Guitar Technique

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

Brief Summary of Unit

Proper hand position/movement, open position chords, major and minor barre chords, 7th chords with the root on the 5th and 6th strings, an introduction to drop 2 chords, notation, rhythm, and right hand patterns for strumming will be taught. Students will increase their musical knowledge by reading music notation and chord symbols on a daily basis along with learning common scales and beginning improvisational techniques. Students will learn to identify by listening to live and recorded patterns and progressions that are indicative to periods of specific times and cultures. Students will be encouraged to form opinions about the music they are listening to and performing to develop points of view using the language of music and guitar technique.

Standards

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

1.3D.12int.Cr1a	Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
1.3D.12int.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.
1.3D.12int.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
1.3D.12int.Cr3b	Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
1.3D.12int.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, identified technical challenges that need to be addressed, and the performance context.
1.3D.12int.Pr4b	Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) 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.12int.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
1.3D.12int.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. Identify practice strategies to address performance challenges

	and refine the performances.
1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3D.12int.Re7b	Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.

Essential Questions/ Enduring Understandings

- How are all 12 major and minor scales played?
- How are root 6 and root 5 7ths chords formed?
- 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 blues and pentatonic scales?
- What are drop 2 chords and how are they formed?
- What are more advanced right hand patterns used for?
- What are the most important aspects of learning to change from chord to chord?
- What are the positions on the guitar and how do you play scales in them?

- Different chord formations have different functions within a rhythm section.
- 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.
- Major and minor scales are related to each other.
- Scales can be performed in different places on the guitar (positions).
- 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/ Students Will Be Skilled At

- How different periods of time and musical style used different strumming patterns.
- How to interpret songs by applying appropriate right hand technique.
- 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 triads and 7th chords that can be played with the root on the bottom or in inversions.

- Performing music from notation for melody (treble clef) and rhythm.
- Performing various right hand patterns on the guitar.
- Playing chord progressions using drop 2 chord voicings.
- Playing chord progressions using open and barre chords in common progressions.

- Playing chord progressions using root 5 and 6 7th chords.

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 and slightly advanced chord patterns

Evidence/Performance Tasks

- Student progress will be monitored on an individual basis through performance assessments.
- Students will identify pitch and rhythm names and patterns.
- Students will perform strumming patterns to accompany a song.
- From a listening example, students will identify the strumming pattern used.
- Students will be able to self-assess performance problems encountered and self-correct.

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

Guitar

Notebook

Smartboard with capability to access the internet

Modifications

Suggested Strategies for Modification

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

Performing Arts Accommodations & Modifications