

GUITAR 1

Grades 9, 10, 11, 12

Length: One Semester (Elective)

Prerequisite: Desire to sing and play guitar.

Course Overview: In Guitar 1, students with limited musical training or knowledge with guitar study will learn transferable music skills, including singing, reading a lead sheet, understanding and playing chords and chord progressions, improvising, simple arranging, basic music theory and history, the ability to learn music from a recording (by ear) as well as by note reading, which they can use to enjoy music now and as an adult. They will also develop sufficient background to better understand and enjoy the many styles of music available.

Units of Study:

Unit 1 - Getting started

- Finger, string, fret
- A short history of the Guitar
- Getting comfortable holding your Guitar
- 2 strumming patterns
- How to read lead sheets: lyrics and chords
- Form: intro, verse, chorus, bridge, outro
- Playing songs using the C and F chords
- Roles that music and musicians serve in different times and cultures – initial survey
- Listening / music history: How African spirituals, blues and gospel led to both jazz and rock; roles of music/musicians
- Review and assessment (playing and written)

Unit 2 – Tuning the Guitar

- Using assessment, teach in a new way what wasn't understood in Unit 1
- Introducing the G7 chord
- More strumming patterns
- Playing songs using the C, F and G7 chords (I IV V)
- Sing, then play, then both together!
- Sing and play 2 songs from other countries
- Some basic music theory
- Can you hear and recognize a I IV V chord progression?
- Listen and compare 3 different arrangements of a song – which do you prefer? Why?
- Listening / music history: American Roots music - the music of American Indians and America's immigrants; roles of music and musicians
- Review and assessment

Unit 3 - Learning to read music: read and write notes on the staff

- Melody picking
- Open string melodies
- Using assessment, teach in a new way what wasn't understood in Unit 2
- The G major pentatonic scale; improvising a short pentatonic melody
- Read and play two multicultural melodies
- Playing in ensembles
- Learn and be able to identify from recordings the 6 main elements of music
- Arranging part one: In small groups, choose a song to arrange for Guitars, voice and/or other instruments
- Listening / music history: American Roots Music – fiddle music, bluegrass, country, folk revival; roles of music and musicians
- Review and assessment

Unit 4 - Learning to read music continues: rhythmic notation

- The C Scale
- Read and play three melodies using the C scale
- Using assessment, teach in a new way what wasn't understood in Unit 3
- Playing in ensembles, C major tunes
- Improvising on the C scale, improvising rhythms 3/4 and 4/4 meter: feel the difference
- Create a rhythmic ostinato for accompaniment of a song
- Arranging part two: In small groups, decide the form of your song, who will play which parts, and rehearse
- Listening / music history: The Renaissance and Baroque; roles of music and musicians
- Review and assessment

Unit 5 - The F scale, parts one and two

- Read and play 6 multicultural melodies in F
- Using assessment, teach in a new way what wasn't understood in Unit 4
- Improvising on the F scale, improvising rhythms
- Learn 5 compositional techniques; apply to a phrase from one of our songs
- Arranging part three: each group will take turns performing for and critiquing each other; then rehearse improvements
- Listening/music history: The Classical and Romantic Compare
- Impressionism in music and art; roles of music and musicians
- Review and assessment

Unit 6 – More chords: C7, D7, E7, G7, A7. Bb, G, Am, Dm

- Playing songs using these new chords
- Using assessment, teach in a new way what wasn't understood in Unit 5
- New strumming patterns based on rhythms from songs
- The A minor scale & chord
- Major & minor tonalities: what's the difference?
- Improvisation groups: Am chord & improvisation on Am scale

- Listening / music history: 20 and 21 century classical music and / or Broadway musicals
- Career options for those who love music
- Each group plays their arrangement for the class
- Review, summary, written final, playing test
- Performance: Coffee house concert; other in-school or community performance opportunities

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets:

1) I can sing a song by rote. (S)

Benchmark 2: Students sing music written in four parts, with and without accompaniment. (K,S)

Learning Targets:

1) I can sing American folk and popular songs based on the I IV V chord progression. (K,S)

2) I can sing the American folk and popular songs based on the I IV V chord progressions while playing the guitar. (K,S)

Benchmark 3: Students demonstrate well-developed ensemble skills.

Learning Targets:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

Learning Targets:

1) I can play melodies and chords accurately on the guitar. (K,S)

2) I can play a variety of styles of music on the guitar. (K,S)

3) While playing, I can demonstrate good position and technique. (K,S)

4) I can play melodies and chords by ear. (K,S)

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

Learning Targets:

1) I can prepare and perform my part independently within the ensemble. (K,S)

Benchmark 3: Students perform in small ensembles with one student on a part.

Learning Targets:

- 2) I can feel a steady beat in order to play my part in rhythm with the other members of the ensemble. *(K,S)*

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.

Learning Targets

- 1) I can improvise in major, minor, or pentatonic over a drone. *(K,S,R)*
- 2) I can maintain an ostinato while others improvise a melody. *(K,S)*
- 3) I can improvise a phrase while others play a I-IV-V progression. *K,S,R)*

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Learning Targets:

- 1) I can improvise a rhythmic variation from a given rhythm. *(K,S,R)*
- 2) I can improvise a short variation on a given melody. *(K,S,R)*

Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Learning Targets:

- 1) I can improvise an accompaniment using a rhythmic ostinato. *(K,S,R)*

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

Learning Targets (Type):

- 1) I can apply three of the following techniques to a given melodic phrase from our repertoire: inversion, retrograde, sequencing, augmentation, diminution, change of meter. *(K,R,S,P)*

Benchmark 2: Students 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.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Learning Targets (Type):

- 1) I can arrange a song for guitars or guitar and voice. *(K,R,S,P)*

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Learning Targets (Type):

- 1) I can play a melody by reading the notes on a staff. *(K,R,S)*

- 2) I can play a rhythmic phrase that includes whole, half, eighth, and sixteenth notes by reading it on a staff. *(K,R,S)*
- 3) I can write and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*
- 4) I can notate rhythmic ideas that include whole, half, eighth, and sixteenth notes using traditional music notation. *(K,R,S)*

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Learning Targets :

- 1) I can name the six fundamental elements of music: melody, harmony, rhythm, tone color (timbre), texture (mono, homo, or poly-phonic), and form. *(K,R)*
- 2) I can describe how three of the elements work together to create the music I am listening to.
- 3) I can develop an understanding of music through listening to a variety of recordings and live concerts. *(K,R)*

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

Learning Targets :

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Learning Targets:

- 1) I can aurally recognize the difference in major and minor tonalities. *(K,R,S)*
- 2) I can aurally recognize the difference between $\frac{3}{4}$ and $\frac{4}{4}$ meters. *(K,R,S)*
- 3) I can aurally recognize the I-IV-V7 chord progression. *(K,R,S)*

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

Learning Targets:

- 1) I can listen to a recording or live performance for self or class assessment. *(K,R)*
- 2) I can give positive feedback to others and offer courteous, specific suggestions for improvements. *(K,S,R)*

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Learning Targets:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

Learning Targets:

1) I can identify common elements in at least two of the arts. *(K,R)*

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

Learning Targets:

1) I can describe some of the historical and social events of the time period in which songs in our repertoire were composed. *(K,R)*

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

Learning Targets (Type):

1) I can participate in interdisciplinary units by, for example, writing the lyrics (Language Arts) for my own song using a given melody or playing songs from an historical period being studied (Social Studies). *(K,R,P)*

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.

Benchmark 1: Students 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.

Learning Targets:

1) I can sing songs from other countries. *(K,S)*

2) I can sing songs from other countries while playing the guitar. *(K,S)*

3) I can explain what it means for a piece to be programmatic music. *(K,R)*

4) I can classify music by historical period into Renaissance, Baroque, Classical, Romantic, or 20th and 21st century categories. *(K,R)*

Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

Learning Targets:

1) I can trace different styles of American music to their origins. *(K,R)*

- 2) I can identify examples of the main styles of American music (spirituals, gospel, American roots music including American Indian, folk, blues, jazz, Broadway musical, classical) by listening to recordings. *(K,R)*
- 3) I can state or write the names of at least five well-known American and Native American musician. *(K,R)*

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Learning Targets:

- 1) I can describe several career options available to a person who loves music. *(K)*
- 2) I can identify at least five important composers throughout history. *(K)*
- 3) I can describe three uses of music in societies past and present. *(K,R)*
- 4) I can compare the functions of music in different cultures, including Montana American Indian cultures. *(K,R)*