

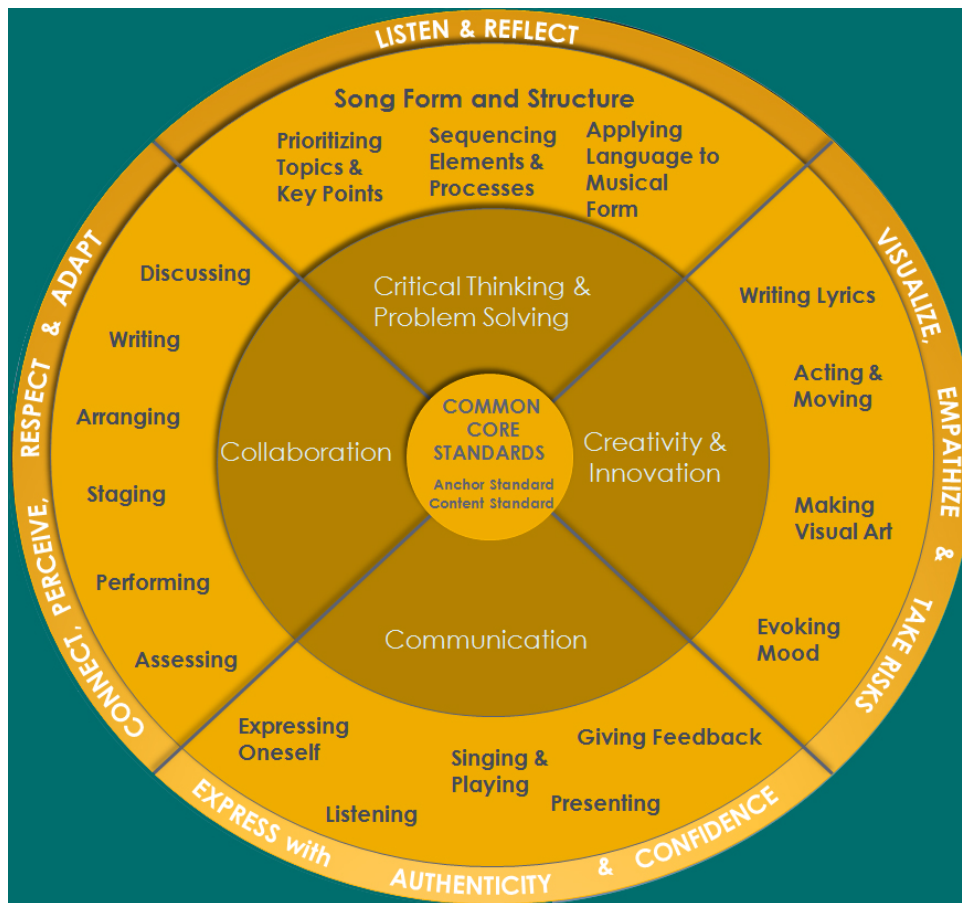


Course Title	GUITAR SH 2 AB
Course Abbreviation	Guitar SH 2 AB
Course Code	320813/14
Prerequisites	Guitar SH AB (320809/10) or Instructor Approval
Notes	For intermediate/advanced band and orchestra musicians. This two-semester course may be taken three times. This class does not satisfy the "F" requirement.
Course Description	The major emphasis of this course is to develop student achievement through continuing the study of the guitar. The course develops the physical skills necessary to play beginning level music accurately and with good tone quality, develops skills in reading music notation, and develops an understanding of the historical significance of the guitar and its literature. The course also provides opportunities for growth in the understanding of musical elements as applied to the music played.
Key Goals	<ul style="list-style-type: none"> • To develop skills playing in fifth position in the keys of C, Am, F and Dm • To demonstrate the ability to perform intermediate-level rhythms • To perform melodic lines and scales in the keys of C, D, F, G, A and E • To demonstrate and perform moveable bar chords based on the "E" and "A" chord forms • To demonstrate the ability to perform intermediate-level right-hand techniques • To create simple melodies • To participate in performance and evaluation of music • To become aware of musical styles and composers and their correlation to world history • To perform with students from other artistic disciplines
Key Assignments	<p>Frequent and regular classes each week and several informal, in-class performance exams and informal performances each month. Individual playing tests on scales, arpeggios and repertoire. Also, optional additional formal performances once or twice each year on campus</p> <ul style="list-style-type: none"> • Play in Fifth Position in the keys of C, Am, F and Dm • Play dotted quarter note rhythms and triplets • Play melodic lines in the keys of C, Am, D, F, Dm, G, Em, A, & E • Play in time signatures like 3/8, 6/8 and cut time • Play major scales in the keys C, D, F, G, A & E • Play chromatic scale in first position • Play an extended range to high C • Play moveable bar chords based on the "E" and "A" chord forms • Play I IV V7 I in every key using moveable forms • Play major, minor, major sevenths, dominant sevenths, minor sevenths and power chords in every key using moveable forms • Play intermediate-level chord arpeggios using p-i-m-a • Strum intermediate-level syncopated rhythms • demonstrate facilities in both flat picking and finger picking techniques
Instructional Methods	Direct Instruction, modeling, group practice, woodshedding, Curwen hand signs, solfege, rehearsal, written reflections, performance assessments (formative and summative), written theory assessments (formative and summative).
Co-Curricular Work	Music history can be tied to social studies lessons, the text of a song can be tied or related to English Language Arts and English Language Development, the rhythmic and formal elements of a piece can be related to mathematics, the processes of sound production can be tied to physics.

Resources	<p><i>Hal Leonard Guitar Method</i>, Schmid & Koch Hal Leonard Music, appropriate scores and historical source material; <i>Norton Anthology of Western Music</i>, WW Norton and Co.; Sight-Reading: http://www.lightandmatter.com/sight/sight.html; http://thesightreadingproject.com/</p> <p>Sheet Music Vendors: http://www.jwpepper.com, http://www.musicnotes.com, http://www.sheetmusicplus.com Public Domain Music Resource (free): http://www.pdinfo.com</p> <p>Libraries: Glendale http://www.glendaleca.gov/government/departments/library-arts-culture/brand-library-art-center Los Angeles City http://www.lapl.org Los Angeles County http://www.colapublib.org/</p> <p><i>Professional Organizations</i>: National Association for Music Education (NaFME) www.nafme.org, Guitar Foundation of America http://www.guitarfoundation.org/; Council for Guitar Education http://www.nafme.org/community/societies-and-councils/council-for-guitar-education/; Guitars in the Classroom http://www.guitarsintheclassroom.org/; Little Kids Rock http://www.littlekidsrock.org/</p>
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Course Outline

Units should be related to the guitar repertoire where possible. Time spent on each unit is to be based upon the needs of the student and the instructional program.



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Foundations Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music		Instructional Time 35%
Enduring Understanding	Music is a language that can be communicated aurally and visually.	
California Content Standards (Essential and Supporting)	<i>Essential: 1.0 – Artistic Perception</i> Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. 1.1 Read, write, and perform intervals and triads. 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters. 1.3 Transcribe simple aural examples into rhythmic notation. 1.4 Sight-read simple melodies in the treble clef or bass clef. 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.	
Vocabulary	Score, conductor, measure, tempo, duple meter, triple meter, note, rest, dynamics, interval, form, listening, technique	
Skills and Objectives	Students will be able to use musical vocabulary to: <ul style="list-style-type: none"> Identify musical elements, Describe and evaluate guitar music. 	
Suggested Strategies	Think-pair-share, full class discussion followed by group work, informal peer assessments, mock game show to reinforce vocabulary, guided and assisted reading, guided listening, direct instruction.	
Sample Performance Tasks	Describe and evaluate a concert using the vocabulary of music, specifically as reviewed in the Guitar 2AB course.	
Rubric	5 Advanced	Student comprehends musical vocabulary, using at least six terms to accurately describe and evaluate instrumental music.
	4 Proficient	Student generally understands musical vocabulary, using at least six terms to describe and evaluate instrumental music.
	3 Basic	Student understands basic musical vocabulary, using at least four terms to describe and evaluate instrumental music.
	2 Below Basic	Student superficially understands musical vocabulary but makes errors in articulating their use.
	1 Far Below Basic	Student does not exhibit comprehension of musical vocabulary and/or makes serious errors in articulating their use.

Creativity Creating, Performing and Participating in Music		Instructional Time 15%
Enduring Understanding	Playing, improvising, composing music are great ways to communicate on several different levels with people with diverse experiences and backgrounds.	
California Content Standards (Essential and Supporting)	<p><i>Essential: 2.0 – Creative Expression</i></p> <p>Students apply vocal musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal or Instrumental Skills</i></p> <p>2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).</p> <p>2.5 Perform on an instrument in small ensembles, with one performer for each part.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.6 Compose music, using musical elements for expressive effect.</p> <p>2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.</p> <p>2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.</p> <p>2.10 Improvise original melodies over given chord progressions.</p>	
Vocabulary	Posture, phrase, technique, elements of music, melody, phrase, climax, expression, final cadence, tonic, dominant, tone quality, articulation, compound meter, diatonic scale, dynamics, harmonic progression.	
Skills and Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform on guitar a repertoire of musical literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6). Compose and arrange music, using musical elements for expressive effect. 	
Suggested Strategies	Intro/review of music theory including games/ear-training, group composition, listening/analysis, brainstorming, work-shopping, peer analysis.	
Sample Performance Tasks	Create original rhythmic and melodic dictation exercises/compositions that include specific musical elements. Perform the piece.	
Rubric <i>Aesthetic Appeal</i>	4 Advanced	Strong aesthetic appeal and general impression. Would be enjoyed by many listeners. Keeps the listener interested.
	3 Proficient	Includes some interesting musical ideas. The general impression is pleasant and moderately effective.
	2 Basic	Includes at least one interesting musical idea. Yet, the overall impression is not effective.
	1 Below Basic	Does not present an effective general impression. Musical ideas do not hold the listener's interest.

Rubric Creativity	4 Advanced	Includes very original, unusual or imaginative musical ideas. Explores and varies at least two musical elements.
	3 Proficient	Involves some original aspect(s) or manipulation(s) of musical idea(s). Explores and varies at least one musical element.
	2 Basic	Musical idea is neither familiar nor a cliché. However, there is no development, variety, or exploration of musical elements.
	1 Below Basic	Musical idea is familiar or a cliché. No variety or exploration of musical elements (range, timbre, dynamics, tempo, rhythm, melody).
Rubric Craftsmanship	4 Advanced	Presents at least one complete musical idea. Has a coherent and organized form with a clear beginning, middle, and end. Uses musical elements to organize musical ideas or the form.
	3 Proficient	Ending feels final. Uses at least one musical element to organize the musical ideas and overall form
	2 Basic	Presents one complete musical idea. However, composition lacks overall completeness. Fails to use musical elements to organize musical ideas or form.
	1 Below Basic	Gives no sense of a completed musical idea. Exhibits no clear beginning, middle or end section. Form appears random rather than organized. Musical elements (range, timbre, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form.

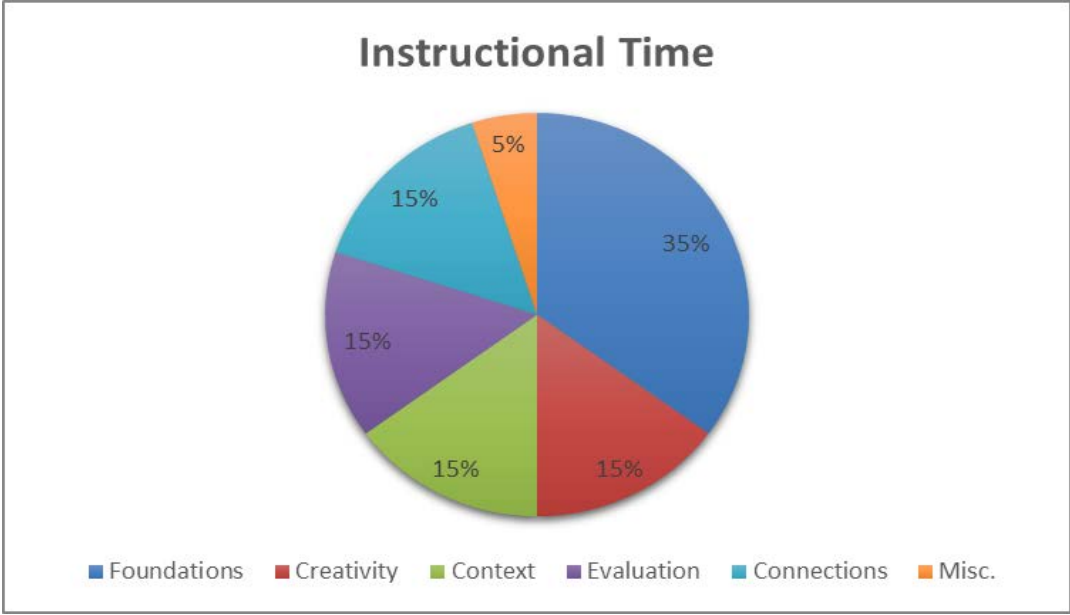
Rubric is a modification of one presented by: Hickey, M. (1999). Assessment rubrics for music composition. *Music Educators Journal*, 84 (4), 26 -33



Context Understanding the Historical contributions and Cultural Dimensions of Music		Instructional Time 15%
Enduring Understanding	Making music connects us to civilizations on the other side of the world and from ancient times to the present.	
California Content Standards (<i>Essential and Supporting</i>)	<p><i>Essential: 3.0 – Historical and Cultural Context</i></p> <p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.</p> <p>3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.</p> <p><i>Diversity of Music</i></p> <p>3.3 Describe the differences between styles in traditional folk genres within the United States.</p> <p>3.4 Perform music from various cultures and time periods.</p> <p>3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.</p>	
Vocabulary	Medieval, Renaissance, Baroque, Classical, Romantic, Contemporary, Gospel, Folk, Classical, Pop, Jazz.	
Skills and Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and define specific musical styles Perform music from different eras and regions with appropriate style and characteristic expression 	
Suggested Strategies	K/W/L chart, Thinking Maps, word wall, jigsaw, research, dramatizing, heterogeneous groups, compare and contrast, direct instruction, reading, Venn diagram, listening charts	
Sample Performance Tasks	Analyze an excerpt from a musical composition from a distinct era or region. Identify the characteristics that define its identity, and then perform the piece twice, once highlighting the characteristics and once de-emphasizing the characteristics. Discuss as a group the changes your group heard in each performance. As an individual, list the changes you heard or felt during the performance, citing specific examples in the score or text.	
Rubric	4 Advanced	Specific terminology is used in differentiating performance practice among different musical traditions and cultures
	3 Proficient	Differentiates the musical traditions of cultures throughout the world
	2 Basic	Attempts to differentiate the musical traditions of cultures throughout the world
	1 Below Basic	Unclear differentiation of musical traditions of cultures throughout the world

Evaluation Responding to, Analyzing, and Making Judgments About Works of Music		Instructional Time 15%
Enduring Understanding	Music and Music-Making can mean different things to different people	
California Content Standards (<i>Essential and Supporting</i>)	<p><i>Essential: 4.0 – Aesthetic Valuing</i></p> <p>Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.</p> <p>4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.</p> <p>4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.</p> <p>4.3 Identify aesthetic qualities in a specific musical work.</p>	
Vocabulary	Criteria, rubrics, adaptation, revival, customs, traditions, rituals, style, genre	
Skills and Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and define musical styles, Explain how culture affects specific musical styles. 	
Suggested Strategies	Discussion, K/W/L chart, jigsaw, research, compare and contrast, Thinking Maps, reading, writing, reports, heterogeneous groups, guided listening, directed instruction, applied music making.	
Sample Performance Tasks	Working in groups, select two historical periods or cultures. Do additional research on societal influences and present comparisons in a graphic organizer or Thinking Map. Write/present/perform excerpts that reinforce information explaining the differences between two musical styles.	
Rubric	4 Advanced	Uses rich supporting details to differentiate the musical traditions of cultures throughout the world
	3 Proficient	Differentiates the musical traditions of cultures throughout the world
	2 Basic	Attempts to differentiate the musical traditions of cultures throughout the world
	1 Below Basic	Unclear differentiation of musical traditions of cultures throughout the world

Connections, Relationships, and Applications Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers		Suggested Percentage of Instructional Time 15%
Enduring Understanding	Music skills can be applied to other core subjects and teach us life skills.	
California Content Standards (Essential and Supporting)	<p>5.0 – <i>Connections, Relationships, and Applications</i></p> <p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Essential:</i></p> <p>5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.</p> <p>5.2 Analyze the role and function of music in radio, television, and advertising.</p> <p><i>Supporting:</i></p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Research musical careers in radio, television, and advertising.</p>	
Vocabulary	Musicality, influence, confidence	
Skills and Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use musical skills to communicate concepts and knowledge to peers, • Perform confidently with expression, and accuracy • Collaborate with others in producing all aspects of an instrumental and/or guitar ensemble concert 	
Suggested Strategies	Audition strategies, concert and technical production collaboration, research and presentation.	
Sample Performance Tasks	Create and produce a performance based on literature or a concept from another curricular area or a commercial purpose such as a jingle or music for dramatic underscoring in TV or film. Perform it for others while demonstrating musicality and confidence.	
Rubric	4 Advanced	<ul style="list-style-type: none"> • Adapts literature or concept into a well-organized production • Creative and original presentation of instrumental and/or string literature which meets Standard 2.0
	3 Proficient	<ul style="list-style-type: none"> • Adapts literature or concept into a production • Appropriate presentation of instrumental and/or string literature which meets Standard 2.0
	2 Basic	<ul style="list-style-type: none"> • Somewhat adapts literature or concept into the production • Musical performance of instrumental and/or string literature does not meet Standard 2.0
	1 Below Basic	<ul style="list-style-type: none"> • Does not adapt literature or concept into a production • Musical performance of instrumental and/or string literature does not meet Standard 2.0



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