

El Monte Union High School District

Course Outline

District: EMUHSD
High School: El Monte HS

<p>Course Title: Guitar P</p> <p>Textbook(s): Essential Elements for guitar. By Will Schmid and Bob Morris</p> <p>Copyright date/Edition: 2005</p> <p>Transitional* _____ (Eng. Dept Only)</p> <p>Sheltered</p> <p>(SDAIE)* _____ Bilingual* _____</p> <p>AP** Honors**</p> <p>Department: <u>Music</u></p> <p>CTE***:</p> <p>Industry Sector: _____</p> <p>Pathway: _____</p> <p>Check one</p> <p>Introductory: X</p> <p>Concentrator: _____</p> <p>Capstone: _____</p> <p>Grade Level (s): 9-12</p> <p>Semester: Year</p> <p>Year of state Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p>() English</p> <p>() Fine Arts</p> <p>() Foreign Arts</p> <p>() Health & Safety</p> <p>() Math</p> <p>() Physical Education</p> <p>() Science</p> <p>() Social Science</p> <p>(X) Elective</p> <p>This course meets a-g requirements:</p> <p>() "a" -Social Studies</p> <p>() "b" - ELA</p> <p>() "c" - Math</p> <p>() "d" -Lab Science</p> <p>() "e" -Language (not English)</p> <p>(F) "f" - Vis/Perf Arts</p> <p>() "g" - College Prep Elective</p>	<p>Department/Cluster Approval Date</p> <p>Is this course and adaptation from another source?</p> <p>- NO-</p> <p>- Yes- X</p> <p>If yes, please indicate the source of the original course:</p> <p><u>EMUHSD Guitar Course Outline</u></p>
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1. Prerequisite(s): None

2. Short description of course which may also be used in the registration manual:

This course is a two-semester course which serves as an introduction to reading notation on the treble clef and performing music on the guitar.

OBJECTIVE OF THE COURSE: The student will be able to:

- Read music notation, music theory, and perform the following rhythms on the instrument: Whole, Half, Quarter, eighth, Dotted half notes and their corresponding rest.
- Identify notes on, above, and below the Treble Clef and locate each note for the proper playing position.
- Learn various rhythm patterns on individual strings and chords.
- Learn to play C, G, G7, D, D7, E minor, E, B7, A minor and D minor Chords on the guitar fretboard.
- Play various assigned pieces with proficiency using the schedule of pieces to be learned.
- Perform two or more pieces for a recital in front of the class at the end of the 6-week, 12-week grading period and at the end of each semester.
- Define and demonstrate an understanding of the elements of music through listening, analysis, and reflective writing.

COURSE CONTENT- The student will develop and use:

- Guitar for kinesthetic and tactile skills with playing guitar music.
- Auditory skills in ensemble and individual playing.
- Recognizing the elements of music and identifying various genres of music.
- Visual comprehension for reading notation and to obtain information from worksheets and other written sources.
- Writing skills presenting an analysis of aural observations.

CALIFORNIA MUSIC CONTENT STANDARDS-These standards are the focus of Guitar 1.

1.0 - ARTISTIC PERCEPTION

- Processing, Analyzing, and Responding to sensory information through the language skills unique to music
- Students read, notate, listen, analyze, and describe music and other aural information using the terminology of music.

2.0 - CREATIVE EXPRESSION

- 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).

4.0 – ASTHETIC VALUING

- Responding to, analyzing and making judgments about works of music
- Students critically assess and derive meaning from works of music and the performance of musicians according to the element of music, aesthetic qualities, and human response.
- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performance, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

STUDENT PERFORMANCE STANDARDS:

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

Points:

Playing pieces: 50 points each (more points given for advance or longer pieces) (Points assigned when piece reaches 95% accuracy)

Test: 100 points each

Quizzes: 50 points each

Scales: 50 points each

Recital: 150 points each (3 recitals per semester)

Evaluation/Assessment/Rubrics- Students are evaluated on a recital performance at the end of each grading period. Students are graded on the number of pieces they pass at 95% accuracy.

Minimum to pass the course: Students must maintain at least 60% of points possible in order to pass the course. Students may receive credit for pieces at any time. Students will not be penalized for missing schedule deadlines if they make up the work by the end of the semester.

3. Course Content

Guitar Course outline

Course Objective	Units of Study
Learn the rest and playing positions of the guitar. Introduction to guitar types, parts, and tuning. Introduction to V-I chord progression. Introduction to the Treble Clef. E, F, and G notes on the first string.	Unit 1: pp 1-11 Perform first three notes on the first string. Perform Quarter, half, whole notes in 4/4 time signature. Perform basic C and G chord.
Down stroke patterns and perform new notes B, C, and D on the second string while producing a clear sound.	Unit 2: pp 12-15 Perform exercises with a mixture of 2 strings. Perform chords G and D7 with Quarter note rhythms.
Introduction to Blues and classical compositions and review of previous notes learned.	Unit 3: pp 16-20 Perform Chords G, C, and D7. Continue to work on pieces new notes and Perform 12 bar blues.
String review of all 8 notes learned: A, B, C, D, E, F, and G.	Unit 4: pp 21-23 Perform notes on strings 1, 2, and 3.
E minor and C major chords in strum pattern.	Unit 5: pp 24-25 Perform strum patterns using down and upstrokes with quarter and eighth notes.
Syncopation rhythm patterns on G, E minor, C, and D7 chords.	Unit 6: pp 26-31 Perform music 3/4 time signature with dotted quarter notes. Perform syncopation and off-beat patterns.
New notes on the forth string and notes D, E, and F are introduced.	Unit 7: pp 32-35 Perform notes on the forth string with whole, half, and quarter note rhythms.
Learn music theory and pieces with 1 st and 2 nd endings and Ties in music notation.	Unit 8: pp 36-39 Continue to work on pieces on all 4 strings and first position of the guitar.
Learn N.C. (no chord) music symbol in music notation. Pieces with D, A7, and G chords with right hand Bass strum technique.	Unit 9: pp 40-45 Perform songs with Bass strum technique and other fingerpicking exercises with thumb or pick.
Learn to read ledgers lines and new notes A, B, and C on the fifth string. Piece with E minor and A minor and Pick up notes.	Unit 10: pp 46-51 Perform pieces with the used of all five strings learned.

	Notes on the sixth string E, F, and G. Strumming patterns with D, A minor 7 th , G, and C chords.	Unit 11: pp 52-55 Perform pieces using the sixth string. Various strumming patterns with new chords.
	Learn notes A and B on the first string and reading on ledger lines. F sharp is worked on three positions of the guitar. Fingerpick with thumb, middle, and index fingers.	Unit 12: pp 56-61 Perform pieces with fingerpicking patterns and new notes.
	Pieces use A and D minor chords. Rhythm patterns with a mixture of eight notes and rhythms. Notes with the distance of an Octave are introduced.	Unit 13: pp 62-69 Perform more advanced pieces and various rhythm patterns.
	Del Segno Al Coda and piece with new chord E major.	Unit 14: pp 70-75 Perform more advanced pieces with all notes and new chords learned.
	Shuffle or swing eight notes in a 12 bar blues, tablature, power chords (perfect 5ths), New note C#, and B7, E7, and F chords.	Unit 15: pp 76-91 Perform more advanced pieces and various rhythm patterns with all notes and new chords learned.
<p>4. Describe how this course integrates the schools SLO (Former ESLR's- Expected School-wide learning Results): This course integrates the school SLO by teaching students to seek, analyze, and creatively use information. Students are to demonstrate effective communication, critical thinking skills, and proficiency through music performance. The terms align with the state, and national common core standards. Students will be involved with learning the artistic process by creating, performing, and responding to music.</p>		
<p>5. Describe the integrated ELD teaching techniques to be used to meet the needs of English language learners:</p> <ul style="list-style-type: none"> • All teachers in the performing arts have bilingual, BCLAD, or CLAD credentials. • Examining prior knowledge to help the student connect what they already know with what they are learning • Breaking down the learning process into smaller segments. Clap and notate the pitches to play right hand and left hand only. Say letter names and play and count two measures only. These are SIOP "chunk and chew" strategies. • Satisfying student needs as outlined by active IEP. • Demonstrating the performance of new terms such as fingerpicking, bass strum pattern, reading above and below the music staff with ledger lines. 		

6. Describe the interdepartmental articulation for this course:

Guitar P is a basic course where learn music reading, notation, and performance skills. This course may be taken before any Music Department instrumental or Choral course. It is an introductory, foundational course. Students in Guitar P will develop skills that will analyze, interpret, and develop critical thinking skills through practice and performance. Reading basic notation will allows them to learn other instruments in an easier manner. Students will become aware of various musical opportunities available to musicians and guest speakers will enhance real world connections

7. Describe how this course will integrate academic and vocational concepts, possible though activities. Describe how this course will add address work-work based learning/school to career concepts:

This course closely resembles college guitar course and students are encourage to embrace music in order to become better prepared for visible career paths. Guitar P is foundational for any student who wants to become a professional performer, music teacher, music critic, conductor, composer, or many music related careers.

8. Supplemental materials of instruction (Note: Materials of instruction for English Language learners are required and should be listed below.)

- Will Schmid and Greg Koch, Hal Leonard guitar Method book 1 (Hal Leonard, 2002)
- Will Schmid and Greg Koch, Hal Leonard guitar Method book 2 (Hal Leonard, 2002)
- Fredrick M. Noad, Solo Guitar Playing (Music Sales America, 2008)
- Alfred's Essentials of Music Theory, Book 1- by Andrew Surmani, Karen Farnum
- Teacher made resources.
- Materials and music found online.
- Tools- CD Player or MP3 Player
- Computer and overhead projector-Youtube performances and arrangements of music.
- Chalkboard with musical staff for music theory practice.