

Marking Period 1 (MPI)	Guitar Curriculum Pacing Guide -Level IV
<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.
MP 1	Advanced review of technique (tone, expression)

<p>Topics</p>	<p>Advanced chords (extended voicings, barre chord fluency)</p> <p>Advanced scales (pentatonic positions, modes)</p> <p>Fingerstyle development</p> <p>Soloing and improvisation (multiple positions)</p> <p>Stylistic application (blues, jazz, classical, folk, etc.)</p> <p>Ensemble performance skills</p> <p>Performance repertoire selection</p> <p>Rehearsal refinement and expressive interpretation</p> <p>Informal performance & critique</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Instrument Technique & Tone Control (MU.Pr5.1.HSI): Students demonstrate fingerstyle mastery, refined tone production, and advanced articulation for precise and expressive guitar performance. • Music Literacy & Stylistic Interpretation (MU.Pr4.1.HSI): Students apply advanced scale knowledge and interpret stylistic markings to perform music accurately and in appropriate musical style. • Performance, Improvisation & Ensemble Skills (MU.Pr6.1.HSI): Students perform solos, engage in improvisation, and demonstrate advanced ensemble playing with technical accuracy and musical intent. • Musicianship, Cultural Context & Critical Response (MU.Re8.1.HSI, MU.Cn11.1.HSI): Students interpret musical style, connect repertoire to cultural context, and participate in peer critique to refine artistic performance.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Acoustic/electric guitar • Tuner • Advanced method or repertoire • Scale/Chord resources • Music stand • Performance-ready pieces



Marking Period 2 (MPII)	Guitar Curriculum Pacing Guide -Level IV
<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 advanced technique, tone production, posture, fretboard fluency, and rehearsal expectations. Establish individual artistic and technical goals.</p> <p>Analyze advanced repertoire, identifying harmonic structure, form, stylistic features, and technical demands.</p>



	<p>Refine advanced technical skills including extended scales, modes, arpeggios, complex chord voicings, and position shifts.</p> <p>Develop rhythmic precision and groove consistency in complex passages, including syncopation, mixed meters, and stylistic rhythms.</p> <p>Apply expressive interpretation through dynamics, articulation, phrasing, tone color, and stylistic nuance appropriate to genre.</p> <p>Strengthen independent practice strategies, memorization techniques, and performance consistency through focused run-throughs.</p> <p>Demonstrate ensemble leadership by rehearsing in small groups, shaping balance, cueing entrances, and supporting ensemble cohesion.</p> <p>Refine repertoire with attention to accuracy, musical communication, and stylistic authenticity.</p> <p>Perform advanced selections in an informal performance or studio-style setting, demonstrating musical authority and preparedness.</p> <p>Reflect on artistic growth, technical development, interpretive choices, and readiness for capstone-level performance.</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Guitar Technique, Tone & Harmonic Fluency: Students demonstrate professional-level technique, refined tone control, advanced fretboard navigation, complex chord voicings, and harmonic understanding across the instrument. • Music Literacy, Rhythm & Melodic Development: Students apply scales, modes, complex rhythmic patterns, groove control, and analyze musical form to develop expressive lead and accompaniment playing. • Stylistic Interpretation & Ensemble Leadership: Students perform authentically across multiple genres, shape phrasing with musical nuance, lead ensemble sections, and collaborate effectively to balance group performance. • Independent Practice, Performance & Reflection: Students plan rehearsals strategically, prepare confidently for performance, engage in critical self-assessment, and develop artistic identity and professionalism.

MP 2

Core Materials

- Classical, acoustic, or electric guitars as appropriate
- Amplifiers, pedals, cables, and accessories as applicable
- Footstools or adjustable chairs
- Advanced guitar method and repertoire books
- Sheet music, lead sheets, tablature, and ensemble arrangements
- Music stands
- Teacher coaching, masterclasses, and guided critique
- Audio and video recordings for listening, analysis, and reflection

Marking Period 3 (MP3)	Guitar Curriculum Pacing Guide -Level IV
<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 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 3</p> <p>Topics</p>	<p>Review advanced technique, tone production, stylistic expectations, and rehearsal discipline. Reinforce professional standards and performance goals.</p> <p>Deepen interpretive decision-making by analyzing repertoire for phrasing, harmonic direction, form, and stylistic nuance.</p> <p>Refine advanced lead and accompaniment techniques including articulation, vibrato, dynamics, and tone shaping.</p> <p>Strengthen rhythmic precision, groove consistency, and ensemble alignment in complex passages and stylistic contexts.</p> <p>Explore stylistic authenticity through focused genre study such as jazz, classical, blues, rock, or contemporary styles.</p> <p>Demonstrate ensemble leadership by coaching peers, cueing entrances, shaping balance, and refining musical cohesion.</p> <p>Apply expressive depth through advanced phrasing, tone color variation, articulation choices, and stylistic contrast.</p> <p>Rehearse repertoire with attention to precision, musical communication, stage presence, and professional demeanor.</p> <p>Present works-in-progress or mock performances to receive feedback focused on artistic clarity and performance polish.</p> <p>Reflect on artistic growth, leadership development, interpretive choices, and readiness for capstone performance work.</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Artistic Interpretation, Musical Intent & Style: Students develop advanced artistic interpretation by making intentional musical decisions while applying stylistic nuance and genre awareness in performance. • Technique, Tone Control & Expressive Phrasing: Students refine professional-level guitar technique while shaping tone color, dynamics, articulation, and phrasing to communicate musical expression.

	<p>• Rhythm, Harmony & Ensemble Leadership: Students perform complex rhythmic patterns and harmonic structures while demonstrating ensemble precision, active listening, and leadership within group settings.</p> <p>• Professional Practice, Reflection & Performance Growth: Students demonstrate professional rehearsal etiquette, stage presence, and independent preparation while engaging in critical self-evaluation and reflective artistic growth.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Classical, acoustic, or electric guitars as appropriate • Amplifiers, pedals, cables, and accessories as applicable • Footstools or adjustable chairs • Advanced guitar repertoire and method books • Sheet music, lead sheets, tablature, and ensemble arrangements • Music stands • Teacher coaching, masterclasses, and guided critique • Audio and video recordings for analysis and performance feedback

Marking Period 4 (MPIV)	Guitar Curriculum Pacing Guide -Level IV
<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 advanced technique, tone production, stylistic expectations, and professional rehearsal protocols. Establish individualized artistic and performance goals.</p> <p>Select capstone repertoire or performance program and analyze harmonic structure, form, stylistic demands, and technical challenges.</p> <p>Refine advanced technical skills including extended scales, modes, arpeggios, complex chord voicings, and position shifts across the fretboard.</p> <p>Strengthen rhythmic precision, groove consistency, and tempo control in complex passages and stylistic contexts.</p> <p>Apply expressive interpretation through dynamics, articulation, phrasing, tone color, stylistic nuance, and advanced techniques appropriate to genre.</p> <p>Develop memorization strategies, endurance, and performance consistency through full program run-throughs and self-assessment.</p> <p>Demonstrate ensemble leadership by coaching peers, shaping musical balance, cueing entrances, and refining ensemble cohesion.</p> <p>Rehearse complete repertoire with attention to precision, musical communication, stage presence, and professionalism.</p> <p>Present a capstone performance, recital, jury, or portfolio recording demonstrating technical mastery, stylistic authenticity, and artistic identity.</p> <p>Reflect on artistic growth, performance outcomes, technical development, and future musical goals through written critique, portfolio review, or exit reflection.</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Capstone Performance, Technique & Harmonic Mastery: Students demonstrate professional-level guitar technique while applying advanced fretboard fluency, harmony, and voicings in capstone-level performances.</p>



	<p>Stylistic Interpretation, Expression & Musical Identity: Students perform with stylistic authenticity across multiple genres while shaping expressive phrasing, tone color, articulation, and artistic interpretation.</p> <p>Ensemble Leadership, Collaboration & Professional Practice: Students demonstrate ensemble leadership, collaborative musicianship, and professional rehearsal discipline while maintaining strong stage presence and performance etiquette.</p> <p>Reflection, Portfolio Development & Career Readiness: Students engage in critical self-evaluation and artistic reflection while developing portfolios, refining artistic identity, and preparing for advanced musical study or creative careers.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Classical, acoustic, or electric guitars as appropriate • Amplifiers, pedals, cables, and accessories as applicable • Footstools or adjustable chairs • Advanced guitar repertoire and method books • Sheet music, lead sheets, tablature, and ensemble scores • Music stands • Teacher coaching, masterclasses, and peer critique • Audio and video recording equipment for portfolio and audition preparation