

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

	<p>Arpeggios (triads + variations)</p> <p>Scale patterns (pentatonic, major/minor)</p> <p>Fingerstyle patterns &amp; variations</p> <p>Intro to soloing/lick patterns</p> <p>Stylistic interpretation (folk, rock, blues)</p> <p>Ensemble performance techniques</p> <p>Rehearsal strategies / expression</p> <p>Informal performance</p>
<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Advanced Guitar Technique &amp; Tone Control (MU.Pr5.1.HSI):</b> Students perform barre chords, apply varied fingerstyle techniques, and refine tone control for technical accuracy and expressive playing.</li> <li>• <b>Music Literacy &amp; Rhythmic Precision (MU.Pr4.1.HSI):</b> Students demonstrate scale fluency and articulate rhythms accurately to support confident performance.</li> <li>• <b>Performance Skills &amp; Ensemble Musicianship (MU.Pr5.1.HSI, MU.Pr6.1.HSI):</b> Students execute advanced strumming and picking patterns, perform solo passages, and collaborate effectively in ensemble settings.</li> <li>• <b>Stylistic Interpretation &amp; Musical Context (MU.Re7.1.HSI, MU.Cn11.1.HSI):</b> Students interpret musical styles, make expressive performance choices, and connect repertoire to historical and cultural context.</li> </ul>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Acoustic/electric guitar (preferred for barre chords)</li> <li>• Tuner</li> <li>• Intermediate/Advanced method books</li> <li>• Repertoire selections</li> <li>• Chord and scale charts</li> <li>• Music stand</li> </ul>

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



<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Review advanced technique, posture, tone production, scale and chord vocabulary, and rehearsal expectations.</p> <p>Establish individual artistic and technical goals.</p> <p>Develop advanced chord vocabulary including extended chords, altered chords, and complex voicings.</p> <p>Practice fluid chord transitions, voice leading, and harmonic movement across the fretboard.</p> <p>Strengthen lead playing techniques including advanced scales, modes, position shifts, and alternate picking.</p> <p>Explore stylistic interpretation through genre-specific repertoire such as jazz, classical, blues, rock, or contemporary styles.</p> <p>Analyze musical form, harmony, and structure within advanced guitar works and arrangements.</p> <p>Develop ensemble leadership skills by rehearsing in small groups, cueing entrances, balancing parts, and supporting peers.</p> <p>Refine expressive elements including dynamics, articulation, tone color, phrasing, and stylistic nuance.</p> <p>Rehearse selected advanced guitar repertoire with attention to precision, expression, and performance readiness.</p> <p>Participate in an informal performance and reflect on technical mastery, stylistic growth, and artistic goals.</p>
<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Advanced Guitar Technique, Tone &amp; Harmonic Control:</b> Students demonstrate refined tone production, expanded chord vocabulary, smooth voice leading, and fluent fretboard navigation for confident technical performance.</p> <ul style="list-style-type: none"> <li>• <b>Music Literacy, Rhythm &amp; Melodic Development:</b> Students apply advanced harmony, scales, modes, complex rhythmic structures, and analyze musical form to support expressive lead and accompaniment playing.</li> <li>• <b>Stylistic Interpretation &amp; Ensemble Leadership:</b> Students perform accurately across genres, apply stylistic nuance, lead ensemble roles, and collaborate effectively to balance and shape group performance.</li> <li>• <b>Independent Practice, Performance &amp; Reflective Growth:</b> Students set musical goals, prepare for performance professionally, engage in self-evaluation, and reflect critically on artistic development.</li> </ul>

**MP 2**

**Core Materials**

- Classical, acoustic, or electric guitars as appropriate
- Amplifiers, cables, and pedals as applicable
- Footstools or adjustable chairs
- District-approved advanced guitar method books
- Sheet music, lead sheets, tablature, and ensemble arrangements
- Music stands
- Teacher modeling, masterclasses, and guided feedback
- Audio and video recordings for listening, analysis, and reflection



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



<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Review advanced technique, tone production, fretboard navigation, and rehearsal expectations. Reinforce precision, consistency, and musical intent.</p> <p>Develop advanced lead playing through scales, modes, position shifts, and expressive articulation techniques such as bends, slides, and vibrato.</p> <p>Apply melodic phrasing and stylistic nuance to lead lines, focusing on tone color, articulation, and expressive shaping.</p> <p>Strengthen rhythmic accuracy and groove in complex passages, including syncopation, odd groupings, and stylistic rhythmic feels.</p> <p>Explore stylistic interpretation through genre-focused repertoire such as jazz, blues, classical, rock, or contemporary styles.</p> <p>Analyze harmony and form, identifying chord functions, substitutions, modulations, and structural elements within repertoire.</p> <p>Demonstrate ensemble leadership by rehearsing in small groups, cueing entrances, shaping dynamics, and supporting ensemble cohesion.</p> <p>Refine expressive elements including dynamics, articulation, phrasing, tone control, and stylistic authenticity.</p> <p>Rehearse selected advanced repertoire with attention to technical precision, musical expression, and performance readiness.</p> <p>Participate in an informal performance and reflect on technical mastery, stylistic growth, ensemble leadership, and artistic goals.</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p>• <b>Advanced Technique, Scales &amp; Fretboard Mastery:</b>          Students refine advanced lead guitar technique while developing fluent fretboard navigation, position awareness, and melodic development using scales and modes.</p>



	<ul style="list-style-type: none"> <li>• <b>Harmony, Form &amp; Musical Analysis:</b> Students analyze chord function, harmony, and song form while strengthening harmonic awareness and understanding of musical structure.</li> <li>• <b>Rhythm, Style &amp; Expressive Performance:</b> Students perform complex rhythmic patterns with groove control while applying articulation, phrasing, tone color, and stylistic authenticity across genres.</li> <li>• <b>Ensemble Leadership, Practice Habits &amp; Reflection:</b> Students demonstrate ensemble collaboration and leadership while practicing independent preparation, artistic decision-making, and critical self-evaluation.</li> </ul>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Classical, acoustic, or electric guitars as appropriate</li> <li>• Amplifiers, cables, pedals, and accessories as applicable</li> <li>• Footstools or adjustable chairs</li> <li>• District-approved advanced guitar method books</li> <li>• Sheet music, lead sheets, tablature, and ensemble arrangements</li> <li>• Music stands</li> <li>• Teacher modeling, masterclasses, and guided feedback</li> <li>• Audio and video recordings for listening, analysis, and reflection</li> </ul>

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



<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review advanced technique, tone production, stylistic expectations, and rehearsal protocols. Establish individualized artistic and performance goals.</p> <p>Select capstone repertoire or program, analyzing 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, or portfolio recording demonstrating technical mastery, stylistic authenticity, and artistic voice.</p> <p>Reflect on artistic growth, performance outcomes, technical development, and future musical goals through written critique or portfolio review.</p>
<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p>• <b>Capstone Technique, Harmony &amp; Fretboard Mastery:</b> Students demonstrate professional-level guitar technique while applying advanced fretboard fluency, harmonic understanding, and sophisticated chord voicings in capstone performances.</p>



	<ul style="list-style-type: none"> <li>• <b>Stylistic Interpretation, Expression &amp; Musical Identity:</b> Students perform with stylistic authenticity across multiple genres while shaping expressive phrasing, tone color, articulation, and artistic interpretation.</li>   <li>• <b>Rhythm, Ensemble Leadership &amp; Professional Practice:</b> Students perform complex rhythmic patterns with groove control while demonstrating ensemble leadership, collaborative musicianship, and professional rehearsal discipline.</li>   <li>• <b>Program Development, Reflection &amp; Career Readiness:</b> Students plan performance programs and refine repertoire while engaging in critical self-evaluation, portfolio development, and preparation for advanced study or musical careers.</li> </ul>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Classical, acoustic, or electric guitars as appropriate</li> <li>• Amplifiers, pedals, cables, and accessories as applicable</li> <li>• Footstools or adjustable chairs</li> <li>• Advanced guitar repertoire and method books</li> <li>• Sheet music, lead sheets, tablature, and ensemble scores</li> <li>• Music stands</li> <li>• Teacher coaching, masterclasses, and peer critique</li> <li>• Audio and video recording equipment for portfolio development</li> </ul>