

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Guitar I

Grade Level: High School (9-12)

Date of Board Approval: _____ 2017 _____

Planned Instruction

Title of Planned Instruction: Guitar I

Subject Area: Music

Grade(s): 9-12

Course Description: This course is designed to introduce students to playing the guitar at the beginner level. Students will learn proper playing technique and how to read music in standard notation written for guitar, such as chord diagrams, melody, and bass lines. Small ensembles will be formed within each class, requiring teamwork and musical independence. Students will learn how to arrange songs for class performances, and will be required to play and sing in front of an audience of their peers. Individual students are tested on technical skills through numerous skill proficiencies, as well as written tests. All equipment and materials, including guitars, will be provided. There are no prerequisites for this course.

Time/Credit for the Course: Semester, 90 days

Curriculum Writing Committee: Kelly Craver

Curriculum Map

1. Marking Period One -Overview with time range in days: 45 days

Marking Period One -Goals:

Students will begin by learning the basic skills needed to play guitar, starting with correct body position and parts of the guitar. Students will be able to read chord diagrams, strum patterns, move smoothly from chord to chord, tune each string on the guitar, play scales and natural notes in first position, perform songs in the blues style, and recognize rhythm symbols. Students will also be able to perform songs as a group and individually.

Understanding of:

- Proper guitar playing technique and body position
- Parts of the guitar
- Chord diagrams and how to read them
- Chord progressions
- Tuning the guitar
- Performing scales and natural notes in first position
- Blues style
- Rhythm symbols, note values, and counting

2. Marking Period Two -Overview with time range in days: 45 days

Marking Period Two -Goals:

Students will continue to recognize rhythm symbols, notes values and counting from the previous marking period. Students will be able to read notes in the treble staff written for guitar, play scales written in standard notation in first position, identify individual notes on strings 1 through 6, and perform in trios and other small groups using written music. Students will also be able to develop rhythms and styles to accompany vocal music, pick technique, and arrange songs for trios and small ensembles. There will be a brief introduction into barre chords that will lead into the second level of this course.

Understanding of:

- Rhythm symbols, note values, and counting
- Reading notes in the treble staff
- Notation of scales in first position
- Individual notes on strings 1 through 6
- Musical independence and ensemble playing
- Accompaniment rhythms and styles
- Pick technique
- Arranging songs using chords, melody, and bass lines
- Barre chords

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UNIT 1: Rhythm Guitar

Big Idea # 1: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Concepts: Practice is vital to the development of skills needed to perform a varied repertoire of music.

Competencies: 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.

Big Idea # 2: There are formal and informal processes used to assess the quality of works in the arts.

Essential Question: How do musicians compare their work to the work of others?

Concepts: Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.

Competencies: Analyze their own performances and compositions and make judgements about their own works as compared with those of other performers and composers.

Big Idea # 3: The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

Essential Question: Why is it important to be able to create, recreate, and perform music independently?

Concepts: 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.

Competencies: Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.

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Curriculum Plan

Unit 1: Rhythm Guitar

Time Range in Days: 41 days

Standard(s): Pennsylvania Academic Standards for the Arts and Humanities

Standards Addressed: 9.1; 9.2; 9.3; 9.4

Anchor(s): [9.1.12.A](#); [9.1.12.B](#); [9.1.12.C](#); [9.1.12.D](#); [9.1.12.E](#); [9.1.12.G](#); [9.1.12.H](#); [9.1.12.I](#); [9.1.12.J](#); [9.1.12.K](#); [9.2.12.A](#); [9.2.12.B](#); [9.2.12.C](#); [9.2.12.D](#); [9.2.12.E](#); [9.2.12.F](#); [9.2.12.J](#); [9.2.12.K](#); [9.2.12.L](#); [9.3.12.A](#); [9.3.12.B](#); [9.3.12.C](#); [9.3.12.D](#); [9.3.12.E](#); [9.3.12.G](#); [9.4.12.A](#); [9.4.12.B](#); [9.4.12.C](#); [9.4.12.D](#)

Overview: An introduction of the basic skills needed to play guitar, beginning with correct body position and parts of the guitar. Students are taught how to read chord diagrams, strum patterns, moving smoothly from chord to chord, tuning, scales in first position, and playing the blues. Seven chord progressions (I-IV-V7 or i-iv-V7) are taught throughout the unit (D, A, G, E, Em, Am, and C). Students perform individual recitals using songs of their choice and specific chord criteria. Individual students are tested on technical skills through numerous skill proficiencies, as well as written tests.

Focus Question(s):

- How do I hold, strum, and produce a strong sound on the guitar?
- How do I read chord diagrams?
- What are chord progressions?
- What are strum patterns and how do I play them on the guitar?
- How do I read music written for the guitar?
- How do I smoothly transition from chord to chord?
- How do I tune the guitar?
- What is first position and how do I use it to play scales?
- What are the blues and how do I play them on the guitar?

Goals: Students will be able to play the guitar using proper technique, perform written music and chord progressions smoothly without the use of chord diagrams, correctly tune the guitar, perform scales in first position, and play in the blues style.

Objectives:

- Students will be able to play the guitar with correct body position and technique. (DOK Level 1)
- Students will be able to identify the parts of the guitar. (DOK Level 1)
- Students will be able to accurately read chord diagrams. (DOK Level 1)
- Students will identify patterns to ensure quicker switch time between chords (DOK Level 2)
- Students will be able to tune the guitar to itself in relation to each string, as well as using a guitar tuner. (DOK Level 2)

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- Students will be able to apply their knowledge of chords to playing scales in first position. (DOK Level 4)
- Students will be able to play the 12-bar blues and compare blues progressions to non-blues progressions. (DOK Level 3)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will be able to accurately assess themselves and their peers on necessary skills needed for skill proficiencies. (DOK Level 3)
- Students will be able to critique music performances through individual and trio recitals. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of music notation.
 - Review proper process for rehearsing.
- **Introduction of New Concepts**
 - Introduction of correct body position.
 - Introduction to parts of the guitar.
 - Introduction of chord diagrams and how to read them.
 - Introduction of chord progressions.
 - Introduction to guitar tuning.
 - Introduction to first position and scales.
 - Introduction to the blues.
- **Demonstration and Practice**
 - Students will engage in self-guided practice time.
 - Students will have the opportunity for one-on-one or small group tutoring.
- **Execution**
 - Individual and Trio Recitals
 - Students will demonstrate their execution of specific chords and chord progressions, such as D-A7, using songs of their choice.
 - Students will perform for the class.
 - Some recital performances are pass/fail and some are graded with weighted criteria.
 - Skill Proficiencies
 - Students will be periodically tested of the development of specific skills, such as hand and body position, chord changes, and steady strumming.
 - Written Tests
 - Knowledge of string names, parts of the guitar, chord diagrams, music notation, music vocabulary, chord identification, chord progressions, and strumming.

Assessments:

Diagnostic:

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- Daily Teacher Observation
- Questioning
- Listening Journals

Formative:

- Daily review of prior concepts
- Chord worksheets
- Self/Group Assessments
- Practice Logs

Summative:

- Individual and Trio Recitals
- Skill Proficiencies
- Written Tests

Extensions:

- Increase/decrease skill proficiency content
- Additional supplemental performance material

Correctives:

- In-class tutoring (one-on-one or small group)
- Re-teaching

Materials and Resources:

- Guitars
- Method Book
- Handouts
- Skill Proficiency Rubrics
- Written Tests
- Audio and video examples

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UNIT 2: Melody

Big Idea # 1: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Concepts: Practice is vital to the development of skills needed to perform a varied repertoire of music.

Competencies: 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.

Big Idea # 2: There are formal and informal processes used to assess the quality of works in the arts.

Essential Question: How do musicians compare their work to the work of others?

Concepts: Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.

Competencies: Analyze their own performances and compositions and make judgements about their own works as compared with those of other performers and composers.

Big Idea # 3: The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

Essential Question: Why is it important to be able to create, recreate, and perform music independently?

Concepts: 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.

Competencies: Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.

Curriculum Plan

Unit 2: Melody

Time Range in Days: 29 days

Standard(s): Pennsylvania Academic Standards for the Arts and Humanities

Standards Addressed: 9.1; 9.2; 9.3; 9.4

Anchor(s): [9.1.12.A](#); [9.1.12.B](#); [9.1.12.C](#); [9.1.12.E](#); [9.1.12.G](#); [9.1.12.H](#); [9.1.12.I](#); [9.1.12.J](#); [9.1.12.K](#); [9.2.12.A](#); [9.2.12.B](#); [9.2.12.C](#); [9.2.12.D](#); [9.2.12.E](#); [9.2.12.F](#); [9.2.12.J](#); [9.2.12.K](#); [9.2.12.L](#); [9.3.12.A](#); [9.3.12.B](#); [9.3.12.C](#); [9.3.12.D](#); [9.3.12.E](#); [9.3.12.G](#); [9.4.12.A](#); [9.4.12.B](#); [9.4.12.C](#); [9.4.12.D](#)

Overview: Students are introduced to playing melody on the guitar. Understanding first position finger placement on the fretboard is continued from the previous unit. Rhythm concepts such as rhythm symbols, note values, and counting are introduced. Reading notes in treble clef and corresponding written notation to pitches on the instrument are also introduced in this unit. Students begin to learn musical independence through performance in trio recitals. Individual students are tested on technical skills through numerous skill proficiencies, as well as written tests.

Focus Question(s):

- What is first position on the guitar?
- What is rhythm and how do I use it to perform music?
- How do I read music written for the guitar?
- How do I read and perform scales in first position?
- How do I perform music with other people?

Goals: Students will be able to play the guitar using proper technique, play natural notes in first position, understand rhythm symbols, values, and counting, read notes in treble clef, notate scales in first position, play pitches on strings one through six, and perform written music in small groups.

Objectives:

- Students will be able to play the guitar with correct body position and technique. (DOK Level 1)
- Students will be able to apply their knowledge of chords to playing scales in first position. (DOK Level 4)
- Students will be able to accurately assess themselves and their peers on necessary skills needed for skill proficiencies. (DOK Level 3)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will be able to critique music performances through individual and trio recitals. (DOK Level 4)

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- Students will be able to relate written music notation to pitches on the guitar. (DOK Level 2)
- Students will be able to identify and apply rhythm concepts into individual and ensemble performance. (DOK Levels 1 and 4)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of music notation.
 - Review of correct body position.
- **Introduction of New Concepts**
 - Introduction of natural notes in first position.
 - Introduction of rhythm symbols, values, and counting.
 - Introduction of treble clef note names.
 - Introduction of notation of first position scales.
 - Introduction to notes on strings 1-6.
 - Introduction to performing trios using written notation.
- **Demonstration and Practice**
 - Students will engage in self-guided practice time.
 - Students will have the opportunity for one-on-one or small group tutoring.
- **Execution**
 - Trio Recitals
 - Students will demonstrate their execution of specific skills, such as performing independent lines within a group, rhythm accuracy, and proper playing position.
 - Students will perform for the class.
 - Performances are graded with weighted criteria and rubric.
 - Skill Proficiencies
 - Students will be periodically tested of the development of specific skills, such as natural notes scales in first position, notation on strings 1-6, chromatic notes in first position, and song performance in first position.
 - Written Tests
 - Knowledge of rhythm concepts, counting, chord diagrams and music notation.

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Listening Journals

Formative:

- Daily review of prior concepts
- Worksheets

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- Self/Group Assessments
- Practice Logs

Summative:

- Trio Recitals
- Skill Proficiencies
- Written Tests

Extensions:

- Increase/decrease skill proficiency content
- Additional supplemental performance material

Correctives:

- In-class tutoring (one-on-one or small group)
- Re-teaching

Materials and Resources:

- Guitars
- Method Book
- Handouts
- Skill Proficiency Rubrics
- Written Tests
- Audio and video examples

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UNIT 3: Playing R-5 Bass and the Three Person Combo

Big Idea # 1: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Concepts: Practice is vital to the development of skills needed to perform a varied repertoire of music.

Competencies: 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.

Big Idea # 2: There are formal and informal processes used to assess the quality of works in the arts.

Essential Question: How do musicians compare their work to the work of others?

Concepts: Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.

Competencies: Analyze their own performances and compositions and make judgements about their own works as compared with those of other performers and composers.

Big Idea # 3: The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

Essential Question: Why is it important to be able to create, recreate, and perform music independently?

Concepts: 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.

Competencies: Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.

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Curriculum Plan

Unit 3: Playing R-5 Bass and the Three Person Combo

Time Range in Days: 20 days

Standard(s): Pennsylvania Academic Standards for the Arts and Humanities

Standards Addressed: 9.1; 9.2; 9.3; 9.4

Anchor(s): [9.1.12.A](#); [9.1.12.B](#); [9.1.12.C](#); [9.1.12.E](#); [9.1.12.G](#); [9.1.12.H](#); [9.1.12.I](#); [9.1.12.J](#); [9.1.12.K](#); [9.2.12.A](#); [9.2.12.B](#); [9.2.12.C](#); [9.2.12.D](#); [9.2.12.E](#); [9.2.12.F](#); [9.2.12.J](#); [9.2.12.K](#); [9.2.12.L](#); [9.3.12.A](#); [9.3.12.B](#); [9.3.12.C](#); [9.3.12.D](#); [9.3.12.E](#); [9.3.12.G](#); [9.4.12.A](#); [9.4.12.B](#); [9.4.12.C](#); [9.4.12.D](#)

Overview: The beginning of this unit focuses on play in a variety of accompaniment styles using the root and 5th of each chord. Students will learn how to develop pick technique through a series of practice drills. Toward the end of the unit, students will begin to play barre chords, which will lead into the next course. Students continue to learn musical independence through performance in trio recitals. Individual students are tested on technical skills through numerous skill proficiencies, as well as written tests.

Focus Question(s):

- What is root-5th bass accompaniment?
- What are the different types of accompaniment styles?
- How do I develop pick technique?
- What are barre chords?

Goals: Students will be able to play the guitar using proper technique, perform root-5th bass playing in a variety of accompaniments and style, develop pick technique through drills, apply the combination of chords, melody, and R-5 bass in an ensemble setting, and begin playing barre chords.

Objectives:

- Students will be able to play the guitar with correct body position and technique. (DOK Level 1)
- Students will be able to accurately assess themselves and their peers on necessary skills needed for skill proficiencies. (DOK Level 3)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will be able to critique music performances through individual and trio recitals. (DOK Level 4)
- Students will be able to relate written music notation to pitches on the guitar. (DOK Level 2)
- Students will be able to apply their knowledge of chords, melody, and R-5 bass playing into small ensemble performances. (DOK Level 4)

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Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of music notation.
 - Review of correct body position.
- **Introduction of New Concepts**
 - Introduction of root-5th bass playing in a variety of accompaniment rhythms and styles.
 - Introduction of technique drills targeted to development of single-string alternate pick technique.
 - Application of chords, melody, and R-5 bass in ensemble setting.
 - Introduction to barre chords.
- **Demonstration and Practice**
 - Students will engage in self-guided practice time.
 - Students will have the opportunity for one-on-one or small group tutoring.
- **Execution**
 - Trio Recitals
 - Students will demonstrate their execution of specific skills, such as performing independent lines within a group, rhythm accuracy, and proper playing position.
 - Students will perform for the class.
 - Performances are graded with weighted criteria and rubric.
 - Skill Proficiencies
 - Students will be periodically tested of the development of specific skills, such as playing root-5th bass in assigned music, and arrangements for trio combo.
 - Written Test
 - Knowledge of rhythm concepts, counting, chord diagrams and music notation.

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Listening Journals

Formative:

- Daily review of prior concepts
- Worksheets
- Self/Group Assessments
- Practice Logs

Summative:

- Trio Recitals

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- Skill Proficiencies
- Written Tests

Extensions:

- Increase/decrease skill proficiency content
- Additional supplemental performance material

Correctives:

- In-class tutoring (one-on-one or small group)
- Re-teaching

Materials and Resources:

- Guitars
- Method Book
- Handouts
- Skill Proficiency Rubrics
- Written Tests
- Audio and video examples

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Hands-On Training (H.O.T.) First Year Guitar

Textbook ISBN #: 978-0-9860175-0-6

Textbook Publisher &Year of Publication: Class Guitar Resources, Inc. 2015

Curriculum Textbook is utilized in (title of course): Guitar I

Please complete one sheet for each primary textbook.

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Checklist to Complete and Submit:

(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of "First and Second Reviewers." Each Reviewer must sign & date below.

First Reviewer Printed Name _____

First Reviewer Signature _____ Date _____

Second Reviewer Printed Name _____

Second Reviewer Signature _____ Date _____