

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Guitar  
Curriculum Area and Grade: Music/Grades 6-8

BOE approved 9/27/2021

Course Purpose:

Guitar is a class designed for beginning guitar players, but suitable for guitarists of all levels, as extensions to lessons can be made for more advanced players. Students will learn how to play a variety of chords and ultimately play songs using those chords. Students will also learn to play melodies and a scale, leading to opportunities for improvisation. This class has the power to ignite in someone a lifelong hobby and/or career path.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

- Learn basic guitar chords.
- Learn how to tune and care for a guitar.
- Identify parts of the guitar and understand their purposes.
- Demonstrate ability to play chords.
- Demonstrate ability to play a song.
- Demonstrate ability to play a melody.
- Develop an appreciation for the guitar.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

<p>1. Learning to Play the Guitar-18 weeks</p> <p>CT Music CCSS: Performing/presenting/producing; Connect</p> <p>*Anchor #6: Performing: Present: <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p>*Anchor #9: Responding: Rehearse, Evaluate, Refine: <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	<p>2.</p>
<p>3.</p>	<p>4.</p>
<p>5.</p>	<p>6.</p>
<p>7.</p>	<p>8.</p>

**Mappers/Authors: Karen Mitchill**

Date Approved: 9/27/2021

<p align="center"><b>Part 1 - Learning to Play the Guitar</b></p>			
<p><b>Grade:</b> 6-8</p>	<p><b>Subject:</b> Music</p>	<p><b>Course:</b> Guitar</p>	<p><b>Length of Unit:</b> 18 weeks</p>

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<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> <li>1. National Music Standards Common Anchor #6: Performing</li> <li>2. National Music Standards Common Anchor #9: Responding</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Common Anchor #6: Performing: Present: <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></li> <li>2. Common Anchor #9: Responding: Rehearse, Evaluate, Refine: <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Applying</li> <li>2. Evaluating</li> </ol>

<b>Big Idea and Essential Questions</b>
<ul style="list-style-type: none"> <li>● <b>Big Ideas</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul>

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 Questions**

How do musicians improve the quality of their performances?

How do we judge the quality of musical works and performances?

### **Part 3 – Common Unit Assessments**

Formative assessments: written quizzes

Self-assessment: evaluate own work, reflections

Performance assessments: rubric

### **Part 4 – Common/Assured Learning Experiences**

- Use of a guitar
- Direct instruction
- Individual activities
- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Encourage student leadership and teaching

