Guitar Basics

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

Brief Summary of Unit

Students will learn various methods used to tune the guitar, and will learn to adjust the truss rod properly to ensure correct positioning of the neck. Continued reinforcement of 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

P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
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.
1.3D.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
1.3D.12int.Re9a	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Students Will Know/ Students Will be Skilled At

Students will Know:

How the instrument has changed over the years.

What pitches the strings are tuned to and which way to turn the pegs to adjust the tuning.

What the parts of the instrument are.

Students Will be Skilled At:

Basic strumming

Cleaning and caring for the instrument.

Maintaining proper position in holding the instrument.

Making adjustments to the instrument.

Performing basic finger exercises.

Tuning the instrument using various methods.

Learning Plan

- Students will be pre-assessed as to their familiarity and skill on the guitar so that course materials and individualized plans can be created to challenge individuals.
- Teacher will continue to challenge students with more difficult finger pattern exercises.
- Teacher will design exercises to practice right hand strumming.
- Teacher will monitor student progress in an on-going manner designing strategies to promote student independence and ability to self-assess.
- Teacher will require the student to make adjustments to the truss rod.
- Teacher will set left hand and design left hand finger exercises to coordinate left and right hand movement on instrument.

Essential Questions/ Enduring Understandings

How is the Instrument tuned?

How are Chords and Scales performed on the instrument?

How can I describe the music I listen to?

How do I take care of my instrument so that it plays properly and maximizes longevity?

Taking care of the instrument will help them perform better and will help the instrument last longer.

The guitar often represents through its music the culture and time in history.

There are many ways to form chords on the guitar.

There are multiple fingerings for scales on the guitar.

There are several methods for tuning the instrument.

Transfer

- Appreciate the intricacies of performing on the guitar.
- Continue playing the guitar in social settings.
- Tune and care for a guitar.

Evidence/Performance Tasks

- Criteria for these tasks will be visual and aural. All tasks will be evaluated for accuracy.
- Students will be able to self-assess and assess their classmates for accuracy.
- The student will be required to perform a basic finger exercise while holding the instrument properly.
- The student will change the strings of the instrument.
- The student will properly adjust parts of the instrument.
- The student will tune the strings of the instrument. (traditional and non-traditional).

Materials

Acoustic or Electric Guitar with Truss Rod

Modifications

Suggested Strategies for Modification

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

Performing Arts Accommodations & Modifications