Course Name:	Guitar 2							
Course Description	Advanced Guitar is a year long course that will introduce students to six distinct genres of music and more advanced reading, techniques, and scales on the guitar. Students will read notation in two, three, and four voices as well as be introduced to more advanced rhythms such as eighth note and quarter note triplets and eighth note and sixteenth note syncopations. Students will play a number of exercises that focus on rhythm, and left and right hand dexterity. Students will learn a number of scales including the harmonic minor, melodic major and minor, diminished, and whole tone and they will also be introduced to the seven different modes on the guitar. Students will apply what they have learned by performing in a number of recitals as well as by analyzing the different playing styles of guitarists of various genres such as Jimi Hendrix, Jimmy Page, Stevie Ray Vaughn, B.B. King, Pat Metheny, Joe Pass, Steve Howe, Andres Segovia, David Russel, and Christopher Parkening.							
Semseter One				**Semester Two**				
CREATING		**Imagine**	**Plan and Make**	**Evaluate and Refine**	**Present**			
		Int.MU:H.Cr1	**Int.MU:H.Cr2**	**Int.MU:H.Cr3.1**	**Int.MU:H.Cr3.2**			
		Generate melodic, rhythmic, and harmonic ideas for melodies created over specified chord progressions or AB/ABA forms and two-to three-chord accompaniments for given melodies.	Select, develop, and use standard notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies created over specified chord progressions or AB/ABA forms and two-to three-chord accompaniments for given melodies.	Apply teacher-provided criteria to critique, improve, and refine drafts of melodies created over specfic chord progressions or AB/ABA forms and two-to-three-chord accompaniments for given melodies.	Share final versions of melodies created over specified chord progressions or AB/ABA forms and two-to-three chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.			
Overarching Concepts	**Knowledge (Concepts)**	**Skills**	**Practices**	**Overarching Concepts**	**Knowledge (Concepts)**	**Skills**	**Practices**	
Rhythmic Accuracy	Note and rest values: 16th notes, 8th note synchopations	Reading and performing basic note values		Rhythmic Accuracy	Note and rest values: triplet subdivisions	Reading and performing basic note values		
	Picking Patterns	changing patterns on a regular basis, chordal style finger picking,			Picking Patterns	giving more weight and touch to finger patterns for musicality		
		Repertoire that changes picking patterns and varies tempo				Repertoire that changes picking patterns and varies tempo		
	Strumming Patterns	Faster patterns using 16th notes and variations of 16th note patterns			Strumming patterns	Strumming meets arpeggiation, combinations full chord to arpeggios, integrating chords and arpeggios		
		adjusting strumming pattern between verse and chorus						
Notation	Reading skills	Higher positions: starting to read hammer-ons, pull-offs, slides, rakes		Notation	Reading skills	Reading standard classical guitar notation		
	Writing skills	Writing standard rhythm notation			Writing skills	Writing standard rhythm notation		
Chords	Chordal Accompaniments	Common Chord Progressions and variations expanding to include new chord types (see CAGED Chords) and positions beyond bar chords		Chords	Chordal Accompaniments	Common Chord Progressions and variations expanding to include new chord types (see CAGED Chords) and positions beyond bar chords		
		"CAGED" open chords: adding suspended, minor 7, basic bar chords				"CAGED" open chords: adding suspended, minor 7, basic bar chords		
		Creating accompaniments based given melodies				Moving beyond CAGED chords into bar chord variations in various key centers		
						Creating accompaniments based given melodies		
Improvisation	Scale types	blues scales, minor pentatonic over 12 bar blues patterns, simple vamping patterns and over common rock chord progressions		Improvisation	Scale types	blues scales, minor pentatonic over 12 bar blues patterns, simple vamping patterns and over common rock chord progressions		

PERFORMING								
		Select	Analyze	Interpret	Rehearse, Evaluate, Refine	Present		
		Int.MU:H.Pr4.1	Int.MU:H.Pr4.2	Int.MU:H.Pr4.3	Int.MU:H.Pr5	Int.MU:H.Pr6		
Overarching Concepts	**Knowledge (Concepts)**	**Skills**	**Practices**	**Overarching Concepts**	**Knowledge (Concepts)**	**Skills**	**Practices**	
Dexterity	Finger exercises	Complexity builds according to tempo and changing patterns		Dexterity	Finger exercises	Complexity builds according to tempo and changing patterns		
		Randomization of finger patterns in 1st position				Exercies based on common scale patterns		
		Exercises based on common scale patterns				Exercises based on common scale patterns		
		String skipping exercises				String skipping exercises		
Reading	Rhythm Patterns	Note and rest values: 16th notes, 8th note synchopations		Reading	Rhythm Patterns	Note and rest values: triplet subdivisions		
	Chord Progressions	ability to sight-read basic chord progressions			Chord Progressions	ability to sight-read basic chord progressions including minor 7, suspended chords		
		Randomization of chord progressions				Tempo variations		
						chord variations in various key centers		
Selecting	Repertoire	Abliity to select repertoire built off personal and ensemble performance skills		Selecting	Repertoire	Ablity to consider the context of the performance		
Rehearsing	Preparing Repertoire	Power chords		Rehearsing	Preparing Repertoire	Power chords		
		Expanding the genres to perform				Expanding the genres to perform		
		general chord progressions for song accompaniments				general chord progressions for song accompaniments		
		song melodies				song melodies		
		classical guitar selections				classical guitar selections		
		Student selected repertoire to prepare based on teacher-given criteria				Student selected repertoire to prepare based on teacher-given criteria		
		Common Chord Progressions and variations expanding to include new chord types (see CAGED Chords) and positions beyond bar chords				Common Chord Progressions and variations expanding to include new chord types (see CAGED Chords) and positions beyond bar chords		
		"CAGED" open chords: adding suspended, minor 7, basic bar chords				"CAGED" open chords: adding suspended, minor 7, basic bar chords		
						Moving beyond CAGED chords into bar chord variations in various key centers		
	Interpretation	Ability to understand genre specific techniques and interpretation			Interpretation	Ability to understand genre specific techniques and interpretation		
		Ability to adjust to various venues and audiences				Ability to adjust to various venues and audiences		
	Evaluate and Refine	Teacher provided informal feedback			Evaluate and Refine	Teacher provided informal feedback		
		Teacher provided formal feedback				Peer feedback (guided and positive affirming language)		
		Self-assessment and peer-assessment and refinement				Teacher provided formal feedback		
		Performance and ensemble assessment				Self-assessment and refinement		
		Use of appropriate musical/guitar vocabulary				Performance and ensemble assessment		

		Ability to adjust and refine personal and ensemble performance based on assessment and feedback				Use of appropriate musical/guitar vocabulary		
						Ability to adjust and refine personal and ensemble performance based on assessment and feedback		
Sharing	Small and large ensemble performances	Trios/quartettes unison performance repertoire in class		Sharing	Small and large ensemble performances	Trios/quartettes unison performance repertoire public performance		
		Repertoire written for large ensemble				Repertoire written for large ensemble		
		Ability to provide explanations for performance decisions and repertoire selection (context, social, cultural, historical)				Accompanying non-guitarists and recognizing the performance role		
						Ability to provide explanations for performance decisions and repertoire selection (context, social, cultural, historical)		
RESPONDING								
		Select	**Analyze**	**Interpret**	**Evaluate**			
Overarching Concepts	**Knowledge (Concepts)**	**Skills**	**Practices**	**Overarching Concepts**	**Knowledge (Concepts)**	**Skills**	**Practices**	
Listening Repertoire	Aesthetic choices	Expension of musical repertoire and professional guitarists throughout time		Listening Repertoire	Aesthetic choices	Expension of musical repertoire and professional guitarists throughout time		
	Interpretation	Ability to identify and express reasons for performance decisions by self and others			Interpretation	Ability to identify and express reasons for performance decisions by self and others		
	Expression	Appropriateness to the contexts (genre/style, socal, cutlural)			Expression	Appropriateness to the contexts (genre/style, socal, cutlural)		
	Comparison	Identify and articulate performance of chord progressions, repetiiton of strumming, picking patterns, scale patterns and various rhythms used within the various musical repertoire			Comparison	Identify and articulate performance of chord progressions, repetiiton of strumming, picking patterns, scale patterns and various rhythms used within the various musical repertoire		
	Form and Structure	Ability to hear and see repeated patterns, similatires and difference in the music			Form and Structure	Ability to hear and see repeated patterns, similatires and difference in the music		
		Analyze forms AB, ABA, Intro, Verse, Chorus, Refrain, Bridge, Outro				Analyze forms AB, ABA, Intro, Verse, Chorus, Refrain, Bridge, Outro		
		Common chordal structure (i.e., 12 bar blues)				Common chordal structure (i.e., 12 bar blues)		
CONNECTING								
		Synthesize	Relate					
Overarching Concepts	**Knowledge (Concepts)**	**Skills**	**Practices**	**Overarching Concepts**	**Knowledge (Concepts)**	**Skills**	**Practices**	
Personal Interests	Personal experiences	Ability to articulate and identify with guitar performers and explain reasons for preferences		Personal Interests	Personal experiences	Articulate understanding the importance of guitarists outside of their personnal preferences.		
	Social experiences	Guitar as social connections outside of their own contexts			Social experiences	Guitar as social connections outside of their own contexts		

						Guitar as a method to expand their own social contexts		
Social Change	Historical Context	Development of the guitar over time		Social Change	Historical Context	Development of technology as it relates to the guitar		
						Impact of technology on new guitar innovations		
	Cultural Context	Diaspora (movement across the world) as it relates to contemporary genres and styles			Cultural Context	Diaspora (movement across the world) as it relates to contemporary genres and styles		
		Variations on guitar family of string instruments				Variations on guitar family of string instruments		
	Social Impact	Guitar impact around the world			Social Impact	Guitar impact around the world		
		Impact of guitar on local communites (i.e, folk music)				Impact of guitar on local communites (folk music)		
		Selecting of Repertoire based on social norms				Selecting of Repertoire based on social norms		