

| Marking Period 1 (MPI) | Guitar Curriculum Pacing Guide -Level II |
|--|---|
| <p>MP 1</p> <p>Standards for Guitar Elective</p> | <ul style="list-style-type: none"> • MU.Cr1.1.HSI – Generate and conceptualize artistic ideas and work. Students generate musical ideas for various purposes and contexts using appropriate musical forms, techniques, and technologies. • MU.Cr2.1.HSI – Organize and develop artistic ideas and work. Students organize, develop, and refine musical ideas through experimentation and thoughtful musical decision-making. • MU.Cr3.1.HSI – Refine and complete artistic work. Students evaluate and refine musical ideas, and apply revisions to complete artistic work that demonstrates intent and craftsmanship. • MU.Pr4.1.HSI – Select, analyze, and interpret artistic work for performance. Students select and interpret music based on technical skill, expressive intent, and performance context. • MU.Pr5.1.HSI – Develop and refine artistic techniques and work for performance. Students apply technical skills and rehearsal strategies to improve accuracy, fluency, expression, and confidence in performance. • MU.Pr6.1.HSI – Convey meaning through the presentation of artistic work. Students present polished performances that communicate artistic expression, stylistic understanding, and personal interpretation. • MU.Re7.1.HSI – Perceive and analyze artistic work. Students analyze how musical elements and expressive devices convey meaning in musical works. • MU.Re8.1.HSI – Interpret intent and meaning in artistic work. Students support interpretations of musical works based on context, musical elements, expressive intent, and stylistic characteristics. • MU.Re9.1.HSI – Apply criteria to evaluate artistic work. Students apply established or personally developed criteria to evaluate musical performances, compositions, or arrangements. • MU.Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to make art. Students connect personal experience, interests, and ideas to musical decisions and artistic expression. • MU.Cn11.1.HSI – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Students relate musical works to cultural, historical, and stylistic context to enhance interpretation, appreciation, and understanding. |
| <p>MP 1</p> <p>Topics</p> | <p>Review Level I skills (tone, posture, tuning)</p> <p>Expanded chord vocabulary (Dm, F, E, etc.)</p> <p>Alternate strumming patterns</p> |

| | |
|---|--|
| | <p>Fingerpicking basics</p> <p>Arpeggios</p> <p>Simple scales (major & minor)</p> <p>Ensemble playing and performance technique</p> <p>Beginning improvisation</p> <p>Rehearsal strategies and expressive markings</p> <p>Informal performance</p> |
| <p>MP 1</p> <p>Skills- Concepts</p> | <ul style="list-style-type: none"> • Instrument Technique & Skill Development (MU.Pr5.1.HSI): Students build finger independence, execute clean chord transitions, and apply basic fingerstyle techniques to improve technical fluency on guitar. • Music Literacy & Rhythmic Accuracy (MU.Pr4.1.HSI): Students read scales, perform rhythms accurately, and interpret expressive markings to support musical performance. • Performance Skills & Creative Application (MU.Pr5.1.HSI, MU.Pr6.1.HSI): Students perform arpeggios and chord progressions and explore simple improvisation with growing confidence and musical intent. • Musicianship, Listening & Style Awareness (MU.Re7.1.HSI): Students develop critical listening skills, balance within ensemble settings, and awareness of musical style to refine performance quality |
| <p>MP 1</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Acoustic or classical guitar • Picks • Tuner or tuning app • Method book (Intermediate) • Chord chart & scale sheets • Simple repertoire selections • Music stand |

| Marking Period 2 (MP2) | Guitar Curriculum Pacing Guide -Level II |
|--|---|
| <p>MP 2</p> <p>Standards for Guitar Elective</p> | <ul style="list-style-type: none"> • MU.Cr1.1.HSI – Generate and conceptualize artistic ideas and work. Students generate musical ideas for various purposes and contexts using appropriate musical forms, techniques, and technologies. • MU.Cr2.1.HSI – Organize and develop artistic ideas and work. Students organize, develop, and refine musical ideas through experimentation and thoughtful musical decision-making. • MU.Cr3.1.HSI – Refine and complete artistic work. Students evaluate and refine musical ideas, and apply revisions to complete artistic work that demonstrates intent and craftsmanship. • MU.Pr4.1.HSI – Select, analyze, and interpret artistic work for performance. Students select and interpret music based on technical skill, expressive intent, and performance context. • MU.Pr5.1.HSI – Develop and refine artistic techniques and work for performance. Students apply technical skills and rehearsal strategies to improve accuracy, fluency, expression, and confidence in performance. • MU.Pr6.1.HSI – Convey meaning through the presentation of artistic work. Students present polished performances that communicate artistic expression, stylistic understanding, and personal interpretation. • MU.Re7.1.HSI – Perceive and analyze artistic work. Students analyze how musical elements and expressive devices convey meaning in musical works. • MU.Re8.1.HSI – Interpret intent and meaning in artistic work. Students support interpretations of musical works based on context, musical elements, expressive intent, and stylistic characteristics. • MU.Re9.1.HSI – Apply criteria to evaluate artistic work. Students apply established or personally developed criteria to evaluate musical performances, compositions, or arrangements. • MU.Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to make art. Students connect personal experience, interests, and ideas to musical decisions and artistic expression. • MU.Cn11.1.HSI – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Students relate musical works to cultural, historical, and stylistic context to enhance interpretation, appreciation, and understanding. |
| <p>MP 2</p> <p>Topics</p> | <p>Review posture, hand position, tone production, rhythm accuracy, and previously learned chords and scales.</p> <p>Establish practice expectations.</p> <p>Learn and apply new chord types such as barre chords or extended open chords, focusing on clean tone and proper finger placement.</p> |

| | |
|---|---|
| | <p>Practice smooth transitions between open and barre chords while maintaining steady tempo.</p> <p>Develop rhythmic independence through varied strumming patterns, syncopation, and accented rhythms.</p> <p>Introduce scale patterns and basic lead playing, focusing on position awareness and alternate picking.</p> <p>Read and interpret lead sheets and chord charts with greater independence, identifying song form and harmonic progressions.</p> <p>Apply expressive elements including dynamics, articulation, and stylistic strumming or picking appropriate to genre.</p> <p>Develop ensemble skills by performing in small groups, focusing on balance, listening, and rhythmic alignment.</p> <p>Rehearse selected guitar repertoire, emphasizing accuracy, expression, and ensemble coordination.</p> <p>Participate in an informal performance and reflect on technical growth, musical understanding, and practice habits.</p> |
| <p>MP 2</p> <p>Skills- Concepts</p> | <ul style="list-style-type: none"> • Intermediate Guitar Technique & Tone Development: Students expand chord vocabulary (including barre and extended shapes), refine tone control, improve transitions, and strengthen strumming and picking techniques. • Music Literacy, Rhythm & Lead Playing: Students read and interpret lead sheets, perform varied rhythmic patterns including syncopation, apply scale patterns, and explore basic improvisation concepts. • Ensemble Musicianship & Listening Skills: Students coordinate with peers, balance ensemble sound, understand harmonic roles, and listen actively to maintain cohesive performance. • Expressive Performance, Practice & Reflection: Students apply dynamics, articulation, stylistic interpretation, prepare for performance thoughtfully, and reflect independently on musical growth. |
| <p>MP 2</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Classical, acoustic, or electric guitars as appropriate • Footstools or adjustable chairs • Guitar picks and fingerstyle materials • District-approved intermediate guitar method books • Chord charts, lead sheets, and ensemble arrangements • Music stands • Teacher modeling and guided practice • Audio recordings for listening and analysis |

| Marking Period 3 (MPIII) | Guitar Curriculum Pacing Guide -Level II |
|--|---|
| <p>MP 3</p> <p>Standards for Guitar Elective</p> | <ul style="list-style-type: none"> • MU.Cr1.1.HSI – Generate and conceptualize artistic ideas and work. Students generate musical ideas for various purposes and contexts using appropriate musical forms, techniques, and technologies. • MU.Cr2.1.HSI – Organize and develop artistic ideas and work. Students organize, develop, and refine musical ideas through experimentation and thoughtful musical decision-making. • MU.Cr3.1.HSI – Refine and complete artistic work. Students evaluate and refine musical ideas and apply revisions to complete artistic work that demonstrates intent and craftsmanship. • MU.Pr4.1.HSI – Select, analyze, and interpret artistic work for performance. Students select and interpret music based on technical skills, expressive intent, and performance context. • MU.Pr5.1.HSI – Develop and refine artistic techniques and work for performance. Students apply technical skills and rehearsal strategies to improve accuracy, fluency, expression, and confidence in performance. • MU.Pr6.1.HSI – Convey meaning through the presentation of artistic work. Students present polished performances that communicate artistic expression, stylistic understanding, and personal interpretation. • MU.Re7.1.HSI – Perceive and analyze artistic work. Students analyze how musical elements and expressive devices convey meaning in musical works. • MU.Re8.1.HSI – Interpret intent and meaning in artistic work. Students support interpretations of musical works based on context, musical elements, expressive intent, and stylistic characteristics. • MU.Re9.1.HSI – Apply criteria to evaluate artistic work. Students apply established or personally developed criteria to evaluate musical performances, compositions, or arrangements. • MU.Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to make art. Students connect personal experience, interests, and ideas to musical decisions and artistic expression. • MU.Cn11.1.HSI – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Students relate musical works to cultural, historical, and stylistic context to enhance interpretation, appreciation, and understanding. |
| <p>MP 3</p> <p>Topics</p> | <p>Review technique, posture, chord vocabulary, scale patterns, and rehearsal expectations. Reinforce accuracy and musical intent.</p> <p>Develop lead playing skills using scale patterns, position shifts, and alternate picking techniques.</p> <p>Apply melodic phrasing and articulation to lead lines, focusing on tone, clarity, and expression.</p> |

| | |
|---|--|
| | <p>Strengthen rhythmic independence through syncopation, strumming variations, and mixed accompaniment patterns.</p> <p>Explore stylistic interpretation by performing repertoire from different genres such as rock, blues, jazz, or classical.</p> <p>Analyze song form and harmony, identifying chord progressions, sections, and transitions.</p> <p>Develop ensemble skills through small-group rehearsal, focusing on balance, listening, and rhythmic alignment.</p> <p>Apply dynamics, articulation, and expressive contrast to both lead and accompaniment parts.</p> <p>Rehearse selected guitar repertoire, emphasizing accuracy, stylistic detail, and ensemble coordination.</p> <p>Participate in an informal performance and reflect on technical growth, stylistic understanding, and ensemble contributions.</p> |
| <p>MP 3</p> <p>Skills- Concepts</p> | <ul style="list-style-type: none"> • Lead Guitar Technique, Scales & Melodic Development: Students develop intermediate lead guitar technique while building scale fluency, position awareness, and melodic phrasing across the instrument. • Harmony, Song Structure & Music Literacy: Students analyze chord progressions, song form, and harmonic relationships while reading and interpreting lead sheets for performance. • Rhythm, Style & Expressive Performance: Students strengthen rhythmic independence and coordination while applying dynamics, articulation, and stylistic interpretation across musical genres. • Ensemble Skills, Practice Habits & Performance Preparation: Students demonstrate active listening, ensemble balance, and independent practice strategies while preparing and reflecting on musical performance. |
| <p>MP 3</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Classical, acoustic, or electric guitars as appropriate • Footstools or adjustable chairs • Guitar picks and fingerstyle materials • District-approved intermediate guitar method books • Lead sheets, tablature, and ensemble arrangements • Music stands |

- Teacher modeling and guided practice
- Audio and video recordings for listening and analysis

| Marking Period 4 (MPIV) | Guitar Curriculum Pacing Guide -Level II |
|--|---|
| <p>MP 4</p> <p>Standards for Guitar Elective</p> | <ul style="list-style-type: none"> • MU.Cr1.1.HSI – Generate and conceptualize artistic ideas and work. Students generate musical ideas for various purposes and contexts using appropriate musical forms, techniques, and technologies. • MU.Cr2.1.HSI – Organize and develop artistic ideas and work. Students organize, develop, and refine musical ideas through experimentation and thoughtful musical decision-making. • MU.Cr3.1.HSI – Refine and complete artistic work. Students evaluate and refine musical ideas, and apply revisions to complete artistic work that demonstrates intent and craftsmanship. • MU.Pr4.1.HSI – Select, analyze, and interpret artistic work for performance. Students select and interpret music based on technical skill, expressive intent, and performance context. • MU.Pr5.1.HSI – Develop and refine artistic techniques and work for performance. Students apply technical skills and rehearsal strategies to improve accuracy, fluency, expression, and confidence in performance. • MU.Pr6.1.HSI – Convey meaning through the presentation of artistic work. Students present polished performances that communicate artistic expression, stylistic understanding, and personal interpretation. • MU.Re7.1.HSI – Perceive and analyze artistic work. Students analyze how musical elements and expressive devices convey meaning in musical works. • MU.Re8.1.HSI – Interpret intent and meaning in artistic work. Students support interpretations of musical works based on context, musical elements, expressive intent, and stylistic characteristics. • MU.Re9.1.HSI – Apply criteria to evaluate artistic work. Students apply established or personally developed criteria to evaluate musical performances, compositions, or arrangements. • MU.Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to make art. Students connect personal experience, interests, and ideas to musical decisions and artistic expression. • MU.Cn11.1.HSI – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Students relate musical works to cultural, historical, and stylistic context to enhance interpretation, appreciation, and understanding. |
| <p>MP 4</p> <p>Topics</p> | <p>Review technique, posture, chord vocabulary, scale patterns, and rehearsal expectations. Establish individual performance goals and practice plans.</p> <p>Select and analyze guitar repertoire, identifying chord progressions, melodic material, rhythmic patterns, and overall form.</p> <p>Refine technical accuracy through focused practice of scales, barre chords, lead patterns, and position shifts.</p> |

| | |
|---|---|
| | <p>Strengthen rhythmic accuracy and tempo control while maintaining consistency across full-length pieces.</p> <p>Apply expressive elements including dynamics, articulation, phrasing, and stylistic strumming or picking appropriate to genre.</p> <p>Practice memorization strategies and build performance confidence through repeated run-throughs and peer feedback.</p> <p>Develop ensemble awareness by rehearsing in duets or small groups, focusing on balance, listening, cueing, and timing.</p> <p>Rehearse selected guitar repertoire with attention to accuracy, expression, stylistic detail, and stage presence.</p> <p>Perform prepared guitar selections for peers or a school audience, demonstrating musical intent and performance readiness.</p> <p>Reflect on performance growth, technical progress, stylistic understanding, and practice effectiveness through written or verbal response.</p> |
| <p>MP 4</p> <p>Skills- Concepts</p> | <p>Guitar Technique, Chords & Scale Development: Students strengthen intermediate guitar performance technique while expanding chord vocabulary, scale fluency, and coordination between lead and accompaniment parts.</p> <p>Harmony, Song Structure & Musical Understanding: Students explore chord progressions, harmonic function, and song form while developing melodic ideas through scale application.</p> <p>Rhythm, Style & Expressive Performance: Students improve rhythmic independence and tempo control while applying dynamics, articulation, phrasing, and stylistic interpretation across musical genres.</p> <p>Ensemble Collaboration, Practice & Reflection: Students demonstrate active listening and ensemble balance while applying practice strategies, preparing for performance, and reflecting on musical growth.</p> |
| <p>MP 4</p> <p>Core Materials</p> | <ul style="list-style-type: none"> • Classical, acoustic, or electric guitars as appropriate • Footstools or adjustable chairs • Guitar picks and fingerstyle materials • District-approved intermediate guitar method books |

- | | |
|--|--|
| | <ul style="list-style-type: none">• Lead sheets, tablature, and ensemble arrangements• Music stands• Teacher modeling and guided practice• Audio and video recordings for listening, analysis, and reflection |
|--|--|