

MORENO VALLEY HIGH SCHOOL BEGINNING GUITAR CURRICULUM

Course Title: Beginning Guitar Course Number: 1128

Department: Music ADS Number: 1128

Prerequisites: None

Length of Course: Year long Credit/PRI Area: .5 credits per semester Grade Level(s): 9-12

COURSE DESCRIPTION

Using text and song books, students will learn the basics of acoustic guitar playing. The 1st semester will cover classical guitar position, tuning, basic chords and basic chord progressions, playing easy songs, basic blues progressions, reading musical notation and tabs, and ensemble playing. The 2nd semester will cover barre chords, position playing, progressively more difficult note reading and songs, more blues patterns, and playing bass and electric guitar.

SYLLABUS

Units of study:

1. Playing Rhythm Guitar
2. Playing the Melody
3. Playing Bass Parts
4. Ensemble Playing
5. Playing Barre Chords
6. Scales and Keys
7. Playing Arpeggios
8. Using Tablature
9. Notation, Frets 1-12
10. Transposition
11. Playing the Blues
12. Learning Accompaniment
13. Power Chords

Skills:

1. Correct body position
2. Reading chords, musical notation and tablature
3. Learn how to practice
4. Group work
5. Self critique
6. Improvisation and composition
7. Learn basics of a variety of guitar styles

STRATEGIES

Demonstrate technique (scales, fingering, chords)

Students imitate and practice technique

Students are video taped playing, and conduct a self-analysis on their observations

Students are taught to read music.

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – I.e. instrument playing and instrument making; musical composition
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and leadership
- **Student Self-Assessment** – Self analysis of video performances; students reflect on what they learned, strengths and weaknesses, and goal setting.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

H.O.T. *First Year Guitar* by Nancy Marsters

Christmas for 1, 2, 3 Guitars by Schmid

The Classical Guitar Collection Vol. 1 edited by Harvey Vinson

Variety of guitar concerts on DVD's, Classic Rock, Hal Leonard, The Beatles Book, Hal Leonard, Superbook, Hal Leonard.

Guitar AV List

1. Legend-Bob Marley (DVD)
2. Sacred Fire-Santana (DVD)
3. Live at Woodstock-Jimi Hendrix (DVD)
4. Any Given Thursday-John Mayer (DVD)
5. Pull Over-James Taylor (DVD)
6. Legends of Rock and Roll (DVD)
7. Crossroads Guitar Festival-Eric Clapton DVD)
8. Painting with Words and Music-Joni Mitchell (DVD)

SUGGESTED TITLES/AUTHORS WEB SITES

<http://www.si.edu/sp/onair/guitar1.htm>

<http://invention.smithsonian.org/centerpieces/guitars/frames/00mainfr.htm>

<http://www.npr.org/programs/morning/features/patc/electricguitar/>

<http://mxtabs.com>

<http://www.guitaretab.com>

<http://www.guitarforbeginners.com/index.html>

<http://www.guitarsessions.com/>

<http://www.acousticguitar.com/>

COURSE TITLE: BEGINNING GUITAR

Teacher: Gary Yamane

Draft: January 2006

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<http://www.guitaredunet.org/home.html>

<http://www.guitarworld.com/>

<http://www.guitaronemag.com/>

STRAND I: MUSIC**CONTENT STANDARD: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.****A. BENCHMARK:** *Perform expressively with appropriate dynamics, phrasing and interpretation.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	Strumming, chords, and other skill based techniques are taught and practiced.

STRAND I: MUSIC**CONTENT STANDARD: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.****B. BENCHMARK:** *Demonstrate an understanding of simple and compound meters.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	Students learn easy folk and rock songs such as <i>Scarborough Fair</i> , <i>Hey Jude</i> , <i>Light My Fire</i> .

STRAND I: MUSIC**CONTENT STANDARD: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.****C. BENCHMARK:** *Read and write simple rhythmic and melodic examples and demonstrate rudimentary musical dictation skills.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Define and perform simple and compound meters. 2. Define and perform shifting and mixed meters 	Beginning Guitar students learn to read and play music in 4x4, 3x4, and 6x8 time.

STRAND I: MUSIC**CONTENT STANDARD: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.***D. BENCHMARK: Explore music theory, history, and appreciation.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	Students learn the history of the guitar and how it has evolved into the modern form.

STRAND II: MUSIC**CONTENT STANDARD: USE DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS TO EXPRESS IDEAS.***A. BENCHMARK: Recognize how different compositional devices and forms can communicate distinct ideas through music.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Prepare a set of variations on a simple piece making sure to vary some element in each one, e.g., tempo, major or minor mode, meter, etc. Discuss how the different variants express different ideas.	Students learn Blues songs and then learn to play them in different styles to reflect difference objectives such as fast, sad, major, and minor blues songs.

STRAND III: MUSIC**CONTENT STANDARD: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.***A. BENCHMARK: Explore how the principles and subject matter of various disciplines outside the arts are interrelated with those of the arts disciplines.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Prepare projects in other disciplines (social studies, literature, mathematics, science) each of which will concentrate on elements common to music and the other discipline.	Students learn the physics of guitar string vibrations and how the guitar shape influences the quality and projection of its sound. Students also study and write song lyrics.

STRAND IV: MUSIC
CONTENT STANDARD: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS.

A. BENCHMARK: *Define the significance of improvisation in performance and the compositional process;*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Develop a piece built on an earlier improvisation. 2. Create a piece in which there is no repetition and discuss its merits. 3. Create a piece in which there is no contrast and discuss its merits. 4. Based on these exercises, discuss the role of unity in musical composition and create a piece that pays attention to all of these elements. 5. Discuss possible sources of inspiration for compositions. 6. Read the biographies of composers. 7. Learn about commissioned works, especially for New Mexico Performance groups – operas, symphonies, etc. 	Students improvise playing blues pieces in a variety of styles.

STRAND IV: MUSIC
CONTENT STANDARD: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS.

B. BENCHMARK: *Demonstrate understanding of principles of repetition, contrast, and unity as compositional elements; and*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	Students compose songs with attention to the interaction between repetition, style, and lyrics.

STRAND IV: MUSIC**CONTENT STANDARD: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS.**C. **BENCHMARK:** Explain how the roles of composers, performers, and others combine to produce a successful presentation.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	Students view the DVD, <i>Crossroads Guitar Festival</i> , and study the styles of music and styles of instrumental guitar performance.

STRAND V: MUSIC**CONTENT STANDARD: OBSERVE, DISCUSS, ANALYZE, AND MAKE CRITICAL JUDGMENTS ABOUT ARTISTIC WORKS.**A. **BENCHMARK:** *Develop and apply specific criteria for making informed evaluations about the quality and effectiveness of musical performances.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Discuss objective aesthetic criteria and apply them to a professional performance. 2. Relate objective aesthetic criteria to classroom performance. 3. Discuss subjective aesthetic criteria and apply them to professional and classroom performance. 4. Explore subjective differences in aesthetic judgments, making sure that value judgments – good/bad – are not considered as aesthetic judgments. 	Socratic seminar on the comparison of styles such as Spanish classical and electric guitar solos.

STRAND V: MUSIC**CONTENT STANDARD: OBSERVE, DISCUSS, ANALYZE, AND MAKE CRITICAL JUDGMENTS ABOUT ARTISTIC WORKS.**B. **BENCHMARK:** *Analyze and explain the aesthetic qualities of a piece of music, how meaning is derived, and how music can evoke feelings and emotions.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	No performance standards listed in the NM Content Standards and Benchmarks.	Socratic seminar on the comparison of styles such as Spanish classical and electric guitar solos.

STRAND VI: MUSIC**CONTENT STANDARD: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.****A. BENCHMARK:** *Identify well known musicians of various cultures and their prominent works.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> Explore ways in which different composers have incorporated styles of their cultures in their words. Perform music of different cultures, recognizing stylistic differences. 	<p>Students study the particular style of famous groups and individual musicians.</p> <p>Students then learn how to replicate the distinct styles of groups such as AC/DC and the Beatles.</p>

STRAND VI: MUSIC**CONTENT STANDARD: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.****B. BENCHMARK:** *Describe how folk music has been used as a basis for formal compositions.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> Develop a series of projects which show how folk music of other cultures has become a part of composed music, e.g., Bartok, Granados, Albéniz, etc. 	<p>Students study the influence of musicians such as Bob Dylan, Joni Mitchell, and Woody Guthrie.</p>

STRAND VI: MUSIC**CONTENT STANDARD: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.****C. BENCHMARK:** *Identify and describe the role of music and musicians in various settings of New Mexico.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Explore cultural performances, soloists and groups, in New Mexico. 2. Identify other occupations involving music. 	Guest musician, Jimmy Statdler, will visit the class.

STRAND VII: MUSIC
CONTENT STANDARD: DEMONSTRATE KNOWLEDGE ABOUT HOW TECHNOLOGY AND INVENTION HAVE HISTORICALLY INFLUENCED ARTISTS AND OFFERED NEW POSSIBILITIES FOR EXPRESSION.

A. BENCHMARK: UNDERSTAND HOW TECHNOLOGY HAS INFLUENCED THE COMPOSITION AND PERFORMANCE OF MUSIC.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Experiment with combinations of electronic and acoustic instruments. 2. Use appropriate software to study analysis of great pieces of music. 	Students play and record music and compare the differences between acoustic and electric guitars.

STRAND VIII: MUSIC
CONTENT STANDARD: CONTRIBUTE TO COMMUNITIES BY SHARING EXPERTISE IN DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS AND BY PARTICIPATING IN THE ACTIVITIES OF CULTURAL INSTITUTIONS.

A. BENCHMARK: Share musical abilities with community as a performer and consumer of music.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Plan and prepare programs that can be taken to service clubs, local events, other schools, etc. 2. Attend and evaluate concerts in the community. 	Beginning students perform for each other in class.