4 - Ensemble Playing

<b>Subject</b> Beginner Guitar	<b>Grade</b> 9-12	<b>Unit</b> Ensemble Playing	<b>Suggested Timeline</b> Semester Class-90 days Continuous
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#### Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes\* of

- Creating,
- Performing, and
- Responding.

These are the processes that musicians have followed for generations, even as they connect through music to their selves and their societies.

*Students need to have experience in creating to be successful musicians and to be successful 21st century citizens.*

*Students need to perform – as singers, as instrumentalists, and in their lives and careers.*

*Students need to respond to music, as well as to their culture, their community, and their colleagues.”*

#### Grade Level Units

Unit 1 Music Fundamentals

Unit 2 Chords/Chord Progressions

Unit 3 Strumming Patterns

**Unit 4 Ensemble Playing**

Unit 5 Analyzing and Responding to Music

#### Unit Title

Ensemble Playing

#### Unit Summary

This unit focuses on the importance of playing as an ensemble. Students should have the experience of playing alone and WITH others. Students will experience group performing by analyzing, creating and refining their individual skills.



<b>Unit Essential Questions</b>	<b>Key Understandings</b>
<ol style="list-style-type: none"> <li>1. What is the importance of balance in ensemble playing?</li> <li>2. What is the importance of tempi in ensemble playing?</li> <li>3. How do I “play by ear” in ensemble playing?</li> <li>4. What are the benefits of ensemble playing?</li> <li>5. How does one's music reading abilities impact others in ensemble playing?</li> <li>6. How does listening improve appreciation and performance?</li> <li>7. What is the role of rhythm in ensemble playing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will identify and describe the importance of balance in ensemble playing..</li> <li>2. Students will identify and describe the importance of tempi in ensemble playing.</li> <li>3. Students will demonstrate how to “play by ear” in ensemble playing.</li> <li>4. Students will describe the benefits of ensemble playing.</li> <li>5. Students will describe music literacy’s impact on ensemble playing.</li> <li>6. Students will describe how listening will improve appreciation and performance.</li> <li>7. Students will identify the role of rhythm in ensemble playing.</li> </ol>

<b>Focus Standards Addressed in the Unit</b>	
<b>9.1.12</b>	<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities:</p> <p>Elements: duration, intensity, pitch, timbre</p> <p>Principles: composition, form, genre, harmony, rhythm, texture</p>
<b>9.1.12</b>	<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts:</p> <p>Sing, Play an instrument, read and notate music, compose and arrange, improvise.</p>
<b>9.1.12</b>	C. Integrate and apply advanced vocabulary to the arts forms.
<b>9.3.12</b>	<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>● Compare and Contrast</li> <li>● Analyze</li> <li>● Interpret</li> <li>● Form and test hypotheses</li> <li>● Evaluate/form judgements</li> </ul>
<b>9.3.12</b>	C. Apply systems of classification for interpreting works in the arts and forming a critical response.
<b>9.3.12</b>	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
<b>9.3.12</b>	<p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>● Contextual criticism</li> <li>● Formal criticism</li> </ul>

	<ul style="list-style-type: none"> <li>● Intuitive criticism</li> </ul>
<b>9.3.12</b>	G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
<b>9.4.12</b>	B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

### Important Standards Addressed in the Unit

<b>9.1.12</b>	G. Analyze the effect of rehearsal and practice sessions.
<b>9.1.12</b>	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> <li>1. I can't keep up with the rest of the class.</li> <li>2. Jamming is the same thing as ensemble playing.</li> <li>3. Faster is better.</li> <li>4. I cannot practice at home because I don't have my guitar.</li> </ol>	<ol style="list-style-type: none"> <li>1. With practice, students can keep in tempo with the rest of the class.</li> <li>2. Ensemble playing is a well organized, structured form of playing, while jamming is more like improvisation.</li> <li>3. Faster tempo does not make it easier to play. You need to practice slowly and gradually increase speed.</li> <li>4. Playing the "air" guitar and thinking through the notes and positions is better than not rehearsing at all.</li> </ol>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>● Melody</li> <li>● Harmony</li> <li>● Ensemble</li> <li>● Tempo</li> <li>● Blend</li> <li>● Balance</li> <li>● Accompaniment</li> <li>● Lead</li> <li>● Rhythm/Bass</li> </ul>	<p>Students will work out of Guitar Ensemble Books to develop and refine their ensemble playing.</p> <p>Students will play guitar trios to enhance their ensemble playing.</p> <p>Students will self evaluate.</p> <p>Students will practice alone and with the group to enhance their playing skills.</p>	<ul style="list-style-type: none"> <li>● Accompaniment</li> <li>● Analyze</li> <li>● Balance</li> <li>● Bass</li> <li>● Blend</li> <li>● Ensemble</li> <li>● Harmony</li> <li>● Improvisation</li> <li>● Lead</li> <li>● Melody</li> <li>● Perform</li> <li>● Refine</li> <li>● Repertoire</li> <li>● Rhythm</li> <li>● Tempo</li> </ul>

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**Assessments:**

- Vocabulary Quizzes: Students will be required to learn music terminology within a given piece of music. This terminology will be cumulative.
  - Rehearsal: Students will be responsible for displaying music reading abilities.
  - Playing Grades: Students will periodically play an assignment for a grade.
  - Worksheets/Assignments: Students will complete assignments/worksheets to assist in the learning process.
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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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**Domain 3a Communicating with Students**

Directions and Procedures, Goals and objectives, whiteboards

**Domain 3b Using Questioning and Discussion Techniques**

Student participation, Hands on materials

**Domain 3c Engaging Students in Learning**

Student groups, activities and assignments, instructional materials and resources, cooperative groups, gradebook

**Domain 3d Using Assessment in Instruction**

Feedback to students, students self-assessment and monitoring, collecting classwork, examples of student work, teacher observations, rubrics

**Domain 3e Demonstrating Flexibility and Responsiveness**

Response to students, recordings

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**Differentiation:**

- Students who need assistance will be partnered with students who are high achievers.
  - Students will receive individual attention to aid their understanding.
  - Students will be given additional worksheets/assignments to aid in the understanding of elements of music.
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**Interdisciplinary Connections:**

- **English/Language Arts:** Reading, Vocabulary
  - **Mathematics:** Fractions, Division, Multiplication, Addition
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**Additional Resources:**

- *Jerry Snyder's Guitar School*, by Jerry Snyder.
  - <http://www.essentialguitar.com/>
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## Beginner Guitar / Grades 9-12

### Unit 5 - Analyzing and Responding to Music

<b>Subject</b> Beginner Guitar	<b>Grade</b> 9-12	<b>Unit</b> Analyzing and Responding to Music	<b>Suggested Timeline</b> Semester Class-90 days Continuous
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#### Grade Level Summary

From the **National Coalition for Core Arts Standards**

“Core music standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student’s ability to carry out the three Artistic Processes\* of

- Creating,
- Performing, and
- Responding.

These are the processes that musicians have followed for generations, even as they connect through music to their selves and their societies.

*Students need to have experience in creating to be successful musicians and to be successful 21st century citizens.*

*Students need to perform – as singers, as instrumentalists, and in their lives and careers.*

*Students need to respond to music, as well as to their culture, their community, and their colleagues.”*

#### Grade Level Units

Unit 1 Music Fundamentals

Unit 2 Chords/Chord Progressions

Unit 3 Strumming Patterns

Unit 4 Ensemble Playing

**Unit 5 Analyzing and Responding to Music**

#### Unit Title

Analyzing and Responding to Music

#### Unit Summary

Listening, analyzing, and making adjustments in exercises and in performance literature is a continual process of growth. Reflection on one’s own and others’ performance and application of one’s thoughts to one’s performance practice are the keys to success. Teachers demonstrate exemplary technique, helping students learn the characteristics of exemplary performance. Students evaluate specific performances and learn to make constructive criticism based on musical concepts. Appropriate rehearsal and performance etiquette is developed over time.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> <li>1. Why is musical meaning and interpretation important when making music?</li> <li>2. Why is it important to be able to analyze and critique the music that we listen to and perform?</li> <li>3. Why is it important to discuss how music makes us feel?</li> <li>4. How does good rehearsal behavior impact our performance behavior?</li> <li>5. What does our listening audience expect of us and what should we expect from them?</li> <li>6. How do musicians compare their work to the work of others?</li> <li>7. Why is it important to be able to create, recreate and perform music independently?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will determine why the meaning and interpretation of music is important.</li> <li>2. Students will understand why it is important to analyze and critique the music that they listen to and perform.</li> <li>3. Students will understand why it is important to discuss how music makes us feel.</li> <li>4. Students will understand how good rehearsal behavior impacts our performance behavior.</li> <li>5. Students will understand what the listening audience expects of them during their performance and what they should expect from them.</li> <li>6. Musicians use both aesthetic and critical processes to assess their own work and compare it to the work of others.</li> <li>7. While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently.</li> </ol>

Focus Standards Addressed in the Unit	
9.1.12	<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities:</p> <p>Elements: duration, intensity, pitch, timbre</p> <p>Principles: composition, form, genre, harmony, rhythm, texture</p>
9.1.12	<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts:</p> <p>Sing, Play an instrument, read and notate music, compose and arrange, improvise.</p>
9.1.12	C. Integrate and apply advanced vocabulary to the arts forms.
9.3.12	<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>● Compare and contrast</li> <li>● Analyze</li> <li>● Interpret</li> </ul>

	<ul style="list-style-type: none"> <li>● Form and test hypotheses</li> <li>● Evaluate/form judgments</li> </ul>
<b>9.3.12</b>	B. Determine and apply criteria to a person's work and works of others in the arts.
<b>9.3.12</b>	C. Apply systems of classification for interpreting works in the arts and forming a critical response.
<b>9.3.12</b>	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
<b>9.3.12</b>	E. Examine and evaluate various types of critical analysis of works in the arts and humanities. <ul style="list-style-type: none"> <li>● Contextual criticism</li> <li>● Formal criticism</li> <li>● Intuitive criticism</li> </ul>
<b>9.3.12</b>	G. Analyze works in the arts by referencing the judgements advanced by arts critics as well as one's own analysis and critique.

### Important Standards Addressed in the Unit

<b>9.1.12</b>	G. Analyze the effect of rehearsal and practice sessions.
<b>9.1.12</b>	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> <li>1. Knowing the correct notes and rhythms is all I need to put on a good performance.</li> <li>2. I cannot remain independent on my part.</li> <li>3. People say my performance was good or not good.</li> </ol>	<ol style="list-style-type: none"> <li>1. We want to add musicality to our music to enhance it and to express the emotion of the piece.</li> <li>2. With practice, you can become independent on your part.</li> <li>3. Judging a performance requires one to know what good sounds like. One must know what qualities a good performance has. They must be able to judge themselves after having the knowledge to explain what is good and what is not.</li> </ol>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>● Analyze</li> <li>● Relate</li> <li>● Examine</li> <li>● Create</li> <li>● Aesthetic Response</li> <li>● Critical Analysis</li> <li>● Evaluate</li> </ul>	<p>Students will reflect on their performance answering specific questions about that performance.</p> <p>Students will communicate a mood and meaning of the music to the listening audience.</p>	<ul style="list-style-type: none"> <li>● Arrangement</li> <li>● Composer</li> <li>● Demonstrate</li> <li>● Elements of music</li> <li>● Enduring understanding</li> <li>● Expression</li> <li>● Expressive aspects</li> </ul>

<ul style="list-style-type: none"> <li>• Respond</li> <li>• Connect</li> <li>• Perform</li> <li>• Listen</li> </ul>	<p>Students will describe why they like a piece of music and what emotions a piece of music makes them feel.</p> <p>Students will compare the similarities and differences between pieces of music.</p> <p>Students will compare different performances of themselves and/or others.</p> <p>Students will independently create, recreate, rehearse and perform musical works and explain why this is important.</p>	<ul style="list-style-type: none"> <li>• Expressive intent</li> <li>• Expressive qualities</li> <li>• Intent</li> <li>• Interpret</li> <li>• Mood</li> <li>• Perform</li> <li>• Performance Practice</li> <li>• Performance technique</li> <li>• Piece</li> <li>• Plan</li> <li>• Purpose</li> <li>• Refine</li> <li>• Respond</li> <li>• Section</li> <li>• Sensitivity</li> <li>• Setting</li> <li>• Stage Performance</li> <li>• Staging</li> <li>• Style</li> <li>• Technical challenges</li> <li>• Tension/Release</li> <li>• Texture</li> <li>• Tonality</li> <li>• Variety</li> <li>• Venue</li> </ul>
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#### **Assessments:**

- Vocabulary Quizzes: Students will be required to learn music terminology within a given piece of music. This terminology will be cumulative.
  - Rehearsal: Students will be responsible for displaying music reading abilities.
  - Playing Grades: Students will periodically play an assignment for a grade.
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#### **Suggested Strategies to Support Design of Coherent Instruction**

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Directions and Procedures, Goals and objectives, whiteboards

##### **Domain 3b Using Questioning and Discussion Techniques**

Student participation, Hands on materials

##### **Domain 3c Engaging Students in Learning**

Student groups, activities and assignments, instructional materials and resources, cooperative groups, gradebook

##### **Domain 3d Using Assessment in Instruction**

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Feedback to students, students self-assessment and monitoring, collecting classwork, examples of student work, teacher observations, rubrics

### **Domain 3e Demonstrating Flexibility and Responsiveness**

Response to students, recordings

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#### **Differentiation:**

- Students who need assistance will be partnered with students who are high achievers.
  - Students will receive individual attention to aid their understanding.
  - Students will be given additional worksheets/assignments to aid in the understanding of elements of music.
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#### **Interdisciplinary Connections:**

- **English/Language Arts:** Reading, Vocabulary
  - **Mathematics:** Fractions, Division, Multiplication, Addition
  - **Social Studies/History:** Historical events
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