

Scope and Sequence HS Guitar 1 + 2

	Semester 1			Semester 2		
Unit Name	Perform a Song/Part/Passage for the teacher.	Selecting music to perform for peers or in concert.	Perform a song/part/passage for peers or in concert.	Research a guitarist/performer	Draft/Rehearse composition individually or in small groups	Perform composition individually or in small groups
Suggested Timeframe	Students should be meeting this standard by mid-term of semester 1, and again at an Intermediate or higher level in Guitar 2.	Students should meet this standard somewhere between midterm and the end of Guitar 1 and again at an Intermediate or higher level in Guitar 2.	Students should meet this standard by the end of semester Guitar 1 and again at an Intermediate or higher level in Guitar 2.	Students should finish this by midterm Spring semester.	Students should finish this by midterm Spring semester.	Students should complete this by the end of the semester.
Unit Description	<p>Essential Question: How do you apply knowledge of guitar vocabulary to perform a piece?</p> <p>Description: Students should be able to perform some sort of passage by rote or notation and apply feedback from the teacher to refine performance.</p> <p>Media:</p>	<p>Essential Question: What piece of music would you like to perform based on your interest and ability?</p> <p>Description: Students should be given an option to perform a piece for evaluation. Prompt students to think about their own personal interest and ability when making a selection.</p> <p>Media:</p>	<p>Essential Question: How do you apply what you've learned to prepare for performance?</p> <p>Description: Students should perform a selected piece for peers or in concert, what works best for your given body of students in Guitar 1+2.</p> <p>Media:</p>	<p>Essential Question: What types of music are you interested in and why?</p> <p>Description: Students should research famous guitarists and explain their interest in a variety of music citing the elements of music.</p> <p>Media:</p>	<p>Essential Question: How can we use our knowledge on the guitar to generate and draft musical ideas?</p> <p>Description: Students work in small groups or individually to compose musical ideas. Use techniques to generate a melody, chordal harmony, percussive parts, etc.</p> <p>Media:</p>	<p>Essential Question:How do you apply rehearsal techniques to prepare for performance?</p> <p>Description: Students perform in small groups for peers or in concert and explain their compositional process.</p> <p>Media:</p>
Priority Standard:	MU.PR.5.HI.5 a. 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 apply practice strategies to address performance challenges and refine the performances.	MU.PR.4.HI.5a a. 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, as well as the context of the performances.	MU.PR.6.HI.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	MU.RE.8.HI.5 a. a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	MU.CR.2.HI.5a a. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	MU.CR.3.HI.5b b. Share final versions of simple melodies (such as two phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

Supporting Standards	MU.PR.4.HI.5b, MU.PR.4.HI.5c	MU.RE.7.HI.5b MU.RE.8.HI.5a	MU.PR.5.HI.5	MU.RE.7.HI.5a MU.RE.7.HI.5b	MU.CR.1.HI.5a	MU.CR.2.HI.5a
Summative Assessment	Performance of a piece/song, personally selected from class repertoire. Written test assessing applied knowledge of instrument vocabulary, and standard notation (notes in the 1st position, scales including the 1st string A for guitar 2).	Performance of a piece/song, personally selected from class repertoire. Written test assessing applied knowledge of instrument vocabulary, and standard notation (notes in the 1st position, scales including the 1st string A for guitar 2).	Performance of a piece/song, personally selected from class repertoire. Written test assessing applied knowledge of instrument vocabulary, and standard notation (notes in the 1st position, scales including the 1st string A for guitar 2).	Presentation on a specific guitarist, answering questions related to this standard.	Presenting a draft of composition to the teacher. Teachers should give feedback and other advice to help prepare for performance.	Performing composition for peers or in concert.
Performance/ Proficiency Rubrics	Performance Rubric: (mix of focus on facility to play the instrument and note reading): https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/2929/guitar%20rubric.pdf General Instrument Performance Rubric: https://docs.google.com/document/d/19YBwuyUkwMU4ot1gRcHNZVsOdHncGd0PHihSnYeMU4g/edit?usp=sharing	Performance Rubric: (mix of focus on facility to play the instrument and note reading): https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/2929/guitar%20rubric.pdf General Instrument Performance Rubric: https://docs.google.com/document/d/19YBwuyUkwMU4ot1gRcHNZVsOdHncGd0PHihSnYeMU4g/edit?usp=sharing	Performance Rubric: (mix of focus on facility to play the instrument and note reading): https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/2929/guitar%20rubric.pdf General Instrument Performance Rubric: https://docs.google.com/document/d/19YBwuyUkwMU4ot1gRcHNZVsOdHncGd0PHihSnYeMU4g/edit?usp=sharing	Performance Rubric: (mix of focus on facility to play the instrument and note reading): https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/2929/guitar%20rubric.pdf General Instrument Performance Rubric: https://docs.google.com/document/d/19YBwuyUkwMU4ot1gRcHNZVsOdHncGd0PHihSnYeMU4g/edit?usp=sharing	Performance Rubric: (mix of focus on facility to play the instrument and note reading): https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/2929/guitar%20rubric.pdf General Instrument Performance Rubric: https://docs.google.com/document/d/19YBwuyUkwMU4ot1gRcHNZVsOdHncGd0PHihSnYeMU4g/edit?usp=sharing	Performance Rubric: (mix of focus on facility to play the instrument and note reading): https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/2929/guitar%20rubric.pdf General Instrument Performance Rubric: https://docs.google.com/document/d/19YBwuyUkwMU4ot1gRcHNZVsOdHncGd0PHihSnYeMU4g/edit?usp=sharing

<p>Resources</p>	<p>Little Kids Rock: (this resource may appear to be appropriate for middle school, but has very helpful lesson plans, worksheets, and very intuitive approaches for guitar pedagogy to pull from).</p> <p>https://jamzone.littlekidsrock.org/teachers/teachers-teaching-resources/</p> <p>https://mk0jamzonelittl1k9.kinstacdn.com/wp-content/uploads/2015/10/FourChordsDiagrams-Cover-1.pdf</p> <p>https://jamzone.littlekidsrock.org/lesson-plans/?instrument=guitar</p> <p>-----</p> <p>Teaching Guitar Workshops (provides excellent PD's and resources)</p> <p>https://www.guitaredunet.org/</p> <p>Teaching Beginning Guitar: A Practical Guide (My number one recommendation for as a guide to structuring and teaching guitar classes at multiple levels. Bill Swick is an excellent guitar educator and has established some outstanding programs in Clark County Schools, Nevada.)</p> <p>https://www.google.com/search?q=teaching+beginning+guitar+class+a+practical+guide&rlz=1C1GCEA_enUS932US932&ei=uLLHYNyUKfT19APxvbOABg&og=Teaching+Beginning+Guitar+A+&gs_lcp=Cgdnd3Mtd2l6EAEYADIGCAAQFhAeOgclABBHELADOGUIABCGAZoICCEQFhAdEB5Q3SBYqy9gkTdoAnACeACAAYoBiAHsBJIBAzEuNjgBAKAB AaoBB2d3cy13aXrIAQjAAQE&scient=gws-wiz</p> <p>https://nafme.org/wp-content/uploads/2019/01/Bill-Swick-Headshot-Bio.pdf</p>					
<p>Academic Vocabulary</p>	<p>Instrument Vocabulary including but not limited to: fret numbers, string numbers, LH finger numbers, soundhole, bridge, neck, body, headstock, (most importantly, repeated practice identifying string/fret numbers).</p> <p>Notation Vocabulary including but not limited to: Chord diagrams, Chord charts, Treble Clef, Staff, Quarter/Eighth, bar lines, measure (Focus on note reading beginning on the 1st string in 1st position (not the sixth).</p>	<p>Instrument Vocabulary including but not limited to: fret numbers, string numbers, LH finger numbers, soundhole, bridge, neck, body, headstock, (most importantly, repeated practice identifying string/fret numbers).</p> <p>Notation Vocabulary including but not limited to: Chord diagrams, Chord charts, Treble Clef, Staff, Quarter/Eighth, bar lines, measure (Focus on note reading beginning on the 1st string in 1st position (not the sixth).</p>	<p>Instrument Vocabulary including but not limited to: fret numbers, string numbers, LH finger numbers, soundhole, bridge, neck, body, headstock, (most importantly, repeated practice identifying string/fret numbers).</p> <p>Notation Vocabulary including but not limited to: Chord diagrams, Chord charts, Treble Clef, Staff, Quarter/Eighth, bar lines, measure (Focus on note reading beginning on the 1st string in 1st position (not the sixth).</p>	<p>Genre Vocabulary: Various genres of music *See Foundation Skills under Responding Standards.</p>	<p>Composition Vocabulary: Elements of Music, song structures, *See Foundational Skills under Creating Standards</p>	<p>Composition Vocabulary: Elements of Music, song structures, *See Foundational Skills under Creating Standards</p>

