

# Repertoire Development

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

## Standards

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

MU.9-12.1.3D.12adv.Cr	Creating
MU.9-12.1.3D.12adv.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.
MU.9-12.1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
MU.9-12.1.3D.12adv.Re7a	Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
MU.9-12.1.3D.12adv.Re7b	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.

## Essential Questions/ Enduring Understandings

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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**

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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**

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

## **Evidence/Performance Tasks**

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- 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**

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- 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**

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- 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**

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Suggested Strategies for Modification

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

[Performing Arts Accommodations & Modifications](#)