Guitar and Ukulele
Grades 9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: None

Course Overview:
Harmonizing instrument class is designed to help students learn the fundamentals of playing a harmonizing instrument such as piano, guitar or ukulele and provides a solid foundation for musical growth. This course is based on the National Core Art Standards.

Vocabulary:
Harmony, Melody, Form, Technique, Playing Position, Rhythm, Beat, Repeat, Whole Note, Half Note, Quarter Note, Eighth Note, Whole Rest, Half Rest, Quarter Rest, Eighth Rest, Key Signature, Time Signature, Measure, Staff, Clef.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Questions:** How do musicians generate creative ideas?

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

- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can communicate a musical idea using call and response on my instrument.
    - I can complete a melodic phrase within a given key.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise a 4 beat rhythm.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

- Students record an improvisation using recording technology (smart music, audacity, garage band, note recorder, etc…).
    - I can record an improvisation.
- Students notate an original composition.
    - I can create an original melody, using the first five notes.
    - I can label the note names for my melody.
    - I can speak the rhythm of my composition using the designated counting system or syllables.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

- I can evaluate my notated or recorded melody and identify areas for improvement.
- I can evaluate peer melodies constructively

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

- I can perform my work for evaluation of performance readiness.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understand of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interests, music reading skills, and technical skill, as well as the context of the performances.

- Students will be involved in selecting repertoire for performances.

- I can understand why the teacher chose the music being studied.
- I can provide a concert order from the selected music selections.
- I can choose between two given pieces of music that fit within the other pieces on our concert program, if this is a performance-based class.

- Develop personal analysis that consider creators' context.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

- Students perform a given piece of music with technical accuracy and expression.
  - I can identify and demonstrate varied dynamics.
  - I can demonstrate proper technique and posture for my instrument.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.H.5a Demonstrate and describe in interpretations, an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and choral accompaniments.

- I can demonstrate the intended mood or style of a piece of music using my own interpretive skills.
- I can perform music that reflects the mood or style that the composer intended.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.H.5a 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 apply practice strategies to address performance challenges and refine the performances.

- Students will demonstrate proper fundamentals on their instrument.
- Students will read and notate music within the following specifications:
  - I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4.
- I can physically demonstrate pulse within music as I perform.

- I can clearly state how to use a metronome as a practice tool.
- I can count out loud using a numeric/syllabic counting system.
- I can read at sight simple melodies in treble clef.
- I can accurately draw my music clef.
- I can name the lines and spaces of a music staff including ledger lines above and below.
- I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- I can recognize and clearly define basic music terms.
- I can demonstrate the ability to play fast and slow.
- I can demonstrate the ability to play loud and soft.
- Students use standard notation to record their musical ideas and the musical ideas of others.
    - I can notate whole, half, quarter and eighth notes and rests in simple rhythmic patterns.
    - I can accurately draw my music clef.
    - I can name the lines and spaces of notes in my clef including ledger lines above and below.

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

- **Enduring Understanding:** 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.
- **Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

- I can perform music at an appropriate skill level with technical accuracy.
- I can perform music correctly according to its written notation.
- I can perform music with musical expression.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.

- I can explain my choice of music to play or perform.
- I can point out what characteristics in a piece that I like or that I find interesting.
- I can relate the music I'm performing to a specific purpose.

- I can relate the music I'm performing to a personal experience that relates to the piece or emotional content of the music.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) and performer(s) manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

- I can relate elements such as repetition, meter and instrumentation in the music and contrasting aspects of the music provide a particular social or cultural context.
- I can describe how the musical techniques used in the music create a particular response.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

- I can use musical elements in the music when explaining the composer's intent.
- I can describe how the context and/or setting of the music help discern the composer's expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

- I can explain how the interest, experience and context affect the evaluation of a piece of music.
- I can explain how the artistic and musical skills of a performance effect the quality of a piece of music.

CONNECTING

Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain how my interest in a particular piece of music helps me relate to the intention of the composer or the historical era.
- I can explain how my knowledge about the context of a piece of music affects my performance of that piece.
- I can show that my skill level affects my ability to select and perform music of appropriate quality.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can describe why I've chosen a particular piece of music based on my interest, knowledge and skills.