

LG 1 Concepts

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Guitar

**Artistic Process:** Creating

**Common Anchor Standard #1:**

**MU: Cr1.1.h.5a.** Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Learning Goal	Proficiency Scale
<p>Students will be able to create using the elements and principles of music.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Reading, notating and performing one-octave ascending and descending scales, such as C, G, D, A, and E major scales; A, D, E, and B harmonic minor scales, a chromatic scale.</li> <li>• Reading, notating and performing one form of the moveable, one-octave pentatonic scale.</li> <li>• Reading, notating and performing scales, such as D, D<sup>7</sup>, Dm, A, A<sup>7</sup>, Am, E, E<sup>7</sup>, Em, G, G<sup>7</sup>, B, B<sup>7</sup>, C, C<sup>7</sup>, and F chords, and power chords with roots on the E and A strings.</li> <li>• Reading, notating and performing chord progressions, such as those in the keys of C, G, D, and A major, and A and E minor.</li> <li>• Reading, notating and performing 12-bar blues in a variety of keys.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: C, G, D, A, and</li> </ul>

E major scales; A, D, E, and B harmonic minor scales, a chromatic scale, one-octave pentatonic scale, D, D<sup>7</sup>, Dm, A, A<sup>7</sup>, Am, E, E<sup>7</sup>, Em, G, G<sup>7</sup>, B, B<sup>7</sup>, C, C<sup>7</sup>, and F chords, power chords, chord progressions, 12-bar blues.

- Performing processes such as:
  - Identifying and performing music written in binary and them-and-variations forms.
  - Identifying and using basic standard notation for pitch, rhythm, meter.
  - Using chord charts and guitar tablature.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

LG 1 Instrumental Technique

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Guitar

**Artistic Process:** Performing

**Common Anchor Standard #6: Convey meaning through the presentation of artistic work.**

MU:Pr6.1.H.Ia Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Learning Goal	Proficiency Scale
<p>Students will be able to use posture, technique, and tone production to perform with instruments.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Producing a clear tone.</li> <li>• Performing with right-hand techniques such as finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular.</li> <li>• Performing with left-hand techniques, such as first position.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular, first position,</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying and applying hand placement with both left and</li> </ul> </li> </ul>

	<p>right-hand positions.</p> <ul style="list-style-type: none"><li>○ Performing basic chords and simple melodies.</li><li>○ Reading and playing musical symbols as they apply to the guitar.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Guitar I  
Grade Level: 9-12

LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014**

**Discipline:** Harmonizing / Guitar

**Common Anchor Standard #3: Refine and complete artistic work.**

MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to create expressive music.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Using articulations, dynamic contrasts, and phrasing as means of expression, such as legato, staccato, and ascending and descending slurs.</li> <li>• Blending and balancing and making adjustments to facilitate correct intonation.</li> <li>• Matching dynamic levels and playing styles.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: straight spine, fretting hand, pick hand, wrist motion, stroke, tuning, phrasing, exercises, picking, slurs, dynamic levels, intonation.</li> </ul>

	<ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Responding to conducting patterns and gestures.</li><li>○ Maintaining a steady beat at various tempos in the music literature being studied.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Guitar I  
Grade Level: 9-12  
LG 4 Refinement

## High Priority Standards

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Guitar

**Artistic Process:** Performing

**Common Anchor Standard #5:** Rehearse, Evaluate, Refine

MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

Learning Goal	Proficiency Scale
Students will understand that context and manner of presentation influence audience response.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Describing and demonstrating rehearsal and concert etiquette as a performer, such as using critical aural skills, following conducting gestures, maintaining attention in rest position.</li><li>• Examining ways in which personal experiences influence critical judgment about works of music and musical performances.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: aural skills, conducting gestures, rest position, context, practice habits.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying specific music goals to refine presentations.</li><li>○ Showing awareness of venue and context as an influence of audience response.</li></ul></li></ul>

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Piano  
Grade Level: 9-12  
LG 1 Concepts