

El Monte Union High School District

Course Outline

High School _____ District _____

Title: Guitar

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: Music

Grade Level (s): 9-12

Semester _____ Year X

Year of State Framework Adoption _____

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science

Department/Cluster Approval

Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): None

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

Guitar is a two-semester course which gives students a foundation in guitar performance with a strong emphasis on reading and interpreting music notation. Students will have in-class performance opportunities and will learn to appreciate music from a wide variety of styles and cultures.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):

Site specific

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

Students in guitar will be learning the language and terminology of music together. The specialized and technical language of music is new to all beginning musicians, and familiar to advanced musicians despite English levels. English Learners are provided numerous opportunities to practice and integrate this new musical vocabulary through performance. The hands-on nature of a performance class makes the content accessible to students. Learning may be supplemented by listening examples, recordings, modeling, flashcards, call and response drills, clapping, movement exercises, and singing exercises.

5. Describe the interdepartmental articulation process for this course:

The students complete a project detailing the biography, cultural heritage and stylistic traits of a historically significant guitar player. Each student in class is assigned a different guitar player by the teacher. Students research the guitar player assigned to them using internet resources and are given guidelines for choosing quality sources. Everyone has to create a powerpoint document about the guitar player they researched. After they finish creating their powerpoints, each student gives an oral presentation to the class sharing the information they have gathered. For their oral presentations they use the powerpoint document they created. The presentations will include biographical information, stylistic traits of that player, and musical style trends in the era in which they lived.

In learning hands-on guitar skills, students develop dexterity, fine motor skills and coordination. These skills are useful in a number of other subject areas including, but not limited to industrial education, physical education, culinary arts, visual arts and biology.

Students are encouraged to explore career fields related to guitar such as sound recording, and lighting and sound technology. Our school's faculty has an established relationship with Musician's Institute.

The guitarist powerpoint assignment mentioned in the "Historical and Cultural Context" component gives the students experience with computer technology and software and also provides an opportunity to practice English Language skills through an oral presentation.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Performance in guitar develops life-long learners by improving musicianship skills and teaching students how to perform successfully. This course improves student self-confidence, teaches poise and professionalism in performance. Learning an instrument and playing requires a similar level of personal responsibility, diligence and perseverance that students will need to successfully operate in any career in the real world. By learning a hands-on skill students develop better hand-eye coordination which correlates with other refined motor skills, and hands-on skills with real-world applications. Students achieving high performance levels on their instrument will naturally have the opportunity to continue guitar studies at the college level.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

Supplemental Materials and Resources:

Will Schmid and Greg Koch, *Hal Leonard Guitar Method Book 1* (Milwaukee: Hal Leonard, 2002)

Will Schmid and Greg Koch, *Hal Leonard Guitar Method Book 2* (Milwaukee: Hal Leonard, 2002)

Donald Miller, *Donald Miller Guitar Ensemble Series: Baroque Music* (Pacific, MO: Mel Bay, 2001)

Donald Miller, *Donald Miller Guitar Ensemble Series: Music of the Renaissance* (Pacific, MO: Mel Bay, 2001)

8. Objectives of Course; Unit Detail (Including Projects, Activities & Duration of Units); References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal Attainment for Student to Pass

Objectives of Course:

- Students will perform basic songs from a wide variety of styles, cultures and historical eras.
- Students will learn to read basic music notation
- Students will learn to appreciate music from a wide variety of styles, cultures and historical eras.

References to State Frameworks: California State Visual and Performing Arts Content Standards: Proficient and Advanced:

Proficient 1.3, Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

Advanced 1.3, Sign-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Proficient 1.4, Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.

Advanced 1.4, Analyze and describe significant musical events perceived and remembered in a given aural example.

Proficient 1.5, Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

Advanced 1.5, Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

Proficient 1.6, Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

Advanced 1.6, Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

Proficient 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).

Advanced 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: 5 on a scale of 1-6).

Proficient 3.4, Perform music from various cultures and time periods.

Advanced 3.4, Perform music from a variety of cultures and historical periods.

Advanced 3.7, Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.

Proficient 4.1, Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply those criteria in personal participation in music.

Advanced 4.1, Compare and contrast how a composer's intentions result in a work of music and how that music is used.

Proficient 4.2, Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Advanced 4.2, Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.

Student Performance Standards:

- Participate in class activities fully
- Observe rehearsal etiquette
- Contribute to a respectful class environment
- Achieve progress on instrument appropriate to starting level
- Able to read and interpret music notation at level performing
- Complete assignments
- Maintain instrument and class equipment
- Come prepared with class materials
- Prepare music for performance in a timely fashion
- Performance Standards:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Evaluation/ assessment/ rubrics

- The students are given a series of written quizzes to assess knowledge of music notation, symbols and theory.
- The first quiz covers basics note values, the staff, lines and spaces of the staff, treble clef, measures, barlines and time signatures.
- The second quiz covers rests, ties, time signatures, ledger lines.
- The third quiz covers the procedure for tuning a guitar.
- The fourth quiz is identifying and writing specific key signatures.
- The fifth quiz is writing scales in specific major keys.
- There is a cumulative written final exam at the end of each semester on music notation, symbols and theory.
- Individual and group music checks.
- Written quizzes.
- Notation Worksheets.
- Attendance.
- Individual participation grades.

Minimal Attainment for Student to Pass

- 60% of all points possible