

# **MORENO VALLEY HIGH SCHOOL INTERMEDIATE GUITAR CURRICULUM**

Course Title: Intermediate Guitar Course Number: \_\_\_\_\_

Department: Music ADS Number: \_\_\_\_\_

Prerequisites: Beginning guitar or demonstrated proficiency

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

## **COURSE DESCRIPTION**

The purpose of this course is to build upon the skills of beginning guitar students. Students will develop position playing, advanced chords and progressions, learn new scales, and develop improvisation skills. Students will also develop group and performance skills. Students will be required to perform in public.

## **SYLLABUS**

Units of study:

1. Technical Review
2. Chord Materials, advanced chords
3. Scale Skills
4. First Position Notation
5. Playing in Upper Position
6. Jazz/Pop Studies
7. Music Theory
8. Ensemble Playing

Skills:

1. Expansion of first year guitar skills
2. Refinement of technique
3. Development of new theory and technique
4. Development of performance skills
5. Development of group work

## **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. *Second 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/>

<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"> <li>1. Define and perform simple and compound meters.</li> <li>2. Define and perform shifting and mixed meters</li> </ol>	Intermediate Guitar students learn a melody and then improvise on the melody with the expectation that they are further developing their technique.

**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"> <li>1. Develop a piece built on an earlier improvisation.</li> <li>2. Create a piece in which there is no repetition and discuss its merits.</li> <li>3. Create a piece in which there is no contrast and discuss its merits.</li> <li>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.</li> <li>5. Discuss possible sources of inspiration for compositions.</li> <li>6. Read the biographies of composers.</li> <li>7. Learn about commissioned works, especially for New Mexico Performance groups – operas, symphonies, etc.</li> </ol>	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"> <li>1. Discuss objective aesthetic criteria and apply them to a professional performance.</li> <li>2. Relate objective aesthetic criteria to classroom performance.</li> <li>3. Discuss subjective aesthetic criteria and apply them to professional and classroom performance.</li> <li>4. Explore subjective differences in aesthetic judgments, making sure that value judgments – good/bad – are not considered as aesthetic judgments.</li> </ol>	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"> <li>Explore ways in which different composers have incorporated styles of their cultures in their words.</li> <li>Perform music of different cultures, recognizing stylistic differences.</li> </ol>	<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"> <li>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.</li> </ol>	<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"> <li>1. Explore cultural performances, soloists and groups, in New Mexico.</li> <li>2. Identify other occupations involving music.</li> </ol>	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"> <li>1. Experiment with combinations of electronic and acoustic instruments.</li> <li>2. Use appropriate software to study analysis of great pieces of music.</li> </ol>	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"> <li>1. Plan and prepare programs that can be taken to service clubs, local events, other schools, etc.</li> <li>2. Attend and evaluate concerts in the community.</li> </ol>	Intermediate students perform in public at school sponsored events such as the annual talent show.