# Unit 2: Performance Basics

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

## Brief Summary of Unit

This unit teaches proper hand placement, chords (open and barre), standard notation, and strumming patterns to bridge the gap between music theory and physical execution. By combining ear training with physical practice, students will build muscle memory, analyze historical and cultural musical patterns, and develop their own opinions about the music they study. Ultimately, this empowers students to make expressive choices as confident solo and ensemble performers.

Revised: August 2026

## Standards

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

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

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| 1.3D.12nov.Cr1a | Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies. |
| 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. |
| 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. |
| 1.3D.12nov.Cr3b | Share final versions of simple melodies and chordal accompaniments for given melodies, |

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| | demonstrating an understanding of how to develop and organize personal musical ideas. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 1.3D.12nov.Re7a | Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context. |
| 1.3D.12nov.Re7b | Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music. |
| 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). |
| 1.3D.12nov.Re9a | Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. |
| 1.3C.12nov.Cn10a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |
| 1.3C.12nov.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. |

## Objectives

- ● 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
- Demonstrate proper playing posture and guitar anatomy vocabulary.
- Sight-read simple melodies in standard notation on the treble clef.

## 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?

- How do major and minor chords affect the emotional impact of a piece of music?
- How does consistent, focused practice develop muscle memory?

## Enduring 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.
- Proper posture and hand positioning are critical to preventing injury and improving tone quality.

## 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.
- The names of the open strings (E-A-D-G-B-E) and how to tune the instrument using a reference pitch or tuner.

## 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.
- Applying basic rest strokes and free strokes with the right hand.
- Maintaining a steady tempo using a metronome during practice and performance.

## 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.

- Students will participate in a peer-review session using a teacher-provided rubric.

## 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.
- Implement a daily 5-10 minute physical warm-up routine focused on finger stretching and chromatic scales.

## Materials

- Chord Diagrams of all open and barre chords
- Digital or physical clip-on guitar tuners for student use
- Lead sheets and/or chord charts for songs
- Metronomes (or metronome apps) for tempo training
- Practice tracks created by the teacher using band-in-a-box

## 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.