

# **Madison Public Schools**

## **Beginning, Advanced and Honors Guitar**

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# Course Overview

## Description

**Beginning, Advanced and Honors Guitar** will provide the student guitarist with the technical and aesthetic aspects of the guitar through the rehearsal, performance and study of music of various styles and techniques. The course will encompass the areas of general guitar knowledge, classical guitar technique, plectrum guitar technique, rehearsal and /or performance in an ensemble setting and necessary music theory as related to the guitar.

The Madison Public Schools Music program in grades 4 through 12 is designed to allow each student to progress as a musician and achieve musical independence at an extremely high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm and other aspects of instrumental music performance. It is the common goal of each music director in the Madison School District to help develop life- long learners who will have a love and appreciation for music. Through the use of the NJSLS for Music, careful lesson and rehearsal planning, meaningful daily or weekly rehearsals and a multitude of performance opportunities on and off campus (concerts and festivals/competitions), students are given experiences that will allow them to be productive members of society and supporters of the arts.

The concepts set forth in this curriculum are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the school year. The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, tone production, musical expression and listening are related to each other when performing, as are rhythm, theory, and listening and analysis. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

## Goals

This course aims to:

- Develop classical guitar and plectrum guitar techniques,
- Develop an increased sensitivity to guitar music as an art,
- Enable the student to understand one's role in a performing group,
- Provide the student with the knowledge and techniques in which to improvise,
- Discover and implement sufficient practicing and repertoire-building methods,
- Encourage and prepare advanced guitarists for NJ Honors Guitar Ensemble auditions,
- Develop rehearsal and/or performance skills as a member of an ensemble and as a soloist,
- Enable the student to prepare and perform solo guitar music for in-class repertoire and recital performances,
- Provide the student with enough general, technical and theoretical knowledge in which to perform music on the guitar and/or to pursue future study at college/university, and
- Provide extension of technique via more advanced literature including scales, etudes and solo guitar music as well as beginning and intermediate level jazz improvisation techniques.

## Materials

**Core:** There is no textbook used in this course, rather the teacher and students will utilize a wide variety of online programs and music literature housed in the MHS music library

**Supplemental:**

1. Segovia, Andres. *Diatonic Major and Minor Scales*, (1980) Theodore Presser.
2. Silvestri, Michael. *Guitar Lessons/C major Scales Packet*, (2010) Madison High School.
3. Leavitt, William. *Modern Method for Guitar*, (1999) Berklee Press.
4. Salvador, Sal. *Single String Studies*, (1985) Belwin.
5. Various solo classical guitar etudes/pieces available in department music library and online.
6. Solo literature required for NJ Honors Guitar Ensemble audition, published in *Tempo* Magazine and at [www.njmea.org](http://www.njmea.org).

### Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

### Resources

[Suggested activities and resources page](#)

### Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

### Unit 1 Overview

Unit Title: The Importance of Fundamentals and Review of Fifth Position

The beginning guitarist will be provided with the necessary skills and techniques in order to play the guitar including proper guitar performance posture, tuning, note reading, playing notes on all 6 strings in first position, classical left and right hand techniques, switching to and from V position, simple major and minor triads in I position and 2 octave C major and A minor scales.

The advanced guitar student will further their abilities by playing and reading notes in V position as well as by playing movable barre chords in various positions. The advanced student will also be introduced to appropriate level etudes of classical guitar composers as well as the 6 C Major Scale Patterns in various positions.

In addition to the advanced guitar students requirements, the honors guitar student will be introduced to the Segovia scale patterns in major and relative minor keys gradually and advanced level etudes of classical guitar composers. The student will choose a final project that they will work on throughout the year and complete a performance assessment at the end of the marking period.

### Learning Targets

Unit Essential Questions:

- What types of guitar music exist?

- How is guitar music written?
- What specific techniques are required to play guitar music?
- How can I contribute positively to the guitar ensemble?

#### Unit Enduring Understandings:

- Guitar music exists in many forms including classical, jazz and popular styles each with specific technique requirements.
- Guitar music is written on the treble clef with standard musical notation including pitches, rhythms, key signatures, chords, articulation, dynamics in various keys and tonalities.
- Guitar music requires proper technique for all styles by the coordination of the left and right hands. Classical guitar technique uses PIMA fingerings while jazz, rock and other styles generally employ plectrum/pick technique.
- I can contribute positively to the ensemble by reading and playing my part to the best of my ability, following rehearsal procedures and participating in rehearsals and performances.

Suggested Pacing: ongoing

### Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher.

#### Summative Assessments:

- Performance Test
- Written note and fingering test
- Honors Guitar Proficiency Assessment (H)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards
<p>Demonstrate proper posture and tune the guitar using relative tuning technique. (B &amp; A)</p> <p>Read and play single notes in I position on the first 3 strings and in V position on the E string. (B)</p> <p>Read and play common major and minor triads/chords on the first 3 strings in I position in block and arpeggiated fashion. (B)</p> <p>Read and play notes, rhythms and chords in fifth position on the 1st, 2nd, 3rd and 4th strings. (A)</p>	<p>Content: Parts of the guitar, Care of the instrument, Classical guitar posture, Plectrum guitar posture, C Major Scale fingering patterns, Notes in C Major on the E, B and G strings, C Major, A Minor, D Minor, E Minor and G Major triads</p> <p>Skills: Shifting, Note reading, Position playing/reading Proper left and right hand position, PIMA fingering on right hand, plucking and/or strumming of chords.</p>	<p>Teacher feedback</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Read and play pitches and rhythms on all 6 strings in I position and in V position on the first string. Play a 1 octave C Major scale with correct</p>	<p>Content: Barre chords (A) Diatonic notes in C Major in I &amp; V. (B)</p>	<p>Teacher feedback</p> <p>Completion of fingering and note reading diagram</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also</p>

<p>left-hand and right hand fingering in various rhythms and rhythmic patterns. (B)</p> <p>Read and play pitches, rhythms and chords on all 6 strings in V position including half and full-barred chords. (A)</p>	<p>Skills: Tempo, PIMA alternation, Down/up picking, Scale/fretboard knowledge, Reading &amp; counting rhythms.</p>		<p>characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Read and play 1 &amp; 2 octave A minor scales in I &amp; V positions using both closed and open-hand left-hand fingering in various rhythms. (B)</p> <p>Read and play melodies on the D, A, and E strings. (B &amp; A)</p> <p>Read and play 2 octave A minor scales in II &amp; V positions. Use forms to play various rhythms. (A)</p>	<p>Content: A Natural Minor scale, Open and closed left-hand fingering.</p> <p>Skills: Position playing, Note reading in A minor, Using the thumb on the right hand, Melody &amp; Accompaniment technique. (A)</p>	Teacher feedback	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Read and play 5 &amp; 6 string-based chords in block and arpeggiated fashion using PIMA fingerings.</p> <p>Read and play full chords in block and arpeggiated fashion using PIMA fingerings in III, V, VIII and upper positions. (A)</p>	<p>Content: Major and minor chords, Full and half barre chords.(A)</p> <p>Skills: Note reading on strings 4-6, PIMA arpeggiation and block chord techniques.</p>	<p>Teacher feedback</p> <p>Performance test</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Read and play 2 octave C Major scales and simple melodies in C Major and A minor with PIMA and plectrum technique. Identify scale pitches on fretboard aloud. (B)</p> <p>Read and play C Major scales in II, III, V, VII, VIII &amp; XII positions with various rhythmic and melodic patterns using plectrum technique. Identify scale pitches in various positions on fretboard aloud. (A)</p> <p>Play 2 octave C Major and A minor scales in Segovia fingering patterns in various rhythms and melodic patterns.</p>	<p>Content: 2 Octave C Major scale, Segovia Scale patterns, (H) Movable scale patterns, (A) Rhythmic diminution patterns.</p> <p>Skills: PIMA alternation, Down/up picking, Fretboard knowledge, Major scale patterns in succession.</p>	<p>Teacher feedback</p> <p>Performance test</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>

Identify scale pitches on fretboard aloud. (H)			
<p>Sight- read melodies with various rhythms in C Major.(B)</p> <p>Sight-read melodies using subdivided and tied rhythms in V position. (A)</p>	<p>Content: Melodies in C Major with quarter and eighth note rhythms.</p> <p>Skills: Sight-reading, Rhythmic counting, Position playing/reading.</p>	Teacher feedback	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Identify all written pitches and chords in first position. (B)</p> <p>Identify all written pitches and chords in V position. (A)</p>	<p>Content: All written pitches in I position in C Major.</p> <p>Skills: Note reading</p>	Written note identification test	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
Prepare Segovia Scales in C Major and A minor and solo etude. (H)	<p>Content: Segovia Scale patterns, Etudes/pieces of Aguado, Carcassi, Carulli, Giuliani, Sor or Tarrega.</p> <p>Skills: Shifting, Dynamics, Note reading, Interpretation, Scale fingering, Chordal fingering, Tone development, Practicing procedures, Playing full and half barre chords.</p>	Honors guitar proficiency assessment	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures,and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Choose and begin final project. (H)</p> <p>Complete a performance assessment. (H)</p>	<p>Content: Digital performance portfolio, 3-5 page research paper on a guitar or historical topic, Composition/arrangement for guitar, or Perform solo/concerto at concert.</p> <p>Skills: Writing, Critique, Research, Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p>	<p>Teacher feedback</p> <p>Monthly progress checklist and reflection</p> <p>Honors performance assessment rubric</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures,and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p>

			<p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p>
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Unit 2 Overview	
Unit Title: Technique Development and Fretboard Knowledge	
<p>The beginning guitarist will progress in technique and reading ability starting with the development of melody and accompaniment technique and the exploration of the fretboard through the playing of C Major scale patterns in 3 positions while also developing plectrum technique. The student will also learn how to rehearse /perform as a member of an ensemble and to prepare an etude or short solo piece for an in-class repertoire performance.</p> <p>The advanced guitar student will continue to develop left and right hand techniques by practicing appropriate level etudes of classical guitar composers as well as the 6 C Major Scale Patterns in various positions and keys. The student will also develop plectrum right hand technique by practicing plectrum-specific exercises. The student will also learn how to rehearse /perform as a</p>	

member of an ensemble and to prepare an etude or short solo piece for an in-class repertory performance.

In addition to the advanced guitar student requirements, the honors guitar student will continue to progress with the Segovia scale patterns in the most common major and relative minor relative minor guitar keys. The student will continue to progress in the etudes chosen for study and will be introduced to solo music to sight-read and familiarize. The student will continue to rehearse /perform as a member of the guitar ensemble, prepare an etude or short solo piece for an in-class repertory performance and continue progress of final project and complete a performance assessment at the end of the marking period.

## Learning Targets

### Unit Essential Questions:

- How are melody and chords played on the guitar simultaneously?
- What is my role in the guitar ensemble?
- How do I prepare a piece for performance?

### Unit Enduring Understandings:

- Melody and accompaniment technique allows the guitarist to play a melody while performing an accompaniment with it. The melody is usually played above or below the accompaniment by using either A (ring finger) or P (thumb) respectively.
- My role in the guitar ensemble is usually obtained by the reading and playing of separate parts, some melodic, harmonic and/or a combination of both. Each part is intended to be played by at least 2 players per part to enable a doubling of each part in the ensemble.
- Preparing a piece for a performance involves careful, consistent and sometimes repetitious practice of required materials and selections which lead to the development of technique and performance ability necessary to perform. The procedure is content and technique specific which develops over time in a sequential fashion constantly building upon pre-learned material.

Suggested Pacing: ongoing

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher.

### Summative Assessments:

- In-class repertory performance/Mid-term performance test
- Concert Performance
- Honors Guitar Proficiency Assessment (H)

### Alternative Assessment:

Written essay on a composer studied in class



<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b>
<p>Read and play pitches and rhythms in the key of E minor. Play melody and accompaniment together. (B)</p> <p>Read and play pitches and rhythms in the key of E minor. Play melody and accompaniment technique in upper positions. (A)</p>	<p>Content: Triplet rhythms, Minor key signature, Natural Minor scale.</p> <p>Skills: Rest stroke, Free stroke, Melody &amp; accompaniment technique.</p>	<p>Teacher feedback</p> <p>Performance test</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Play 2 octave C Major scales in II, III and V positions in various rhythms and melodic patterns. Identify pitches in scales aloud. (B)</p> <p>Play 2 octave C Major scales in Segovia fingering pattern in various rhythms and melodic patterns. Identify pitches in scales aloud. (A)</p> <p>Play 2 octave C Major, A minor and G Major, E Minor scales in Segovia fingering patterns in various rhythms. (H)</p>	<p>Content: Segovia scale patterns, Moveable C Major scale patterns in I, III, &amp; V, Sal Salvador Single String Studies.</p> <p>Skills: Free stroke, Rest stroke, Position playing, Down/up picking, Speed study pattern, Rhythmic diminution pattern.</p>	<p>Teacher feedback</p> <p>Performance test</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p>
<p>Sight-read and prepare guitar ensemble piece(s) for school concert performance.</p>	<p>Content: Style, Scale(s), Meter, Tempo, Chords, Dynamics, Key signature(s) Single line melodies.</p> <p>Skills: Shifting, Listening, Sight-reading, Scale fingering, Chordal fingering, Rehearsal procedures, Practicing procedures, Reading/position playing, Following conductor/leader.</p>	<p>Teacher feedback</p> <p>Performance test</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Prepare and perform a solo etude or piece for in-class repertory performance. Piece</p>	<p>Content: Etudes/pieces of Aguado, Carcassi, Carulli, Giuliani, Sor or Tarrega.</p>	<p>Teacher feedback</p>	<p>NJSLS: Visual &amp; Performing Arts.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read</p>

<p>chosen must be level appropriate. (B &amp; A)</p>	<p>Skills: Skills: Shifting, Dynamics, Note reading, Interpretation, Scale fingering, Chordal fingering, Tone development, Practicing procedures, Playing full and half barre chords.</p>	<p>Student self- critique of recording of pre- performance via <i>iPhone</i> or recording software</p> <p>Repertory performance rubric</p>	<p>advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.</p> <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Prepare Segovia Scales in C Major, A minor, G Major and E Minor. Continue to prepare a solo etude and start to prepare a solo piece for in-class repertory performance. (H)</p>	<p>Content: Etudes/pieces of Aguado, Carcassi, Carulli, Giuliani, Sor or Tarrega.</p> <p>Skills: Skills: Shifting, Dynamics, Note reading, Interpretation, Scale fingering, Chordal fingering, Tone development, Practicing procedures, Playing full and half barre chords.</p>	<p>Honors guitar proficiency assessment</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Demonstrate progress of final project. (H)</p> <p>Complete a performance assessment. (H)</p>	<p>Content: Digital performance portfolio, 3-5 page research paper on a guitar or historical topic, Composition/arrangement for guitar, or Perform solo/concerto at concert.</p> <p>Skills: Writing, Critique, Research, Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p>	<p>Teacher feedback</p> <p>Monthly progress checklist and reflection</p> <p>Honors performance assessment rubric</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p>

			<p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p>
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Unit 3 Overview
<p>Unit Title: Scales, Etudes and the Advancement of Technique</p> <p>The beginning guitarist will progress in solo classical technique, reading ability and plectrum technique while also learning the C Major scale patterns in 6 positions. The student will continue to develop skills of rehearsing and performing in a guitar ensemble. The student will also continue to develop an etude or short piece for an in-class repertory performance.</p> <p>The advanced guitar student will continue to develop left and right hand techniques by practicing appropriate level etudes of classical guitar composers as well as the the Segovia C Major Scale pattern. The student will also develop plectrum right hand technique by using plectrum exercises</p>

designed to develop the plectrum guitar right-hand. The student will continue to develop skills of rehearsing and performing in a guitar ensemble. The student will also continue to prepare an etude or short piece for an in-class repertory performance.

In addition to the advanced guitar student requirements, the honors guitar student will continue to progress with the Segovia scale patterns in the common Major and relative minor relative minor guitar keys. The student will continue to develop skills of rehearsing and performing as a guitar ensemble. The student will also continue to prepare an etude and a solo piece for an in-class repertory performance and demonstrate progress toward the final project and complete a performance assessment at the end of the marking period.

## Learning Targets

### Unit Essential Questions:

- What new pieces and techniques am I now able to do and how did I attain this?
- How does music theory relate or explain the keys and chords that I play on the guitar?
- What skills must I possess to play at a more advanced level?

### Unit Enduring Understandings:

- The coordination of the left and right hand have developed new techniques I was not able to accomplish before. This was attained by the careful practice of scale and etude methods.
- Music theory corresponds first to the key and corresponding scale of any particular etude or piece and the diatonic and/or chromatic chords present in the harmony that are played on the guitar.
- To play at a more advanced level I must continue to work on more challenging etudes, continue to learn the pitches on the fretboard in common guitar keys and to continue to play at a faster tempo. The development of tone and the interpretation of music will go hand-in-hand with my technique development and overall advancement as a guitarist.

Suggested Pacing: ongoing

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher.

### Summative Assessments:

- Performance test
- In-class repertory performance
- Written test
- Honors Guitar Proficiency Assessment (H)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards
Read and play scales, chords and melodies in various rhythms in the keys of G, D &/or A Major in I position. (B)	Content: Key signature, Major scales in G, D & A Major Major chords, minor chords	Teacher feedback	NJSLS: Visual & Performing Arts  1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era.

Read and play scales, chords and melodies in various rhythms in the keys of G, D &/or A Major in II position. (A)	Skills: Single pitch and and chord reading in II position		Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.  1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.
Play 2 octave C Major scales in II, III, V, VII VIII & XII positions in various rhythms and melodic patterns. Identify pitches in scales aloud. (B)  Play 2 octave scales in D and G Major scales in sequential Major scale patterns moving around the fretboard. Identify pitches in scales aloud. (A)  Play 2 octave C Major, A minor, G Major, E Minor scales, D Major and B minor in Segovia fingering patterns in various rhythms. Identify pitches in scales aloud. (H)	Content: Moveable C Major scale patterns, Sal Salvador Single String Studies, Moving scale patterns up/down fretboard to keys of G, D & A.  Skills: Position playing, fretboard knowledge, continue the development of plectrum or classical technique	Teacher feedback  Performance test	NJSLS: Visual & Performing Arts  1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.
Continue to prepare a solo etude or piece for in-class repertoire performance. (B & A)	Content: Etudes/pieces of Aguado, Carcassi, Carulli, Giuliani, Sor or Tarrega.  Sal Salvador single strings etudes.  Skills: Sight-reading Skills: Shifting, Dynamics, Note reading, Interpretation, Scale fingering, Chordal fingering, Tone development, Practicing procedures, Playing full and half barre chords.	Teacher feedback  Student self- critique of recording of pre- performance via iPhone or recording software  Repertory performance rubric	NJSLS: Visual & Performing Arts  1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.  1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.
Sight- read melodies with various rhythms in G and/or D Major. (B)  Sight-read melodies using subdivided and tied rhythms in V position. (A)	Content: Melodies in G & D Major with quarter and eighth note rhythms.  Skills: Sight-reading, Rhythmic counting, Position playing/reading.	Teacher feedback	NJSLS: Visual & Performing Arts  1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.  1.3.12.B.2 The ability to read and interpret music impacts musical fluency.

			Analyze how the elements of music are manipulated in original or prepared musical scores.
Sight-read, read and prepare guitar ensemble piece(s) for school concert performance. (B, A, H)	<p>Content: Style, Scale(s), Meter, Tempo, Chords, Dynamics, Key signature(s) Single line melodies.</p> <p>Skills: Shifting, Listening, Sight-reading, Scale fingering, Chordal fingering, practicing procedures, Rehearsal procedures, Reading/position playing, Following conductor/leader.</p>	<p>Teacher feedback</p> <p>Performance test</p> <p>Student self- critique of recording of pre- performance via <i>iPhone</i> or recording software</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Identify all written pitches and chords in first position in the keys of G, D and A Major. (B)</p> <p>Identify all written pitches and chords in II position in the keys of G, D and A Major. (A)</p>	<p>Content: All written pitches in I position in G, D and A major Major.</p> <p>Skills: Note reading</p>	Written note identification test	<p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
Continue to prepare Segovia Scales in C Major, A minor, G Major, E Minor, D Major and B minor. Continue to prepare a solo etude and a solo piece for in-class repertory performance. (H)	<p>Content: Etudes/pieces of Aguado, Carcassi, Carulli, Giuliani, Sor or Tarrega.</p> <p>Skills: Sight-reading Scale fingering, chordal fingering, shifting, practicing techniques,</p>	Honors guitar proficiency assessment	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Continue progress toward the completion of final project. (H)</p> <p>Complete a performance assessment. (H)</p>	<p>Content: Digital performance portfolio, 3-5 page research paper on a guitar or historical topic, Composition/arrangement for guitar, or Perform solo/concerto at concert.</p> <p>Skills: Writing, Critique, Research,</p>	<p>Teacher feedback</p> <p>Monthly progress checklist and reflection.</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p>

	<p>Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p>	<p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p>
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## Unit 4 Overview

Unit Title: Reading Ability and Performance

**Unit Summary:** The beginning and advanced guitarist will progress in technique and reading ability while building upon learned techniques. The student will continue to develop skills of rehearsing and performing in a guitar ensemble. The student will also continue to prepare an etude or short piece for an end-of-year in-class recital. The advanced guitarist will also explore the art of improvisation which will include necessary music theory concepts.

In addition to the advanced guitar student requirements, the honors guitar student will continue to progress with the Segovia scale patterns in the common guitar major and relative minor keys. The

student will continue to progress in the etudes and/or pieces chosen and prepare them for recital performance. The student will continue to rehearse and perform as a member of the guitar ensemble and demonstrate further progress toward the final project and complete a performance assessment at the end of the marking period.

## Learning Targets

### Unit Essential Questions:

- How have I progressed as a guitarist throughout the year?
- How have I built my repertoire?
- How have I contributed to the ensemble's performance?

### Unit Enduring Understandings:

- I have progressed as a guitarist by practicing consistently and by playing more challenging scales, etudes and literature.
- I have built my repertoire by following the 3 step procedure of learning a piece, practicing another and then perfecting another. By following the 3 step method I am always working on 3 pieces simultaneously and then adding new pieces after one has been perfected.
- I have contributed to the ensemble by learning my part and by practicing it carefully and diligently. I have also followed all rehearsal procedures and taken care of my instrument.

Suggested Pacing: ongoing

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher.

### Summative Assessments:

- End of year in-class recital performance
- Concert Performance
- Final performance test
- Honors Guitar Proficiency Assessment (H)

### Alternative Assessment:

Students will record themselves performing the concert pieces and submit via Google classroom or some other online platform.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards
<p>Play 2 octave C Major scales in II, III, V, VII VIII &amp; XII positions in various rhythms and melodic patterns at a faster tempo in rhythmic diminution and melodic patterns. Identify pitches in scales aloud. (B)</p> <p>Play 2 octave scales in the circle of 5ths in the keys of C, G, D, A, and/or E Major in sequential</p>	<p>Content: Moveable C Major scale patterns, playing II, III, &amp; V positions. Moving scale patterns to keys of A and E Major. Playing scales in circle of 5ths most common to guitar.</p>	<p>Teacher feedback</p> <p>Performance test</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p>



<p>Major scale patterns moving around the fretboard. Identify pitches in scales aloud. (A)</p> <p>Play 2 octave C Major, A minor, G Major, E Minor scales, D Major, B minor, A Major and F# minor in Segovia fingering patterns in various rhythms. (H)</p>	<p>Skills: Note reading Position playing Rhythmic diminution pattern, speed study pattern.</p>		
<p>Sight-read, read and prepare guitar ensemble piece(s) for school concert performance (B &amp; A)</p> <p>Improvise in appropriate style during section(s) of ensemble pieces using corresponding scale fingerings and melodic ideas. (A)</p>	<p>Content: Style, Scale(s), Meter, Tempo, Chords, Dynamics, Key signature(s) Single line melodies.</p> <p>Skills: Shifting, Listening, Sight-reading, Improvisation, Scale fingering, Chordal fingering, Practicing procedures, Rehearsal procedures, Reading/position playing, Following conductor/leader.</p>	<p>Teacher feedback</p> <p>Student self- critique of recording of pre- performance via <i>iPhone</i> or recording software</p>	<p>NJSLS: Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural context</p> <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including sound-generating equipment and music generation programs.</p>
<p>Continue to prepare and perform a solo etude or piece for in-class recital. (B &amp; A)</p>	<p>Content: Etudes/pieces of Aguado, Carcassi, Carulli, Giuliani, Sor or Tarrega.</p> <p>Skills: Shifting, Dynamics, Note reading, Interpretation, Scale fingering, Chordal fingering, Tone development, Practicing procedures, Playing full and half barre chords.</p>	<p>Teacher feedback</p> <p>Performance test</p> <p>Student self- critique of recording of pre- performance via <i>iPhone</i> or recording software</p> <p>Recital performance rubric</p>	<p>NJSLS: Visual &amp; Performing Arts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Continue to prepare Segovia Scales in C Major, A minor, G Major, E Minor, D Major, B minor, A Major and F# minor.</p>	<p>Content: Etudes/pieces of Aguado, Carcassi, Carulli, Giuliani, Sor or Tarrega.</p>	<p>Honors guitar proficiency assessment</p>	<p>NJSLS: Visual &amp; Performing Arts.</p>

Prepare and perform a solo etude and a solo piece in an in-class recital. (H)	Skills: Shifting, Scale fingering, Chordal fingering, Position reading/playing, Practicing procedures.		<p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
<p>Complete final project. (H)</p> <p>Complete a performance assessment. (H)</p>	<p>Content: Digital performance portfolio, 3-5 page research paper on a guitar or historical topic, Composition/arrangement for guitar, or Perform solo/concerto at concert.</p> <p>Skills: Writing, Critique, Research, Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p>	<p>Teacher feedback</p> <p>Digital Performance portfolio rubric</p> <p>Research paper rubric</p> <p>Composition/arrangement rubric</p> <p>Self- critique of recordings <i>iphone or digital music recorder</i>.</p>	<p>NJSLS: Visual &amp; Performing Arts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for</p>

			<p>their communication and prepare accordingly to ensure the desired outcome.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p>
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