Repertoire Development

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

Brief Summary of Unit

The students will continue to develop a collection of songs in various styles including classical, rock, folk, blues, and pop. Students will perform music in small groups, as individuals, and as a large guitar ensemble. Students will continue to listen and identify music and style examples. Students will be encouraged to form opinions about the music they are listening to and performing, and to defend points of view through the language of music and guitar technique.

Standards

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

1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.

Essential Questions/ Enduring Understandings

How do I interpret a chord chart?

How do we use scales to fit the harmony of a song?

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?

Certain scales are specific to harmonic situations.

Styles of music have distinctive qualities defined by chord patterns, strumming patterns and form.

There are common practices related to each style.

They can perform music from reading a chord chart or lead sheet.

Students Will Know/ Students Will Be Skilled At

How to apply the scales they have learned.

How to determine the key of a song.

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.

Applying major and minor scales to harmony in an appropriate manner.

Identifying by ear styles of music based on chords and strumming patterns and be able to perform the rudiments of those styles.

Performing more advanced music from notation including chord symbols, standard notation, and lead sheet formats.

Playing more advanced songs in various styles including jazz, blues, pop, classical, and rock.

Transfer

- The students will be able to perform common songs in various styles.

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.
- The student will perform melodic ideas using appropriate scales.

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.

Materials

- Acoustic or Electric Guitar and Amplifier
- Charts for songs as provided by the teacher
- Smartboard with the ability to run "Band In a Box" for ensemble accompaniment

Modifications

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications