

Wilson Area School District Planned Course Guide

Title of Planned Course: Acoustic Guitar for Beginners

Subject Area: Music

Grade Level: 9-12

Course Description: In this course, students are introduced to the parts of the guitar, elements of music (melody, harmony, rhythm), music terminology and symbols, guitar terminology and symbols, chords and progressions, musical genres (folk rock, country, blues, spirituals and patriotic). Students will perform individually and together in “guts” recitals and in ensembles. Students will perform daily either in ensemble or alone. They will perform proficiencies (tests) individually to show below average/proficiency/mastery of the material. Students will be given multiple time to demonstrate mastery. Their final “guts” recital will be a song from a genre of their choice.

Credit for this course: One Full Academic Year / 0.6 credits

Curriculum Writing Committee: Ann R. Hockin

Curriculum Map

August: Introduction to the Guitar and its parts. Tuning, care and labeling the instrument.

September: D and A chord progressions using I, IV, V7, I format. 1st position natural note scale. Time signature, staff, bar lines, steady beat. Songs in Key of D and A. Tuning using electronic tuners as well as tuning the guitar to ITSELF using the 55545 method.

October: Music terms: Chord, progression, scale, key, I, IV, V7 and what these mean. Guitar terms: Guide, common, relative fingers in relation to chords. G and E chord progressions and songs in the Key of G and E.

November: Strum patterns, rest stroke. Understanding rhythm/counting (note and rest values). Am and Dm chord progressions. Song in the Key of Am and Dm.

December: Learning to play the melody. Treble clef pitch names. Learning pitch names of string 5 and 6. Playing melodies on these strings. C chord progression and songs in the Key of C.

January: Learning pitch names of string 3 and 4; 1 and 2. Play melodies on these strings. Continue rhythm/counting study.

February: Playing Harmony-Trios. Introduction to Barre Chords

March: Root/5th strum patterns. 12 bar Blues pattern. Whole and Half steps using the format of a major scale and the introduction of accidentals (Sharps/Flats)

April: Playing Bass guitar-learning a different way to play the root/5th. Bass chords and exercise. The three-player combo: rhythm, bass, melody.

May: Playing arpeggios, block chords and finger plucking using PIMA

June: Final written exam and "guts" recital.

Wilson Area School District Planned Course Materials

Course Title: Acoustic Guitar for Beginners

Text Book:

First Year Guitar H.O.T. (Hands on Training) by Nancy Lee Marsters
Edited by Edward Prasser and Leo Welch

Supplemental Books:

- How to Play Guitar: Phase 1-Ernie Ball, 1979
- Easy Way to Guitar- Mel Bay Publ. 1973
- Modern Guitar Method-Grade 1-Mel Bay Publ. 2005

Teacher Resources:

- Old Town School of Folk Music Songbook
- Hal Leonard 2008
- The Three Chord Song Book
- Country Western Song Book
- Beatles Anthology
- www.chordie.com
- www.ultimate-guitar.com
- www.freemusic.com
- www.musictheory.com

Curriculum Scope and Sequence

Planned Course: Acoustic Guitar for Beginners

Unit 1: Introduction to the Guitar

Time Frame: 1 week

State Standards: 9.1 B, 9.1 H

Essential content/objectives: At the end of this unit, students will be able to:

- Identify the parts of the guitar
- Proper care and Identification of a guitar
- Tune a guitar using a digital tuner
- Identify high and low pitches and pitches that are higher/lower than a first pitch
- Use correct body posture and LH (left hand) RH (right hand) positions
- Let's get started-learn the D and A7 chords and basic down strum

Core Activities: Students will complete/participate in the following:

- Label guitar case with name/phone number
- Drill to memorize the names of the parts of the guitar
- Use polish and a soft cloth to clean the guitar's exterior
- Practice hearing high and low pitches; differentiate this terminology with loud and soft
- Play 2 notes and determine if one is higher or lower

Extensions: Students must take home guitars to practice. Students can practice with each other on identifying the parts of the guitar. Students and teacher can correct body posture and LH/RH positions.

Remediation:

- One-on-one assistance
- Remediation before and after school or during a study hall
- Sign out of study halls when the teacher has lessons or a prep period to practice

Instructional Methods:

- Direct instruction
- Guided practice
- Individual/group practice
- Oral and aural review

Materials & Resources:

- HOT teacher/students books
- Student/teacher guitars

Assessments:

- Questioning
- Direct observation
- Quiz on guitar parts

- Show me good posture and the correct LH/RH position
- Individual playing of and correction of the D and A7 chords during class

Curriculum Scope and Sequence

Planned Course: Acoustic Guitar for Beginners

Unit 2: Music and Guitar Terms; Chords and Alternate Tuning Method

Time frame: 8 weeks

State Standards: 9.1 B, 9.1 C, 9.1 G, 9.2 B

Essential content/Objectives: At the end of this unit, students will be able to:

- Keep a steady beat using down strum and recognize the symbol for it
- Demonstrate the correct fingerings for the 1st position natural scale
- Demonstrate the correct LH position for the D and A chord progressions
- Play Skip to My Lou, He's Got the Whole World, Swing Low Sweet Chariot, Michael Row Your Boat, and Oh Susannah and others from supplemental books
- Use the alternate 55545 tuning method to tune the guitar to itself
- Define the following music terms: Chord, progression, scale, key, I, IV, V7, bar line, double bar, time signature, treble clef, measures
- Define the following guitar terms: Guide, Common, Relative fingers

Core Activities: Students will complete/participate in the following:

- With the teacher, practice keeping a steady, down-beat strum
- Learn how to read a chord diagram and determine LH placement on the correct string/fret for the D, G, A7, A E7, C and D7 chords
- Drill and practice all 7 chords until mastery
- In a group and alone, will practice all of the songs listed above
- Study/practice in a group/alone the 1st position natural note scale on page 22 in the HOT student book, always saying the pitch names aloud!
- Engage in classroom dialog about the music terms listed above and what these mean and how they apply to guitar playing
- Practice playing chord progressions in order to make meaning of the guitar terms listed above
- On two different days throughout this unit, student guitars will be de-tuned, keeping the 6th string tuned to the correct E. Using the 55545 tuning method, students will go to an alone, quiet place in the music department to tune their guitars

Remediation: One-on-one time during assigned class time or before/after school or on a study hall.

Extensions: Use websites to seek alternate song repertoire.

Instructional Methods:

- Direct instruction
- Group discussion
- Group/individual guided practice

- Peer collaboration
- Modeling

Materials & Resources:

- HOT student/teacher/CD
- Teacher song books
- Online songs

Assessments:

- Teacher Observation/Correction
- Quizzes/ tests #1 and #2 in HOT teacher's manual
- "Guts" recitals-students must choose one song from each of the 4 chord progressions and play in front of their peers for teacher/ensemble critique and a pass/fail grade
- Individual private proficiencies #1 and #2 using rubrics in the HOT teacher's manual

Curriculum Scope and Sequence

Planned Course: Acoustic Guitar for Beginners

Unit 3: More Guitar Chords/Songs; Rhythm and Counting; Strum patterns; Musical Staff Pitch Names (melody)

Time Frame: 8 weeks

State Standards: 9.1 A, 9.1 B, 9.1 C, 9.1 G, 9.2 C, 9.3 A, 9.3 D

Essential content/objectives: At the end of this unit, students will be able to:

- Demonstrate the LH position for E, Em, Am chord progressions
- Play Comin' Round the Mountain, Wade in the Water, Greensleeves, Deep Blue Sea, Joshua and Wayfaring Stranger using steady down-beat strum pattern
- Count simple and advanced rhythms ALOUD
- Strum patterns in 4/4, 3/4 and 6/8 on page 94 in the HOT student book. They will apply these to repertoire they know and demonstrate via a "guts" recital
- Explain the lines and spaces of the treble clef

Core Activities: Students will complete/participate in the following:

- Learning the lines and spaces of the treble clef by using the 1st position natural note scale
- Developing rhythm and counting music vocabulary while studying about note and rest values. Practice counting aloud all note/rest values, first on individual strings and then with chords, in ensemble and alone
- Learning about different time signatures 3/4, 4/4, 3/8, 3/2
- Use individual strings to practice the rhythm exercises, then single chords and eventually chord progression (changing the chord at the beginning of each measure) in a group and alone using the 1 + 2 + 3 +, etc. method found on pg. 27 in the HOT student book
- Practicing, in a group/alone, strum patterns from pg. 94 and choose which ones go best with songs in 3/4 and 4/4
- Learning the pitch names of the 1st position scale and how these are placed on the musical staff. Students will begin with the lower pitches found on the 5th and 6th strings. In ensemble, they will drill the fingerings then drill the location on the staff, always saying the pitch names aloud. Drill the melodies for the 5th and 6th strings on pg. 32 of the HOT student book
- Review of all of the chord progressions and rhythms and do random chord progressions

Remediation: One-on-one assistance during classroom instruction, before/after school and during study halls. Students must practice at home to reinforce classroom learning.

Instructional Methods:

- Direct instruction through modeling
- Guided group/individual practice
- Peer collaboration

Materials & Resources:

- HOT student/teacher/CD
- Guitars
- Supplemental song books

Assessments:

- Teacher Observation/correction of LH/RH/body posture
- Quizzes and tests #3 and # 4 in HOT teacher's manual
- "Guts" recitals on songs in E, Em and Am
- Proficiencies on E, Em and Am chord progressions/random chord progressions using proficiencies 3, 4 and 5 in the HOT teacher's manual
- Worksheets 1, 2 and 3 in the HOT student book

Curriculum Scope and Sequence

Planned Course: Acoustic Guitar for Beginners

Unit 4: More Musical Staff Pitch Names; Keep on with the rhythms; C Chord Progression, Harmony and Melody

Time Frame: 6-8 weeks

State Standards: 9.1 A, 9.1 B, 9.1 C, 9.1 D, 9.1 G, 9.2 C

Essential content/objectives: At the end of this unit, students will be able to:

- Describe and demonstrate the musical pitch location for the pitches found on string 3 and 4, then string 1 and 2
- Describe and demonstrate the C chord progression: C, F, G7
- Describe and demonstrate the melody/harmony by playing in teacher-assigned Trios

Core Activities: Students will complete/participate in the following:

- Learn the correct LH position for the C, F, G7 chords on p. 17 in the HOT student book and play the song given in the Key of C: The Old Gray Mare, She Wore a Yellow Ribbon
- Practice and drill the fingerings and pitch names of the 3rd and 4th string: D, E, F, G, and A and their location on the musical staff saying the pitch name aloud and then playing the melodies on p. 22 in the HOT student book
- Practice and drill the fingerings and pitch names of the 1st and 2nd strings: B, C, D, E, F, and G and their location on the music staff saying pitch names aloud then playing the melodies on p. 34 in the HOT student book
- Review of rhythms, counting and all chord progressions in ensemble
- Playing in teacher-assigned Trios. There are 6 trios on pages 35-36 in the HOT student book. Each trio must play all 6 trios. Students must play 2 part I's, 2 part II's and 2 part III's. Within their trio, students are to work collaboratively to decide who will play which parts
- Memorize musical staff pitch placement

Extensions: Students must take guitars home to practice the melodies that form the trios.

Remediation:

- One-on-one in class assistance before/after school and study halls
- Free on-line guitar lessons
- Use of www.musictheory.com

Instructional Methods:

- Direct instruction using modeling
- Peer collaboration

Materials & Resources:

- HOT teacher/student/CD
- Supplemental song books for songs in the Key of C

Assessments:

- Teacher/Peer observation and critique
- Quizzes
- Individual proficiencies # 6-8 and students will play all melodies on strings: 5 & 6, then 3 & 4, then 1 & 2 in HOT teacher's manual
- Group Trio Proficiency #10 in HOT teacher's manual
- "Guts" recital on songs in the Key of C

Curriculum Scope and Sequence

Planned Course: Acoustic Guitar for Beginners

Unit 5: Accidentals; Major Scale Pattern (WWH,W,WWH); C Major Scale; Major/Minor Chords; Root/5th of each chord; 12 bar blues chord and strum patterns.

Time Frame: 4 weeks

State Standards: 9.1 A, 9.1 B, 9.1 C, 9.3 C

Essential content/objectives: At the end of this unit, students will be able to:

- Describe and demonstrate the root and 5th of each chord
- Describe and demonstrate the C major scale and the pattern of Whole (W) and Half (H) steps
- Differentiate between major and minor chord tonalities
- Describe and demonstrate the chord and strum patterns for the 12 bar blues

Core Activities: Students will complete/participate in the following:

- Learning and knowing the 12 bar blues chord and strum patterns on pgs. 79-80 in the HOT student book. I chord for 4 measures (m.), IV for 2 m., I for 2 m., V7 for 1 m., IV for 1 m. and the I for 2 m. Caution: This is not necessarily the pattern for all blues songs, just for the 12 bar blues. They will practice and memorize this 12 bar blues pattern using the E chord progression
- Learning and finding the root of each chord (the chord name = the root) and practice root/strum in each chord progression
- Playing major scales on pgs. 88-89 in HOT student book. Students will learn and see chords are made up of triads (3 or more pitches played at the same time). The C scale will be notated on the board followed by group discussion, questions and answers to facilitate comprehension. Each pitch of the scale will show the correct chord played above that pitch. Students will play a C major scale using their knowledge of the 1st position natural scale. Students will play the correct chord corresponding to the scale pitch: I, ii, iii, IV, V, vi, vii (d), I. They will learn that capital roman numerals are major and lower case roman numerals are minor
- Review and play the 1st position natural scale and describe all the frets that are skipped? Using pgs. 37-39 in the HOT student book, students will learn and know whole and half steps. They will practice the chromatic scale which is playing all of the pitches on all of the frets-no skipping!! They will say pitch names aloud both ascending and descending
- Review rhythms/counting/random chords

Extensions: Guitars go home for practice of blues songs which students can find in teacher song books or online.

Remediation:

- One-on-One during class, before/after school or study halls
- Use of www.musictheory.com

Instructional Methods:

- Direct instruction using modeling
- Guided practice in ensemble/alone
- Peer collaboration
- Oral/aural review

Material & Resources:

- HOT student/teacher/CD
- Supplemental songbooks
- Old Town School Song Book

Assessment:

- Worksheet #4 (HOT student book) p. 114 Accidentals and #8 p. 118 W/H steps
- Test #3 and #4 (HOT Teacher's manual)
- "Guts" recital on a blues song of choice
- Proficiency #9-HOT Teacher's Manual, the Root and 5th of all chords
- Play chord progressions
- Play the root on beat 1 and the 5th on beat 3 in a 4/4 time signature

Curriculum Scope and Sequence

Planned Course: Acoustic Guitar for Beginners

Unit 6: Playing Bass and The Three Player Combo: Bass/Rhythm/Melody. Brief Introduction to Barre Chords

Time Frame: 2-3 weeks

State Standards: 9.1 A, 9.1 B, 9.1 C, 9.1 G

Essential content/objectives: At the end of this unit, students will be able to:

- Explain and demonstrate a different format for playing the root and 5th
- Play simple bass/rhythm charts
- Form their own 3-player combos and perform for the class

Core Activities: Students will complete/participate in the following:

- Review all chord progressions and chords in random order
- Review all chromatic pitch names
- Review Counting and rhythms
- Memorize the different Root/5th patterns for each chord (pgs. 42-43 in the HOT student book). Students will compare this new approach to the old and discuss which they prefer
- Split class in half having:
 - One group play rhythm and the other play the root (bass) of all chord progressions and reverse groups
 - Bass playing group play the root on beat 1 and the 5th on beat 3
 - Students play the Simple Rhythm/Bass charts on p. 43 of the HOT student book
- Choose their own trio members to play the three person combos. Practice AURA LEE on p. 22 of the HOT student book. All 3 students must play each part of the combo: rhythm, bass, melody and present to the class
- Brief overview of Barre Chords and how these are formed using the “picture” of the E, Em, Am, E7 chords

Extensions: Students can choose any song from any teacher-supplied song book, HOT book or online songs to form a 3-person combo.

Remediation: One-on-one during class, study hall or before/after school

Instructional Methods:

- Direct instruction using modeling
- Peer collaboration
- Guided group and individual practice

Materials & Resources:

- HOT teacher/student/CD
- Supplemental song books
- Online resources

Assessments:

- Teacher Observation
- Class/Teacher Critique of combo performance
- Test #5 and 6
- Proficiency on AURA LEE Combo using the Ensemble Self Evaluation I in the HOT Teacher's Manual
- "Guts" recital on a song of choice using Root/5th in 4/4 time, with Root on Beat 1 and 5th on Beat 3

Curriculum Scope and Sequence

Planned Course: Acoustic Guitar for Beginners

Unit 7: Finger-Plucking using PIMA, Key Signatures, Final Project

Time Frame: 4 Weeks

State Standards: 9.1 A, 9.1 B, 9.1 C, 9.1 G

Essential content/objectives: At the end of this unit, students will be able to:

- Identify and know PIMA
- Know the difference between free and rest strokes
- Recognize and know both ascending and descending arpeggios chords
- Play finger-plucked block chords
- Present a final “guts” recital

Core Activities: Students will complete/participate in the following:

- A review of random chords, rhythms, counting, pitch names and staff locations
- Overview of Key Signatures and name the pitches of scales using the WWH, W, WWH format up to 4 sharps and 4 flats and see these notated on the board
- PIMA finger-plucking: P=pulgar (thumb); I=indice (index); M=medio (middle) and A=anular (ring). P will always play the root/5th. I will play the 3rd string, M will play the 2nd string and A will play the 1st string. This is found on p. 55 HOT student book
- Play the C Major Scale using I and M, then with a guitar pick as per p. 56 in the HOT student book
- Use of the RH for playing arpeggios in the finger-plucking style. Exercises on pgs. 61-64 in the HOT student book will be used. Students will recognize the Am, E, and Dm chords in music notation arpeggios
- Prepare for their final arpeggio proficiency by playing and diligently practicing Exercises 1-9 on pgs. 65-67 in the HOT student book. Students will play with the teacher, one exercise at a time to work for mastery. Three exercises per day for one week will cover all 9 exercises. The ensuing weeks will be for guided practice, both in ensemble and alone, to master these exercises
- Choose a song of choice for a final “guts” recital. Students must choose the style of presentation-playing the melody or rhythm or finger-plucking based on the song's style and in collaboration with the teacher for final approval.

Extensions: Students can choose any song from any teacher-supplied song book, HOT book or online songs to form a 3-person combo.

Remediation: One-on-one during class, study hall or before/after school

Instructional Methods:

- Direct instruction using modeling
- Peer collaboration
- Guided group and individual practice

Materials & Resources:

- HOT teacher/student/CD
- Supplemental song books
- Online resources

Assessments:

- Teacher Observation
- Class/Teacher Critique of performance
- Arpeggio proficiency
- Final “Guts” recital