

**Pembroke High School**  
*Music Department*  
*Curriculum*

# **Guitar and Piano Lab**

*Term Class*

# Course: Guitar and Piano Lab

<p>National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>				
	<p><b>Objectives:</b></p>	<p><b>Suggested Activities:</b></p>	<p><b>Assessments:</b></p>	<p><b>Resources:</b></p>	<p><b>Standards:</b></p>
<p><b>Unit Title:</b> Guitar Chords and Fingerpicking</p> <p><b>Timeline:</b> Weeks 1 - 8</p> <p><b>Essential Question(s):</b> How do I play chords and fingerpick on the guitar?</p>	<p>Students will learn major, minor, and dominant 7<sup>th</sup> chords to strum and fingerpick.</p>	<p>Through teacher demonstration and model, students will learn chords to both strum with a pick and fingerpick.</p> <p>While students are playing a specific strumming pattern, call out chords for them to switch too.</p> <p>Use the lesson book to read fingerpicking patterns.</p>	<p>Informal class assessment of students' playing.</p> <p>Individual Class Playing Assessment Rubric.</p>	<p>Guitar Lesson Book</p> <p>Guitars and Picks</p> <p>Playing Assessment Rubric</p>	<p><b>MA Frameworks:</b></p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

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<p>National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>				
	<p><b>Objectives:</b></p>	<p><b>Suggested Activities:</b></p>	<p><b>Assessments:</b></p>	<p><b>Resources:</b></p>	<p><b>Standards:</b></p>
<p><b>Unit Title:</b> Guitar and Piano Scales</p> <p><b>Timeline:</b> Weeks 1 - 8</p> <p><b>Essential Question(s):</b> What is the importance of scales and why should I learn them?</p>	<p>Students will play scales that will help them become better players.</p>	<p>Students will learn a variety of scales that will be played as warm-ups at the beginning of every class to build coordination and proficiency on guitar and piano.</p>	<p>Informal class assessment of students' playing.</p> <p>Individual Class Playing Assessment Rubric.</p>	<p>None needed</p>	<p><b>MA Frameworks:</b></p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

# Course: Guitar and Piano Lab

<p>1) National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>	<p>2) National Music Standard: Reading Music</p>	<p>Read and notate music.</p>		
	<p><b>Objectives:</b></p>	<p><b>Suggested Activities:</b></p>	<p><b>Assessments:</b></p>	<p><b>Resources:</b></p>	<p><b>Standards:</b></p>
<p><b>Unit Title:</b> Guitar and Piano Lesson Book Instruction</p> <p><b>Timeline:</b> Weeks 1 - 8</p> <p><b>Essential Question(s):</b> What can I do to become a better guitar and piano player on a daily basis?</p>	<p>Play progressively harder music as written in the chosen guitar and piano lesson books.</p>	<p>Spend time every day after warm-ups working in <i>Mel Bay's Guitar Class Method Volume 1</i> and <i>Alfreds Basic Piano Course Complete Level 1</i>.</p>	<p>Weekly Class Assessment Rubric</p> <p>Individual Class Playing Assessment Rubric.</p> <p>Informal class assessment of students' playing.</p>	<p><i>Mel Bay's Guitar Class Method Volume 1</i></p> <p><i>Alfreds Basic Piano Course Complete Level 1</i></p>	<p><b>MA Frameworks:</b></p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

# Course: Guitar and Piano Lab

National Music Standard: Reading Music	Read and notate music.				
	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b><u>Unit Title:</u></b> Basic Theory</p> <p><b><u>Timeline:</u></b> Weeks 1 - 8</p> <p><b><u>Essential Question(s):</u></b> Why do I need to know Music Theory to play guitar and piano?</p>	<p>Students will learn note names in the treble and bass clefs.</p> <p>Students will learn a number counting system for rhythms.</p>	<p>Use the PHS Band Rhythm Packets two to three times a week as a class to count and play rhythms.</p> <p>Do worksheets on note names and counting rhythms.</p>	<p>Student successfully counts and plays examples from the PHS Band Rhythm Packets.</p> <p>Informal class assessment of students' notation reading.</p> <p>Theory Quizzes</p>	<p>PHS Band Rhythm Packets</p> <p>White board with staves</p> <p>Worksheets</p>	<p><b><u>MA Frameworks:</u></b></p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various time signatures.</p>

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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b><u>Unit Title:</u></b>  <b>Repertoire Pieces and Recitals</b></p> <p><b><u>Timeline:</u></b>          Weeks 4 - 8</p> <p><b><u>Essential Question(s):</u></b>          What do I have to do to prepare myself to perform in front of an audience?</p>	Students will learn pieces to perform in class recitals.	Take time out of the end of guitar and piano class for time to learn pieces independently.	<p>Weekly Class Assessment Rubric for how Repertoire time is used.</p> <p>Individual Class Playing Assessment Rubric for Recitals.</p>	Auditorium	<p><b><u>MA Frameworks:</u></b></p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

# Course: Guitar and Piano Lab

National Music Standard:					
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><b><u>Unit Title:</u></b>  <b>The Blues and Improvisation</b></p> <p><b><u>Timeline:</u></b>            Week 6</p> <p><b><u>Essential Question(s):</u></b>            How does a guitarist know what notes they can play when taking a solo?</p>	<p>Students will learn to play a 12 bar blues.</p> <p>Students will learn the blues scale.</p>	<p>Through teacher demonstration and model, students will learn to play a 12 bar blues and the blues scale.</p> <p>Have half the class play the 12 bar blues while the other half improvises using the blues scale.</p> <p>Listen to recordings in this style of music.</p>	<p>Weekly Class Assessment Rubric</p> <p>Informal class assessment of students' playing</p>	<p>Recordings of the blues</p>	<p><b><u>MA Frameworks:</u></b></p> <p>4.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>

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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b><u>Unit Title:</u></b> Duets</p> <p><b><u>Timeline:</u></b> Week 7</p> <p><b><u>Essential Question(s):</u></b> What do I have to do to be successful in playing a duet with another person playing a completely different part?</p>	Perform a duet with another member of the class.	Learn melodies from our Rounds Packet as a class that students will be able to work on as duets on both guitar and piano.	Weekly Class Assessment Rubric  Individual Class Playing Assessment Rubric	Rounds Packet	<p><b><u>MA Frameworks:</u></b></p> <p>3.6 Perform independent instrumental parts while other students sing or play contrasting parts.</p>