



Guitar Studio

Course Information

Grade(s):	9-12
Discipline/Course:	Fine Arts - Humanities
Course Title:	Guitar Studio
Prerequisite(s):	None
Course Description: <i>Program of Studies</i>	Guitar studio provides the knowledge and skills necessary to begin playing the guitar. Study includes chords and their structure, musical notation, strumming patterns, basic fingerpicking, instrument maintenance, and performance. Students will perform a variety of repertoire representing varying genres and degrees of difficulty based on their individual goals and overall skill development. No guitar or experience required.
Course Essential Questions:	<p>Performing 4.1: How do performers select repertoire?</p> <p>Performing 4.3: How do performers interpret musical works?</p> <p>Performing 5: How do musicians improve the quality of their performance?</p> <p>Performing 6: When is a performance judged ready to present?</p> <p>Responding 7: How do individuals choose music to experience?</p> <p>Responding 9: How do we judge the quality of musical work(s) and performance(s)?</p> <p>Connecting 10: How do musicians make meaningful connections to creating, performing, and responding?</p>
Course Enduring Understandings:	<p>Performing 4.1: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Performing 4.3: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Performing 5: 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.</p>

	<p>Performing 6: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Responding 7: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Responding 9: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Connecting 10: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>
Duration: Credit:	1 semester 0.5 credits
Course Materials/Resources:	No Textbook Required; Equipment Provided
FPS Course Academic Expectation(s):	Exploring and Understanding Conveying Ideas
Year at a Glance (Units):	Unit 1: Building the Foundation (3 weeks) Unit 2: Basic Playing Techniques and Chords (5 weeks) Unit 3: Intermediate Notation & Techniques (4 weeks) Unit 4: Rock & Blues Techniques (5 weeks) Unit 5: Performance: Individual and/or with a Group (3 weeks)

Unit Number and Title:	Unit 1: Building the Foundation
Duration:	3 weeks
Resource(s):	N/A
Unit Overview:	Students will develop the building blocks necessary to ensure continued growth throughout the semester. Overall focus will be on the mechanics of the instrument itself, establishing a physical setup, and the routine necessary to enable consistent growth and progression on guitar.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively- developed criteria , including analysis of the structure and context.
Essential Question(s):	Performing 5: How do musicians improve the quality of their performance? Responding 9: How do we judge the quality of musical work(s) and performance(s)?
Enduring Understanding(s):	Performing 5: 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. Responding 9: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	Content: (Students will know...) <ul style="list-style-type: none"> ● history of the guitar. ● correct pitches of each string. ● appropriate names of guitar parts. ● the processes of restringing and maintaining a guitar.

Skills: (Students will be able to...)

- use a chromatic tuner to accurately tune guitar strings.
- hold the guitar in a playing position with proper posture, arm, and hand position.
- hold a guitar pick with proper hand technique.

Unit Number and Title:	Unit 2: Basic Playing Techniques and Chords
Duration:	5 weeks
Resource(s):	N/A
Unit Overview:	Students will develop an understanding of musical chords, their structure, and quality. Time will be spent expanding chord vocabulary, transitioning from chord-to-chord, and learning 3 and 4 chord songs.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. MU:Re7.1.E.Ia Apply criteria to select music for specified purposes , supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively- developed criteria , including analysis of the structure and context.
Essential Question(s):	Performing 5: How do musicians improve the quality of their performance? Performing 6: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Responding 7: How do individuals choose music to experience? Responding 9: How do we judge the quality of musical work(s) and performance(s)?
Enduring Understanding(s):	Performing 5: 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. Performing 6: Musicians judge performance based on criteria that vary across time, place, and cultures.

	<p>The context and how a work is presented influence the audience response.</p> <p>Responding 7: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Responding 9: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● chord qualities (major, minor, seventh). ● how to interpret a chord chart. ● follow basic chord progressions. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● play basic first position open chords (E, Em, C, D, Dm G, A, Am). ● use correct finger technique on the fingerboard. ● demonstrate correct picking and strumming techniques. ● perform strumming patterns. ● perform 1-2 songs.

Unit Number and Title:	Unit 3: Intermediate Notation & Techniques
Duration:	4 weeks
Resource(s):	N/A
Unit Overview:	Students will explore standard music notation and guitar tablature, as well as intermediate right hand techniques for fingerstyle and muting. The unit will expand focus from guitar chords to being able to interpret and perform linear lines of music.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Re7.1.E.Ia Apply criteria to select music for specified purposes , supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively- developed criteria , including analysis of the structure and context.
Essential Question(s):	Performing 5: How do musicians improve the quality of their performance? Responding 7: How do individuals choose music to experience? Responding 9: How do we judge the quality of musical work(s) and performance(s)?
Enduring Understanding(s):	Performing 5: 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. Responding 7: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Responding 9: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none">● how to read and interpret standard music notation.● how to read and interpret guitar tablature. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none">● perform linear lines reading both standard music notation and guitar tablature.● demonstrate right hand fingerpicking patterns.● percussive Techniques for guitar.● string muting techniques for guitar.
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Unit Number and Title:	Unit 4: Rock & Blues Techniques
Duration:	5 weeks
Resource(s):	N/A
Unit Overview:	Students will be introduced to common techniques used in rock and blues music. This will include power chords on the 5th and 6th strings, and the 12 bar blues.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.. MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively- developed criteria , including analysis of the structure and context. MU:Cn10.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Essential Question(s):	Performing 5: How do musicians improve the quality of their performance? Performing 6: When is a performance judged ready to present? Responding 9: How do we judge the quality of musical work(s) and performance(s)? Connecting 10: How do musicians make meaningful connections to creating, performing, and responding?
Enduring Understanding(s):	Performing 5: 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. Performing 6: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

	<p>Responding 9: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Connecting 10: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● theory and structure of the 12 bar blues progression. ● chromatic and pentatonic scale construction. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● play power chords on 5th and 6th strings. ● perform 12 bar blues rhythm guitar. ● perform 2-3 popular songs utilizing blues and power chords.

Unit Number and Title:	Unit 5: Performance: Individual and/or with a Group
Duration:	3 weeks
Resource(s):	N/A
Unit Overview:	Students will work independently, or in a small group, to apply the knowledge and skills they have gained from the course to select, rehearse, and perform a song of their choosing.
Learning Goals	
Standard(s):	<u>National Core Arts Standards</u> MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively- developed criteria , including analysis of the structure and context.
Essential Question(s):	Performing 4.1: How do performers select repertoire? Performing 4.3: How do performers interpret musical works? Performing 5: How do musicians improve the quality of their performance? Performing 6: When is a performance judged ready to present? Responding 9: How do we judge the quality of musical work(s) and performance(s)?
Enduring Understanding(s):	Performing 4.1: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

	<p>Performing 4.3: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Performing 5: 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.</p> <p>Performing 6: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Responding 9: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● how to research and select appropriate guitar repertoire. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● independently identify and learn chords. ● independently identify and learn strumming patterns. ● develop an individualized rehearsal plan. ● perform a song of their choosing.