

## **Cony High School**

### **Course Overview**

Course Title: Guitar

Grade Level(s):9-12

Course Level: General

Link to Maine Learning Result Area(s): Visual & Performing Arts

Maine Learning Results

- A. 1. Music Difficult, 2. Notation and Terminology, 3. Listening and Describing
- B. 1. Style/Genre, 2. Composition
- C. 1. Application of Creative Process
- D. 1. Aesthetics and Criticism
- E. 1. Arts and History, 2. Arts and disciplines, 3. Goal-setting, 4. Arts impact, 5. Interpersonal skills

Link to Mission Statement Academic Expectations:

Communication: Oral  
Communication: Written  
Analysis/Interpretation  
Technology

Communication: Performance  
Problem Solving/ Crit. Thinking

Link to Mission Statement Social Expectations:

Personal Responsibility  
Contribute to the well-being and welfare of others through collaborative learning

Link to Mission Statement Civic Expectations:

Contributing Community Members  
Global Awareness through the historical context of the guitar

## Brief Description of Course:

Have you ever wanted to play more on the guitar than “Smoke on the Water”? This course is designed for you! Students will learn how to care for the guitar, how to read music, and how to play chords. Students are encouraged to supply their own guitar; however, guitars are available for those who do not have access to one.

## Enduring Understanding:

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Music is an essential part of every student’s education as it cultivates the intellect *and* emotions. Through music students are taught self-discipline, creative thinking skills, teamwork and cooperation. Music reinforces self esteem, and demonstrates the direct link between hard work and high achievement. Students involved in music develop their reasoning abilities, intuition, imagination, dexterity, expression, and communication skills

## Essential Questions (concepts):

1. How does one read music?
2. What skills are necessary to learn in order to be a lifelong musician on the guitar?
3. How does one compose music for his or her own enjoyment and/or shared enjoyment of the public?
4. What elements make up a good performance of a guitar piece?
5. What does a performance entail?
6. What is the theory behind music?

## Course Overview

### What key content knowledge will students acquire in order to answer the essential questions?

- Music vocabulary
- Guitar parts
- Identification of note values, note names, correspondence between note names and the fret board
- Chord formation
- Finger picking and strumming patterns
- Guitar ancestry
- Compositional techniques necessary to create original compositions
- Theory vocabulary and understanding
- Implementation of practice skills

### What skills will students be able to demonstrate to show mastery of content knowledge?

- Identification of the guitar parts
- Mastery of reading music, chord changes, and performance
- Performance using correct tone, rhythm, accuracy of pitch, volume, left hand position, right hand and arm position, and proper posture
- Effective practice techniques
- Composing original pieces of music
- PowerPoint presentation on an ancestor of the guitar

## Cony High School

### Course Outline

Course Sequence	Method of Instructional Delivery	Estimated Time
Week 1- course introduction, guitar and finger names, proper guitar posture, music notation basics, first string notes, and beginning chords (Snyder text pages 1-11, 62-68, supplemental etudes and duets )	Demonstration, Practice Time, Group Performances, and Reinforcement	5 Periods
Week 2 - second string notes, G and A chords, strum and pick-style playing, (Snyder text pages 12-17, 69-73, supplemental etudes and ensemble pieces)	Demonstration, Practice Time, Group Performances, and Reinforcement	5 Periods
Weeks 3 & 4 - chord relationships (tonality), half and whole steps, major scale construction, enharmonics, third string notes, C, e, E, and a chords, finger-style accompaniment, and the continuation of strum and pick-style playing; Rock Around the Clock (Snyder text pages 20, 44, 45, 74-80, supplemental etudes and ensemble pieces); compositional activity	Demonstration, Practice Time, Group Performances, and Reinforcement	10 Periods
Week 5- fourth string notes, blues strum, additional finger-accompaniment structures, chords: a and B with an introduction to bar chords (Snyder text 29-39, 48, 84-89, supplemental etudes and ensemble pieces);compositional activity	Demonstration, Practice Time, Group Performances, and Reinforcement	5 Periods
Weeks 6 & 7 – fifth string notes, introduction to e, a, and E bar chord structures, chords: b, F#, f#; short composition exercise, Hotel California (Snyder text pages 39, 47, 90, 91, supplemental etudes and ensemble pieces); compositional activity	Demonstration, Practice Time, Group Performances, and Reinforcement	10 Periods
Weeks 8 & 9- sixth string notes, enharmonic bar chords, finding all chords, walking bass, bass note strum patterns, self selected piece of music (Snyder text 39, 53, 92-96, supplemental etudes and ensemble pieces); compositional activity	Demonstration, Practice Time, Group Performances, and Reinforcement	10 Periods

#### Instructional Materials (Textbooks, Trade Books, etc.)

1. Jerry Snyder Guitar Method
2. School Guitars and picks
3. Supplemental etudes and ensemble pieces
4. Note identification drill sheets
5. Rhythmic value cards
6. Note name cards

## Cony High School

### Performance Assessments

#### Assessment Description:

**Formative:** Students will complete various written exercises designed to strengthen their newly acquired music notation reading ability.

Students will be evaluated through their collaboration with other students to create a new composition.

As in all performance based classes students are informally evaluated by the instructor constantly based on the physical mechanics of playing the guitar as well as the auditory results of their playing. This takes place in both group and individual settings.

**Summative:** Students will be given bi-weekly quizzes based on music reading abilities applicable for the level they are at in the course.

Students will be evaluated on their PowerPoint presentation about an ancestor or relative or the guitar using the rubric and outlines provided.

Students are evaluated weekly on an individual basis, using the performance rubric, on the following areas: tone, rhythm, accuracy of pitch, volume and/or dynamics, appropriate finger positioning, strumming patterns, playing position, and posture. This will be accomplished with teacher-selected etudes from the method book and supplemental handouts.

At the end of each unit (every two weeks) students will be individually evaluated with selected pieces using the performance rubric. Below are the assessment pieces by unit week:

End of week 2: Mist, Chelsie, Tom Dooley

End of week 4: Running the Strings, The Waltz, Twinkle Twinkle Little Star,  
Scarborough Fair

End of week 6: Reuben, Reuben, Frere Jacques, Greensleeves

End of week 8: 5<sup>th</sup> String Song, C-F Etude, Hotel California

End of week 9: Performance Assessment (Student Choice)