



Fine & Performing Arts Department Curriculum Guide

Guitar – CP

Course Description
<p>This course serves as an introduction to guitar playing and is especially suited for students who would like to eventually play guitar in a band, or write their own songs. Over the course of the year, students will develop skills related to performing on the acoustic guitar including: playing chords and melodies, basic strumming patterns, fingerpicking technique, and barre chords. Through dedicated practice, students will cultivate musicianship skills, such as the ability to read music and follow a chord chart, listen to and analyze songs, and perform as a soloist and member of an ensemble. Students will increase their global awareness through the study of music from other nations and cultures, resulting in mutual respect for diverse societies and customs. Through the duration of the course, students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. This course is for students in grades 9-12.</p>
Content Standards
<p>Cluster 1: Creating art with artistic intent. Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p>Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p>Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p>Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate. Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p>Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention.</p> <p>Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p>Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p>Cluster 3: Responding to arts through intellect and emotion. Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p>Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p>Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p>Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others.</p> <p>Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



Fine & Performing Arts: Guitar – CP

Units	Essential Questions	Key Activities May Include:
Fundamentals of the Gutiar	<ul style="list-style-type: none"> What is the fundamental knowledge required to play the guitar proficiently? 	<ul style="list-style-type: none"> Guitar Anatomy String Names Playing Position Finger Numbers Tuning Pick Technique Basic practice skills
Musical Literacy	<ul style="list-style-type: none"> How do I read and interpret the language of music? 	<ul style="list-style-type: none"> Treble clef note names Rhythmic and Melodic reading/sight-reading Tablature Reading Chord Charts
Solo Guitar	<ul style="list-style-type: none"> What role does a guitar soloist play, as an individual and in a group? What techniques and skills are required to play solo guitar? 	<ul style="list-style-type: none"> Melodic playing Scale Patterns Basic improvisation Riff study
Rhythm Guitar	<ul style="list-style-type: none"> What role does a rhythm guitarist play, as an individual and in a group? What techniques and skills are required to play solo guitar? 	<ul style="list-style-type: none"> Chord Patterns Strumming Patterns Fingerpicking Style Barre Chords
Ensemble Musicianship	<ul style="list-style-type: none"> How does a great musician contribute to an ensemble? 	<ul style="list-style-type: none"> Focus on the shaping of music together (phrasing, dynamics, articulation, balance, intonation, expression & communication)



Units	Essential Questions	Key Activities May Include:
Composition/Songwriting	<ul style="list-style-type: none"> ▪ <i>How does a musician organize original ideas into a comprehensive whole?</i> ▪ <i>What knowledge is required to record original musical ideas?</i> 	<ul style="list-style-type: none"> ▪ Basic notation skills ▪ Music notation & recording software tutorials ▪ Composing/arranging using electronic means (phone/computer camera; iMovie; Noteflight, etc.)
Improvisation	<ul style="list-style-type: none"> ▪ <i>How does a musician form original musical ideas?</i> ▪ <i>What techniques and skills are required to improvise?</i> 	<ul style="list-style-type: none"> ▪ Scale patterns ▪ Rhythmic patterns ▪ Harmonic progressions ▪ Basic transcriptions
Musical Connections	<ul style="list-style-type: none"> ▪ <i>What role does music play in our community, region, nation, and the world?</i> 	<ul style="list-style-type: none"> ▪ Composer/Songwriter research ▪ Informed interpretation ▪ Stylistic analysis ▪ Writing reflections
Musical Roles	<ul style="list-style-type: none"> ▪ <i>How do composers, conductors, performers, and audience members contribute to making music?</i> 	<ul style="list-style-type: none"> ▪ Improvisation/Composition/Arranging Projects ▪ Attending concert performances both in and out of school