Unit 3: Performance of Simple Songs

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

Brief Summary of Unit

Students will dive into the practical performance of simple songs, exploring a diverse repertoire across different genres, including rock, folk, blues, and pop. Throughout this unit, students will build foundational guitar skills while learning to perform collaboratively in small groups, individually, and as a unified large guitar ensemble. Beyond physical execution, students will cultivate critical ear-training skills by listening to, analyzing, and identifying stylistic elements in recorded examples.

Revised: August 2026

Standards

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

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, 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

- Read, translate, and execute basic standard musical notation and chord charts on the guitar
- Apply structured, student-led criteria to critique and refine their own and peer performances
- Break down commonly heard songs into specific technical objectives (e.g., clean chord transitions, maintaining a steady tempo, and executing dynamics).
- Perform common songs in various styles.

Essential Questions

- ● How do I interpret a chord chart?
- ● What chord progressions are common to each style?
- ● What essential rhythms are common to each style?
- ● What strumming and/or picking patterns are common to each style?
- How do my personal music preferences, technical skill levels, and the context of the performance influence the music I select to play?

Enduring Understandings

- ● Students can perform music from reading a chord chart or lead sheet.
- ● Styles of music have distinctive qualities defined by chord patterns, strumming patterns and form.
- A successful performance relies not only on technical execution, but also on understanding the expressive intent of the music and establishing a connection with the audience
- Developing technical accuracy and musical fluency is a process that requires time, intentional repetition, and targeted practice strategies

Students Will Know

- How to interpret songs by reading a chord chart or lead sheet.
- How to read notation and how to translate that knowledge to the instrument.
- That it takes time and repetition to develop the ability to perform songs properly.
- Basic music terminology used to describe and critique expressive intent and guitar technique
- The distinct rhythmic, structural, and harmonic characteristics that separate genres like rock, folk, blues, and pop

Students Will Be Skilled At

- Identifying by ear periods of music based on chords and strumming patterns.
- Performing basic music from notation.
- Playing specific songs in various styles.
- Formulating and explaining their own opinions about music utilizing formal technical vocabulary

Evidence/Performance Tasks

- Criteria for these tasks will be visual and aural. All tasks will be evaluated for accuracy.
- The student will be required to perform specific songs in various styles while holding the instrument properly.
- The student will perform basic songs from notation.

Learning Plan

- Design opportunities for students to critique each other's performances using the language of guitar technique and music making.
- Design opportunity for student designed rubric to assess student performance.
- Provide listening opportunities on a regular basis to train student ear for identifying style and form.
- Teacher will match student ability level with appropriate level of songs to be performed.
- Weekly lessons focused on physical guitar mechanics, such as finger posture, hand stretching, and seamless transitions between common open chord shapes.

Materials

- Backing tracks from the internet or generated by the teacher
- Guitar with accessories
- Internet based music streaming program for listening examples

Suggested Strategies for Modifications

- Extra time will 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.
- Students will be matched with appropriate level of song to ability.