Pequea Valley School District
Music

Unit: Parts of the Guitar **Course: Guitar** **Grade: 9-12**

Planning the Focus Based on the Desired Result

Students will have a basic understanding of the guitar construction and how it creates and amplifies sound.

Unit Essential Question(s)

- What are the parts of the guitar and how do they function to produce sounds?

Lesson Essential Questions

- What are the strings tuned to in standard tuning?
- What are some alternative tunings?
- What are the natural acoustic properties of a vibrating string?
- How does an electric guitar compare to an acoustic guitar?
- How does the fretboard relate to the chromatic scale?

Keystone Eligible Content/PA Core Standard

9.1.8.A, 9.1.8.B, 9.1.8.C

Pacing: Approximate number of class sessions per unit

One or two sessions, then ongoing reminders as needed via use of specific vocabulary.

Tier 3 Vocabulary (Content specific vocabulary)

- Fret board
- Neck
- Tone hole
- Nut
- Bridge

- Pickup (electric)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Plucked strings are 'amplified' and resonated through the body of the guitar. As strings are 'shortened' by pressing them down at given frets, the sounds/notes are raised accordingly.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Chords are created by pressing specified strings, with higher and lower notes resulting from the strings being 'lengthened' and 'shortened.'
- Higher and lower notes are created, chromatically, by pressing and releasing the string on each fret box.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will label parts of the guitar on an assessment sheet.
- Learners will identify parts of the guitar verbally.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Basic Chords **Course: Guitar** **Grade: 9-12**

Planning the Focus Based on the Desired Result

Learners will practice and know chord shapes

Unit Essential Question(s)

- What basic chords do I need to know in order to play songs in pop, folk and country styles?
- What strategies can I employ in order to move more easily from chord to chord?
- Do some chords have similar shapes?
- What are Barre chords and how do they function?
- How does one read chord charts?

Keystone Eligible Content/PA Core Standard

9.1.8.A, 9.1.8.B, 9.1.8.C

Pacing: Approximate number of class sessions per unit

Ongoing. Full duration of the class.

Tier 3 Vocabulary (Content specific vocabulary)

- Minor
- Major
- Seventh

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Learners will transfer the information contained in chord charts and apply it to the guitar to play songs and accompaniment.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will begin to develop an understanding of the basic chords (major, minor and dominant 7th) and begin to hear the differences in these chord sounds.
- Learners will understand how to read a chord frame or chart so they can begin to read music independently.
- Learners will begin to develop an understanding of each specific chord's shape on the fretboard so they can associate a specific chord shape to a specific chord symbol and begin to move quickly from shape to shape.
- Learners practice moving from chord shape to chord shape in order to develop dexterity in their left hand. This is a process best approached slowly as to develop the correct hand shape and finger strength needed to play musically on the guitar.
- Learners can develop these skills in an effort to create musical independence and the freedom to play any song of their liking

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will begin to play a multitude of chords while reading music and chord frames. Ultimately, learners will be able to play independently and play any desired song. Once the basic understanding of how to read chord frames and play them is mastered, then learners will be able to read any chord frames besides major, minor or dominant 7th.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Tablature **Course: Guitar** **Grade: 9-12**

Planning the Focus Based on the Desired Result

Learners will be able to read Tablature

Unit Essential Question(s)

1. Why do musicians use tablature to play music on guitar?
2. How do musicians read guitar tablature?
3. How do you count and play rhythms? (Quarter note, eighth note and 16th note combinations)
4. Why is it important for guitarists to develop LH and RH independence and coordination?
5. Why is it important for guitarists to develop LH and RH Muscle memory of the fretboard?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

Pacing will vary depending upon the skill sets of the learners in the class. Sub units and EQs will be broken down as needed for the class.

Tier 3 Vocabulary (Content specific vocabulary)

Tablature

Staff

Measures

Time Signature

Bar Lines

Muscle memory

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Learners will begin to read tablature as a more specific way to play guitar as opposed to the general performance guidelines of chord frames. Learners will need to be able to read time signatures, tab staff and rhythmic examples in order to successfully perform by reading tablature. Tablature will give more specific "instructions" as to how a piece of music is to be performed so learners must be more skilled at this simplified way to read music.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Developing the skill to read guitar tablature can enhance the experience of playing guitar over merely playing chords as accompaniment. Tablature gives specific rhythmic patterns along with specific fingerings on the fretboard to enable learners to recreate, exactly, a piece of music as played or recorded by an artist. Not only will the music sound more authentic, but learners will further develop their performance skills and ear training as they play tablature. Tablature is the next step from chord reading and the last step before traditional music reading.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to:

- Read and understand the Tablature staff, bar lines, repeat signs, and any other musical directions (dynamic levels, codas, signs, tempo markings, etc.)
- Accurately read time signatures
- Accurately read rhythmic examples
- Accurately read which finger(s) to place on which fret within a rhythm sequence
- LH and RH independence and coordination
- Developing muscle memory in LH and RH while eyes are reading music

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Note Reading **Course: Guitar** **Grade: 9-12**

Planning the Focus Based on the Desired Result

Learners will be able to read standard musical notation on guitar.

Unit Essential Question(s)

1: How do you read musical notation on the staff? Sub EQs: (a) What is the Musical Alphabet? (b) What is the Treble (G) Clef? (c) What are the names of the lines and spaces when the Treble Clef is present?

2: Why is it important for guitarists to be able to read music on the staff? Sub EQs: (a) What Tablature reading skills that you developed are transferable to help you read musical notation?

3: How do we find the written notation on the guitar fretboard? Sub EQs (a) How does your muscle memory and LH and RH strength and coordination help you read Musical Notation?

4: What is the Key Signature and what does it tell us? Sub EQs: (a) What is a Sharp and what happens when it is present in the key signature or next to a note? (b): What is a Flat and what happens when it is present in the key signature or next to a note? (c) What is a Natural sign and what happens when it is present next to a note or as part of the key signature?

5: What are Accidentals and what rules apply when they are used? Sub EQs: (a) When does an accidental carry over a bar line?

6: Do different keys create different moods?

7: What is Sight Reading and why should all musicians develop this skill?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

Pacing will vary dependent upon the skill sets of the learners in class

Tier 3 Vocabulary (Content specific vocabulary)

Treble Clef/Bass Clef

Time Signature

Key signature

Sharps/Flats/Naturals

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

The ability to successfully read musical notation is the final step of playing the guitar. With this skill enabled, learners will be able to play any music put in front of them not only to accompany as background, but also melodies, riffs, counterpoint, etc. Learners who achieve music reading abilities on guitar can then move forward into understanding music theory, improvisation and composition. Guitarists who can read music will find a lifetime of musical worlds to explore.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

At the conclusion of this unit, learners will be able to:

- Read and understand musical notation on the staff
- Read and understand flats, sharps, naturals
- Read and understand key signatures
- Locate and play written notation on the guitar fretboard
- Play correct rhythmic notation on the guitar
- Develop RH and LH independence/coordination

- Develop RH and LH muscle memory
- Explain how different keys can be used to create different musical moods or atmospheres
- Read, successfully, basic sight reading exercises/music

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.