

Catasauqua Area School District Planned Course of Study

Course Title: Guitar Class

Grade Level(s): 10th-12th Grade

Text: Essential Elements for Guitar (Book 1)
Beginning Classroom Guitar (A Musician's Approach)- Philip Hemmo

Course Description

This one- quarter course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at the beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat-picing, tab reading, rhythmic patterns, chord study, musical forms, and lifestyles of famous guitarists.

Essential Questions & Competencies

- Why is it important to be able to create, recreate, and perform music independently?

Demonstrate the ability to independently create, recreate, rehearse, and perform musical works and explain why this is important.

- How do musicians compare their work to the work of others?

Analyze their own performances and compositions and make judgements about their own works as compared with those of other performers and composers.

- How do musicians improve their skills?

Musicians use the process of creating/recreating, rehearsing, reflecting and revising to improve their skills.

- How does rehearsal affect a musician's skills?

Musicians rehearse to improve their skills

- How do musicians use rehearsal to improve their skills?

A personalized rehearsal schedule can help a musician improve his or her skills.

- Why is it important to be able to create, recreate, and perform music independently?

While much of the school-based musical experience happens within a group, it is also important for people to create, recreate, rehearse, and perform music independently.

- How and why do people continue to engage in music after graduation?

Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians, or professional musicians.

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Course Syllabus

Course Content	Tentative Timeframe	State Standards
Learning how to read music <ul style="list-style-type: none"> - Note Names - Rhythms - Identifying notes on the staff - Parts of the musical staff - Circle of 5ths 	1 week to teach, but whole quarter to reinforce	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Learn the basics of the guitar <ul style="list-style-type: none"> - Parts of the guitar - How to hold the guitar - Placement of hands on the guitar 	2 days (but constantly practiced)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Playing the first notes on the guitar <ul style="list-style-type: none"> - Open string playing - Applying different rhythms on those strings - Rest strokes vs. Free strokes 	1 day (but constantly practiced)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Tuning the guitar <ul style="list-style-type: none"> - Where to start - How to listen to whether the string is sharp or flat 	1 day (but constantly practiced)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Using how to read music and identifying them on the strings of the guitar <ul style="list-style-type: none"> - Starting on the first E string - Moving to B string - Then G string 	3 days to teach (but always practiced throughout the quarter)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Applying what was learned on the first 3 strings of the guitar and reading music which has the students work on reading and jumping from string to string.	4 days of learning and practicing	9.1.12.A 9.1.12.B 9.1.12.C

<ul style="list-style-type: none"> - Songs to be used: <ul style="list-style-type: none"> - Bye, Baby Bunting - Yankee Doodle - Red River Valley - Clair de Lune - Simple Gifts - Aura Lee - Don't You Weep After Me 		9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Using how to read music and identifying them on the strings of the guitar <ul style="list-style-type: none"> - 4th String Exercises (D string) - 5th String Exercises (A string) - 6th String Exercises (E string) 	3 days to teach (but always practiced throughout the quarter)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Applying what was learned on all 6 strings of the guitar and reading music which has the students work on reading and jumping from string to string	Whole course	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Start learning simple chords using all 6 strings	4 Days (but reinforced throughout rest of course)	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D
Learn simple chord progressions which will then lead into song chord progressions	3 Days	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D

Teaching Strategies Utilized

Direct Instruction
Modeling
Demonstration
Guided Practice
Independent Practice
Technology Integration to Support and Enhance Learning

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Objectives	Competencies	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify the different parts of the musical staff 2. Identify the Musical Alphabet 3. Identify the notes on the treble staff 4. 5. Identify the different parts of the guitar 	<p>Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important.</p>	<ul style="list-style-type: none"> - Displays that show the different parts of the musical staff. - Use the website www.musictheory.net to work to identify different notes on the treble clef - Have a worksheet for the students to identify and write down the different parts of the guitar and their job descriptions. 	<ul style="list-style-type: none"> - Identification quizzes of the different part of the staff - Use exercises from music theory.net to identify notes on the treble clef - Worksheets that will help students identify the notes on the treble clef - The worksheet to identify the different parts of the guitar 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

Resources/Materials

www.musictheory.net

Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo

Interdisciplinary Relationships

- While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently.
- Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Properly hold the guitar in playing position 2. Identify the different strings on the guitar 3. Continue to work to identify the different notes on the staff 4. Identify and understand the common time signatures of 4/4, $\frac{3}{4}$, and $\frac{2}{4}$ time. 5. Identify the values of notes and be able to count a full measure of music 	<ul style="list-style-type: none"> - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music. 	<ul style="list-style-type: none"> -Practice holding a physical guitar - Use www.musictheory.net to continue to identify the notes on the staff and start counting rhythms -Worksheets with different rhythms for the students to write in the counts. 	<ul style="list-style-type: none"> - Physically seeing the students hold the guitar. - Reviewing the worksheets on the different time signatures and counting rhythms. - Having the students play the different strings on the guitar and identifying them. - Quizzing the students on the names of the notes using musictheory.net. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>www.musictheory.net Beginning Classroom Guitar (A Musician's Approach)- Philip Hemmo Essential Elements for Guitar</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> - While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. - Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. 				

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Understanding the difference between a Rest stroke and a Free Stroke 2. Continue to identify the different strings on the guitar and start to play different rhythms on each string 3. Identify the notes on the musical staff 4. Count the rhythms in a measure that is dictated by certain time signatures 5. Continue to play different rhythms on the open strings of the guitar and jump from string to string within different exercises 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. 	<ul style="list-style-type: none"> - Practice holding the guitar properly - Play simple exercises which utilize using all 6 strings - Use musictheory.net to continue to have the students identify different notes on the musical staff. - Have the students complete worksheets that will help the students count different rhythms. 	<ul style="list-style-type: none"> - Having the students model the proper techniques for both the Rest Stoke and the Free Stroke - Using musictheory.net to continue to quiz the students on the different note names - Have worksheets for the students to continue to practice counting different rhythms. - Have the students play on the open strings of the guitar different rhythms and have them jump from one string to another during an exercise. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>www.musictheory.net Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> - While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. - Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. 				

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Continue to practice different rhythms on the open strings of the guitar. Play different notes on the highest string of the guitar (the E string). Play the first 3 notes on the B string. Play the first 3 notes on the G string. Tune the strings of the guitar by using both a tuning device and their ears. 	<ul style="list-style-type: none"> Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music. Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. 	<ul style="list-style-type: none"> Practicing musical worksheets that will stretch the players ability to read rhythms and the notes on the open strings of the guitar. Pages 9, 10, 13, 14, 21, and 22 of the Essential Elements for Guitar book Page 17, 19, and 24 of the Beginning Classroom Guitar Book. Use a tuner to work on tuning the strings of the guitar. Students will untune their strings and use the tuner first. Then will work on tuning the strings without the tuner. 	<ul style="list-style-type: none"> The worksheets will be used as a form of an assessment. The only way for the students to move onto another page in each of the books. The student's hearing will be tested as they work to tune their guitars. As they attempt with the tuner, it will light up green when they are in tune. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician's Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. 				

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Continue to work on playing the first 3 notes on the first 3 strings of the guitar. Continue to practice tuning the guitar using both the tuner and the student's ear. Play the first 3 notes on the 4th string of the guitar (the D string). Continue to work on reading different rhythms in different time signatures. Learn the life of a famous guitarist 	<ul style="list-style-type: none"> Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music. Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers. Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts. 	<ul style="list-style-type: none"> Practicing musical worksheets that will stretch the players ability to read rhythms and the notes on the open strings of the guitar. Pages 9, 10, 13, 14, 21, 22, 32, 33, and 34 of the Essential Elements for Guitar book Page 17, 19, 24, 25, 26, 27, and 30 of the Beginning Classroom Guitar Book. Use a tuner to work on tuning the strings of the guitar. Students will untune their strings and use the tuner first. Then will work on tuning the strings without the tuner. Students will create a presentation about a famous guitarist and present it to the class. 	<ul style="list-style-type: none"> The worksheets will be used as a form of an assessment. The only way for the students to move onto another page in each of the books. The student's hearing will be tested as they work to tune their guitars. As they attempt with the tuner, it will light up green when they are in tune. The students will create a short presentation about a guitar artist and present it to the class. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician's Approach)- Philip Hemmo Essential Elements for Guitar (Book 1) Internet to research different artists</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. There are similarities between works in different arts disciplines from different time periods and different cultures. Musicians make choices that influence the way people experience their work. 				

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Continue to work on reading different rhythms in different time signatures. Continue to work on playing the first 3 notes on the first 4 strings of the guitar. Play the first 3 notes on the 5th string of the guitar (the A string). Identify and explain a musical style in which guitars are used. Start playing simple chords on the guitar. Continue to practice tuning the guitar less with the tuner and more by ear. 	<ul style="list-style-type: none"> Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts. Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers. 	<ul style="list-style-type: none"> Practicing musical worksheets that will stretch the players ability to read rhythms and the notes on the open strings of the guitar. Pages 9, 10, 13, 14, 21, 22, 32, 33, 34, 46, and 47 of the Essential Elements for Guitar book Pages 11 and 12 of the Essential Elements for Guitar Book Page 17, 19, 24, 25, 26, 27, 30, 35, and 36 of the Beginning Classroom Guitar Book. Use a tuner to work on tuning the strings of the guitar. Students will untune their strings and use the tuner first. Then will work on tuning the strings without the tuner. Students will create a presentation about a different musical style and present it to the class. 	<ul style="list-style-type: none"> The worksheets will be used as a form of an assessment. The only way for the students to move onto another page in each of the books. The student’s hearing will be tested as they work to tune their guitars. As they attempt with the tuner, it will light up green when they are in tune. The students will create a short presentation about a music style and present it to the class. They will start learning simple chords and will be able to play them using the assigned pages. The students will then play the chord while the other half of the class plays the melodic lines. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. There are similarities between works in different arts disciplines from different time periods and different cultures. 				

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Continue to work on reading different rhythms in different time signatures. Continue to work on playing the first 3 notes on the first 5 strings of the guitar. Play the first 3 notes on the 6th string of the guitar (the E string). Start playing simple chords on the guitar. Continue to practice tuning the guitar less with the tuner and more by ear. 	<ul style="list-style-type: none"> Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. 	<ul style="list-style-type: none"> Practicing musical worksheets that will stretch the players ability to read rhythms and the notes on the open strings of the guitar. Pages 9, 10, 13, 14, 21, 22, 32, 33, 34, 46, 47, 52 and 53 of the Essential Elements for Guitar book Pages 11, 12, 15, and 16 of the Essential Elements for Guitar Book Page 17, 19, 24, 25, 26, 27, 30, 35, 36, and 42 of the Beginning Classroom Guitar Book. Use a tuner to work on tuning the strings of the guitar. Students will untune their strings and use the tuner first. Then will work on tuning the strings without the tuner. 	<ul style="list-style-type: none"> The worksheets will be used as a form of an assessment. The only way for the students to move onto another page in each of the books. The student’s hearing will be tested as they work to tune their guitars. As they attempt with the tuner, it will light up green when they are in tune. They will start learning simple chords and will be able to play them using the assigned pages. The students will then play the chord while the other half of the class plays the melodic lines. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. 				

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Continue to work on reading different rhythms in different time signatures. 2. Play exercises that involve all six strings of the guitar utilizing the first 3 notes on each string. 3. Continue to practice tuning the guitar less with the tuner and more by ear. 4. Continue to learn simple chords and add simple progressions to the learned chords 5. Identify different parts of a piece of music: <ol style="list-style-type: none"> a. Introduction b. Pick-up Notes 6. Play the 2 different types of chord strumming: <ol style="list-style-type: none"> a. Down-Up Strokes b. Up-Down Strokes 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - 	<ul style="list-style-type: none"> - Practicing musical worksheets that will stretch the players ability to read rhythms and the notes on the open strings of the guitar. - Pages 9, 10, 13, 14, 21, 22, 32, 33, 34, 46, 47, 52 and 53 of the Essential Elements for Guitar book - Using page 18 (of the Essential Elements Book) have the students identify and work on the Down-Up Stroke when strumming chords on a guitar. - Pages 11, 12, 15, 16, 18, 19, and 20 of the Essential Elements for Guitar Book - Page 17, 19, 24, 25, 26, 27, 30, 35, 36, and 42 of the Beginning Classroom Guitar Book. - Use a tuner to work on tuning the strings of the guitar. Students will untune their strings and use the tuner first. Then will work on tuning the strings without the tuner. 	<ul style="list-style-type: none"> - The worksheets with rhythmic exercises will be graded to show the student’s progress in counting rhythms - Listening and assessing the student’s playing the exercises within the assigned pages. If they play the page successfully they will be assigned a new page to practice and prepare. - Using their ears to listen to their instruments to make sure the strings are in tune. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> - While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. - Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. 				

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Objectives	Competencies	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Play exercises that involve all six strings of the guitar utilizing the first 3 notes on each string. 2. Continue to learn simple chords and add simple progressions to the learned chords 3. Understand and identify what the D.C. al Fine means in a musical piece. 4. Prepare with a partner a duet in which they will perform. 5. Understand and play the technique called Finger Picking 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. 	<ul style="list-style-type: none"> - Pages 9, 10, 13, 14, 21, 22, 32, 33, 34, 46, 47, 52 and 53 of the Essential Elements for Guitar book - Using page 18 (of the Essential Elements Book) have the students identify and work on the Down-Up Stroke when strumming chords on a guitar. - Pages 11, 12, 15, 16, 18, 19, 20, 23, 24, and 25 of the Essential Elements for Guitar Book - Page 17, 19, 24, 25, 26, 27, 30, 35, 36, and 42 of the Beginning Classroom Guitar Book. - Using pages 56 and 57 in the Essential Elements for Guitar Book for finger picking - Learning duets on page 26, and 50 in the Essential Elements for Guitar book. 	<ul style="list-style-type: none"> - Listening and assessing the student’s playing the exercises within the assigned pages. If they play the page successfully they will be assigned a new page to practice and prepare. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> - While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. - Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. - Contemporary technology allows people to share and collaborate on musical ideas. 				

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<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Play exercises that involve all six strings of the guitar utilizing the first 3 notes on each string. 2. Play exercises that involves the left hand to shift up the fret board to the next position to play the notes on the first 3 strings 3. Continue to learn simple chords and add simple progressions to the learned chords 4. Understand and read guitar tabs 5. Play syncopated strumming patterns 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians. - Collaborate with others to create a musical 	<ul style="list-style-type: none"> - Pages 9, 10, 13, 14, 21, 22, 32, 33, 34, 46, 47, 52, 53, 58, 59, 60, and 61 of the Essential Elements for Guitar book - Using page 56 (of the Essential Elements Book) to continue to study and work on the art of Finger Picking. - Pages 11, 12, 15, 16, 18, 19, 20, 23, 24, 25, 62, 63, and 64 of the Essential Elements for Guitar Book to continue to learn and develop playing chords - Page 17, 19, 24, 25, 26, 27, 30, 35, 36, and 42 of the Beginning Classroom Guitar Book used as review to keep skill levels progressing. - Page 30 of the Essential Elements for Guitar will describe the syncopated strumming patterns. - Explain to students how to read guitar tabs and give them simple worksheets with the tabs for them to learn to play. 	<ul style="list-style-type: none"> - Listening and assessing the student’s playing the exercises within the assigned pages. If they play the page successfully they will be assigned a new page to practice and prepare. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> - While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. - Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. - People use resources available in their communities to make music throughout their lives. 				

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Objectives	Competencies	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Play exercises that involve all six strings of the guitar utilizing the first 3 notes on each string. 2. Play exercises that involves the left hand to shift up the fret board to the next position to play the notes on the first 3 strings 3. Play exercises that involves the left hand to shift up the fret board to the next position to play the notes on all 6 strings 4. Continue to learn simple chords and add simple progressions to the learned chords 5. Continue to understand and read guitar tabs 6. Research and present a professional guitarist and analyze his or her style of playing 	<ul style="list-style-type: none"> - Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. - Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. - Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers. - Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts. 	<ul style="list-style-type: none"> - Pages 9, 10, 13, 14, 21, 22, 32, 33, 34, 46, 47, 52, 53, 58, 59, 60, and 61 of the Essential Elements for Guitar book - Using page 56 (of the Essential Elements Book) to continue to study and work on the art of Finger Picking. - Pages 11, 12, 15, 16, 18, 19, 20, 23, 24, 25, 62, 63, 64, and 65 of the Essential Elements for Guitar Book to continue to learn and develop playing chords - Page 17, 19, 24, 25, 26, 27, 30, 35, 36, and 42 of the Beginning Classroom Guitar Book used as review to keep skill levels progressing. - Have the students work on solos in which will be graded once they are comfortable with their piece. The music is found in the Essential Elements for Guitar Book. - Have the students continue to work on playing chords using tabs. - Students will work and research the life of a professional guitarist, using their iPads, and give a short presentation of the life of their artist and analysis of their musical style. 	<ul style="list-style-type: none"> - Listening and assessing the student’s playing the exercises within the assigned pages. If they play the page successfully they will be assigned a new page to practice and prepare. - The students presentation on their musical artists and the analysis of their playing style 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>
Resources/Materials				
<p>Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo Essential Elements for Guitar (Book 1)</p>				
Interdisciplinary Relationships				
<ul style="list-style-type: none"> - While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. - Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. - Contemporary technology allows people to share and collaborate on musical ideas. - There are similarities between works in different arts disciplines from different time periods and different cultures. 				

Catasauqua Area School District
Course Title: Guitar Class
Grade Level: 10-12

Objectives	Competencies	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> Continue to build upon their skills playing the guitar by being assigned more pages within the method books. Continue to build upon the chords from which they know and more chords that they will learn throughout the method books. Perform a solo piece while the partner will accompany that soloist with chord progressions. Continue to work on reading guitar tabs through the worksheets that will be provided. 	<ul style="list-style-type: none"> Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. Collaborate with others to create a musical work using contemporary technologies. 	<ul style="list-style-type: none"> Pages 9, 10, 13, 14, 21, 22, 32, 33, 34, 46, 47, 52, 53, 58, 59, 60, 61, 66, 70, 71, 72, and 75 of the Essential Elements for Guitar book Using page 56 (of the Essential Elements Book) to continue to study and work on the art of Finger Picking. Pages 11, 12, 15, 16, 18, 19, 20, 23, 24, 25, 62, 63, 64, 65, 76, 77, 79, 83, and 85 of the Essential Elements for Guitar Book to continue to learn and develop playing chords Page 17, 19, 24, 25, 26, 27, 30, 35, 36, 42, 43, 44, 45, and 46 of the Beginning Classroom Guitar Book used as review to keep skill levels progressing. Have the students work on solos in which will be graded once they are comfortable with their piece. The music is found in the Essential Elements for Guitar Book. Have the students continue to work on playing chords using tabs. 	<ul style="list-style-type: none"> Listening and assessing the student’s playing the exercises within the assigned pages. If they play the page successfully they will be assigned a new page to practice and prepare. 	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J 9.3.12.D</p>

Resources/Materials

Beginning Classroom Guitar (A Musician’s Approach)- Philip Hemmo
 Essential Elements for Guitar (Book 1)

Interdisciplinary Relationships

- While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently.
- Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.
- Contemporary technology allows people to share and collaborate on musical ideas.
- People use resources available in their communities to make music throughout their lives.

Catasauqua Area School District
Course Title: Guitar Class
Grade Level: 10-12

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