

Scope and Sequence HS Guitar 3 - 4

	Semester 1			Semester 2		
Unit Name	Selecting music to perform.	Perform a Song/Part/Passage for the class	Perform a song/part/passage for peers or in concert.	Music (guitar) in various cultures	Draft/Rehearse composition individually or in small groups	Perform composition individually or in small groups or in concert
Suggested Timeframe	Students should be meeting this standard by mid-term of semester 1	Students should meet this standard somewhere between midterm and the end of semester 1.	Students should meet this standard by the end of semester 1.	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: 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: What criteria can we use to evaluate a performance?</p> <p>Description: Students perform for each other in small groups and work in constructive ways to improve performance.</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 3+4.</p> <p>Media:</p>	<p>Essential Question: How have guitarists used music to express societal/personal ideas?</p> <p>Description: Students should research famous guitarists and explain the connection between their art and society.</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.4.HI.HS1a a. Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns).	MU.PR.5.HI.HS1a a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.	MU.PR.6.HI.HS1a a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating sensitivity to the	MU.CN.11.HI.5a a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance	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.

			audience and an understanding of the context (social, cultural, or historical)			
Supporting Standards	MU.PR.4.HI.HS1b, MU.PR.4.HI.HS1c	MU.PR.4.HI.HS1c	MU.PR.5.HI.HS1a	MU.CN.10.HI.5a MU.CN.10.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 more appropriate for middle school, but have 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&oq=Teaching+Beginning+Guitar+A+&gs_lcp=Cgdnd3Mtd2l6EAEYADIGCAAQFhAeOgclABBHELADOGUIABCGAzoICCEQFhAdEB5Q3SBYqy9gkTdoAnAcEACAAYoBiAHsBJIBAzEuNjgBAKABAoBB2d3cy13aXrIAQjAAQE&sclient=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>*See Foundational Skills under Performing Standards</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>*See Foundational Skills under Performing Standards</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>*See Foundational Skills under Performing Standards</p>	<p>Genre Vocabulary: Various genres, world cultures * See Foundation Skills under Connecting Standards</p>	<p>Composition Vocabulary: Elements of Music *See Foundational Skills under Creating Standards</p>	<p>Composition Vocabulary: Elements of Music *See Foundational Skills under Creating Standards</p>