

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Guitar II

Grade Level: High School (9-12)

Date of Board Approval: _____ 2017 _____

Planned Instruction

Title of Planned Instruction: Guitar II

Subject Area: Music

Grade(s): 9-12

Course Description: This course is a continuation of the material learned in Guitar I. Students will dive deeper in depth into the basics of guitar playing, such as barre chords, scales, and transposition. Reading music in standard notation will be reinforced, as well as an introduction into reading tablature. Students will be required to play and sing in small ensembles for in class and public performances. 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. The prerequisite(s) for this is course is either the successful completion of Guitar I, or an audition with the teacher consisting of identifying concepts mastered in Guitar I, and performing melodic and bass lines, chords, and sight-reading at the beginning level.

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 reviewing concepts mastered in Guitar I, such as tuning the guitar, correct body position and technique, reading standard notation, and musical independence & ensemble playing. Students will be able to play the guitar using proper technique, perform barre chords using E and A shapes, construct and perform major scales, develop stroke, picking, and muting techniques in the right hand, construct and perform major 7th chords, and identify key signatures. They will also be able to read and perform arpeggios while reading standard notation.

Understanding of:

- Barre chords
- Major scale performance and construction
- Stroke, picking, and muting techniques in the right hand
- Construct and perform major 7th chords
- Key signatures
- Arpeggios

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

Marking Period Two -Goals:

Students will be able to read and play tablature with rhythm symbols attached, translate and connect tablature to standard notation, develop Hammer-On, Pull-Off, and Slide techniques, identify natural notes on frets 1 through 12, and perform scales and melodies in 5th position. They will also be able to identify 6/8 time signature and understand how to count using rhythm symbols and note values. Students will use their prior knowledge of major scales to construct and play major chords, and adjust major chords to create minor chords. Songs learned earlier in the course will be used to learn transposition with the use of a capo, and students will be able to identify and label chords using Roman numerals.

Understanding of:

- Tablature and its relationship to standard notation
- Hammer-On, Pull-Off, and Slide techniques
- Natural notes on frets 1 through 12
- 6/8 time signature
- Triad theory
- Transposition and capo use
- Roman numeral analysis

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UNIT 1: Barre Chords, Major Scales, and Power Chords

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: Barre Chords, Major Scales, and Power Chords

Time Range in Days: 32 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: This unit will begin by review concepts mastered in Guitar I, such as tuning the guitar, correct body position and technique, reading standard notation, and musical independence & ensemble playing. Students will continue barre chords, which was introduced toward the end of Guitar I. Major scale performance and construction is learned in this unit, and will be tied into identifying key signatures. Students will learn to develop stroke, picking, and muting techniques in the right hand. Power chords, as well as major 7th chord performance and construction is taught in this unit. 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 are barre chords?
- What are major scales and how are they constructed?
- How do I develop stroke, picking, and muting techniques using the right hand?
- What are power chords?
- What are major 7th chords and how are they constructed?
- How do I identify key signatures?

Goals: Students will be able to play the guitar using proper technique, perform barre chords using E and A shapes, construct and perform major scales, develop stroke, picking, and muting techniques in the right hand, construct and perform major 7th chords, and identify key signatures.

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)

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- 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 develop facility in shifting between E and A barre shapes and regular chords. (DOK Level 2)
- Students will be able to identify, construct, and perform major scales using their knowledge of key signatures. (DOK Levels 1 and 3)
- Students will be able to develop stroke, picking, and muting techniques using the right hand. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of correct body position, parts of the guitar, and guitar tuning.
 - Review of chord diagrams and standard music notation.
 - Review of application of chords, melody, and R-5 bass in ensemble setting.
- **Introduction of New Concepts**
 - Introduction of E and A family barre chord shapes, scales, and placement.
 - Application of playing chord progressions and songs using exclusively E shapes.
 - Application of playing chord progressions and songs using exclusively A shapes.
 - Introduction to combining E and A barres in chord progressions and songs.
 - Develop left hand technique through performance of major scales.
 - Introduction and application of right hand rest stroke technique (*i-m* or *m-i*).
 - Application of alternate picking technique to scale performance.
 - Introduction to 2 and 3-note power chords.
 - Application palm muting technique to power chords.
 - Construction and performance of major scales and major 7 chords.
 - Identification of key signatures.
- **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 E and A family barre chords and power chords, while performing with an ensemble and with 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 proper execution of barre and power chords, memorization of note names while playing, major scales with and without a pick, and correct hand and body position.

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- Some proficiencies are pass/fail and some are graded with weighted criteria.
- Written Tests
 - Knowledge of chord diagrams, major scale construction, key signature identification, power chords and amp tones, and major 7th chords.

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Listening Journals

Formative:

- Daily review of prior concepts
- 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: Arpeggios, Tablature, and Natural Notes

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.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 2: Arpeggios, Tablature, and Natural Notes

Time Range in Days: 34 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: This unit begins with arpeggios and the technique to execute them correctly. Time will be spent on specific motions and movements to create quality right hand technique and tone. Students will learn how to read tablature and translate it to standard music notation. New playing techniques, such as Hammer-On, Pull-Off, and Slide will be introduced. Students will begin to play in 5th position and be able to identify natural notes in frets 1 through 12. Individual students are tested on technical skills through numerous skill proficiencies, as well as written tests.

Focus Question(s):

- What is an arpeggio?
- How do I create quality right hand technique and tone?
- What exercises can I do to develop multiple right hand patterns?
- What is tablature?
- How do I translate tablature to standard notation?
- What is 5th position?

Goals: Students will be able to play the guitar using proper technique, read and perform arpeggios while reading standard notation, read and play tablature with rhythm symbols attached, translate and connect tablature to standard notation, develop Hammer-On, Pull-Off, and Slide techniques, identify natural notes on frets 1 through 12, and perform scales and melodies in 5th position.

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 relate written music notation to pitches on the guitar. (DOK Level 2)

DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to develop proper finger technique through the performance of arpeggios. (DOK Level 2)
- Students will be able to demonstrate mastery of playing in fifth position through performance of scales and melodies. (DOK Level 4)
- Students will be able to connect tablature to standard notation. (DOK Level 4)
- Students will be able to develop new playing techniques, such as Hammer-On, Pull-Off, and Slide. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of correct body position and guitar tuning.
 - Review of chord diagrams and standard music notation.
- **Introduction of New Concepts**
 - Introduction of right hand arpeggio performance using standard notation.
 - Development of specific motions and movements to create quality right hand technique and tone.
 - Introduction and application of Travis picking and other patterns using lead sheets.
 - Introduction to tablature (with rhythm symbols and translation to standard notation).
 - Introduction to new playing techniques: Hammer-On, Pull-Off, and Slide.
 - Introduction to natural notes on frets 1 through 12.
 - Application of performing standard notation in 5th position.
 - Introduction to short form 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**
 - Skill Proficiencies
 - Students will be periodically tested of the development of specific skills, such as performing arpeggios using proper finger technique, flatpick technique, scales and melodies in fifth position, and correct hand and body position.
 - Some proficiencies are pass/fail and some are graded with weighted criteria.
 - Written Tests
 - Knowledge of arpeggios, translation of tablature to standard notation, and pitch identification on frets 1 through 12.

Assessments:

Diagnostic:

- Daily Teacher Observation

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- Questioning
- Listening Journals

Formative:

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

Summative:

- 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

DELAWARE VALLEY SCHOOL DISTRICT

UNIT 3: 6/8 Time Signature, Scale/Triad Theory, and Transposition/Capo Use

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.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 3: 6/8 Time Signature, Scale/Triad Theory, and Transposition/Capo Use

Time Range in Days: 24 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: This unit begins by introducing students to 6/8 time signature and understanding how to count using rhythm symbols and note values. Students will need to access their knowledge of major scales to construct major chords using standard notation. They will then learn to construct minor chords by altering major chords. Transposition will be taught using songs previously learned, and with the use of a capo. Students will learn how to label and identify chords throughout a piece of music using Roman numeral analysis. Individual students are tested on technical skills through numerous skill proficiencies, as well as written tests. The course will conclude with a final concert.

Focus Question(s):

- What is 6/8 time signature?
- How do I make minor chords out of major chords?
- What is transposition?
- How do I use Roman numerals to identify and label chords?

Goals: Students will be able to identify 6/8 time signature and understand how to count using rhythm symbols and note values. They will also be able to use their prior knowledge of major scales to construct and play major chords, and adjust major chords to create minor chords. Students will use songs learned earlier in the course to transpose the key using a capo, and will be able to identify and label chords using Roman numerals.

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 relate written music notation to pitches on the guitar. (DOK Level 2)

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- Students will be able to identify 6/8 time signature and understand how to count using rhythm symbols and note values. (DOK Level 1)
- Students will be able to connect their knowledge of major scales to chords. (DOK Level 4)
- Students will be able to construct minor chords from major chords by adjusting the 3rd. (DOK Level 3)
- Students will be able to transpose the key of familiar songs with the use of a capo. (DOK Level 2)
- Students will be able to identify and label chords using Roman numerals. (DOK Level 1)
- Students will be able to demonstrate skills and content learned throughout the course in a final recital. (DOK Level 4).

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of correct body position and guitar tuning.
 - Review of chord diagrams and standard music notation.
 - Review major scales and their construction.
- **Introduction of New Concepts**
 - Introduction to 6/8 time signature (rhythm symbols, values, and counting)
 - Introduction to triad theory.
 - Connecting major chords to minor chords.
 - Introduction to transposition and capo use.
 - Introduction to Roman numeral chord theory.
- **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**
 - Skill Proficiencies
 - Students will be periodically tested of the development of specific skills, such as playing in 6/8 time, transposing familiar songs with a capo, and playing with precise notes, correct rhythm, and proper technique.
 - Some proficiencies are pass/fail and some are graded with weighted criteria.
 - Written Tests
 - Knowledge of major, major 7th, and 7th chords, short form chords, and triad theory concepts.

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Listening Journals

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Formative:

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

Summative:

- Final Concert
- Skill Proficiencies
- Written Tests
- Final Exam

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 II

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 _____