

Unit 2: Performance Basics

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

Proper hand position/movement, open position chords, major and minor barre chords, notation, simple rhythm, and right hand patterns for strumming will be taught. Students will learn to identify by listening to patterns and progressions that are indicative to periods of time and cultures. Students will form opinions about the music they are listening to and performing to create and defend points of view.

Standards

MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
MU.K-12.1.3D.12nov.Cr1a	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
MU.K-12.1.3D.12nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
MU.K-12.1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
MU.K-12.1.3D.12nov.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
MU.K-12.1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
MU.K-12.1.3D.12nov.Pr4b	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
MU.K-12.1.3D.12nov.Pr4c	Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
MU.K-12.1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
MU.K-12.1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an

	understanding of the audience and the context.
MU.K-12.1.3D.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.
MU.K-12.1.3D.12nov.Re7b	Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
MU.K-12.1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
MU.K-12.1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

Transfer

- • Appreciate the complexity of left and right hand coordination needed for instrument
- • Interpret music they hear for style and cultural influences.
- • Perform music with basic chord patterns

Essential Questions

- • How are the open and barre chords formed?
- • How do you know which notes on the staff translate to locations on the fretboard?
- • What are the most important aspects of learning to change from chord to chord?
- • Why do we normally strum with downstrokes on the beat and upstrokes off the beat?

Essential Understandings

- • Finger position has a relationship to chord formation.
- • Learning to read notation for pitch and rhythm is important and how it relates to finger placement on the guitar.
- • Strumming patterns are designed to work within different musical contexts and musical styles.
- • There are techniques for switching chords in time within the music.

Students Will Know

- • How different periods of time and musical style used different strumming patterns.
- • How to interpret songs by applying common strumming patterns.
- • How to read notation for rhythm and pitch and how to translate that knowledge to the instrument.
- • That it takes time and repetition to develop the ability to perform chord progressions properly.
- • That there are major and minor chords.

Students Will Be Skilled At

- • Performing music from notation for melody (treble clef) and rhythm.
- • Playing chord progressions using open and barre chords in common progressions.
- • Strumming patterns of basic songs on the guitar.

Evidence/Performance Tasks

- • From a listening example students will identify the strumming pattern used.
- • Student progress will be monitored on an individual basis through performance assessments.
- • Students will be able to self-assess performance problems encountered and self-correct.
- • Students will identify pitch and rhythm names and patterns
- • Students will perform strumming patterns to accompany a song
- • The student will be required to perform common chord progressions while holding the instrument properly.

Learning Plan

- • Connect common chord progressions to popular music students listen to and can perform.
- • Continue to monitor individual progress and provide appropriate challenges and remediation as needed.
- • Design classroom materials to reinforce treble-melodic reading and rhythmic patterns.
- • Design classroom routines of listening to styles of playing, live or by recording so that students can identify and discuss to demonstrate their level of understanding.
- • Design routines of group performance to provide ensemble playing and a cooperative performance environment.
- • Lead students to form and share opinions in decision making about music they are listening to.
- • Provide students the opportunity to play alone for their classmates or in small groups to build confidence in performance skills.
- • Work to develop the student ear in identifying if a chord fits in a song.

Materials

Suggested Strategies for Modifications

- • Extra time could be allowed for students to master the tasks if needed.
- • Gifted students will be given more advanced exercises for performance.
- • More one on one with the teacher during regular class time.

