

Guitar Performance

Content Area: **Music**
Course(s): **My Musical Life III**
Time Period: **Generic Time Period**
Length: **3 weeks**
Status: **Published**

Unit Overview

In this unit, students will perform melodies and chordal accompaniments to songs both in groups and individually.

VPA.1.3.8	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.8.A.CS3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

Transfer

Students will be able to independently use their learning to...

- Play chord progressions within a song
- Demonstrate strum patterns appropriate to the time period and genre of a song
- Play the melody to a song

Meaning

Understandings

Students will understand...

- the method used to play a song from written notation.

- the importance of properly holding the guitar and sitting with correct posture during play and rest.
- the relationship between proper practice and performance

Essential Questions

1. What steps must one go through before playing a song?
2. What must you think about while playing a song?
3. What are some techniques for practicing a song?
4. What strum pattern(s) would be appropriate for this song? Why?

Application of Knowledge and Skill

Students will know...

- the technique(s) for playing/performing the guitar

Students will be skilled at...

- practicing a song
- performing a song

Academic Vocabulary

Beat

Rhythm

Bar Line

Double Bar Line

Measure

Time Signature

Tablature

Chord

Note

Pitch

Melody

Parts of the Guitar

- head
- nut
- tuners
- fretboard
- frets
- sound hole
- rosette
- sides
- pick guard
- bridge
- saddle
- bridge pins
- end (strap) pin
- top
- binding
- neck

Letter names of the treble clef staff

Letter names of the guitar stings

Letter names of the chords

Finger numberings

Learning Goal

Proficiency Scale		
<p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>		
<p>Strand: 1.3.8.B.1</p>		
<p>Topic:</p>		
<p>Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p>		
<p>The Total Musician – Grade 8</p>		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Improvise with the guitar using the chords learned in previous songs. 	
3.5	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform a level appropriate song with correct single notes, chord progressions, and strum pattern. • Interpret guitar chord symbols in the music 	<ul style="list-style-type: none"> • Exercises and songs from “Essential Elements” guitar book.

	<p>and connect them to the chord diagrams in the lesson book.</p> <ul style="list-style-type: none"> • Hold and play guitar with correct form. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<p>Score 2.0</p>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify notes G, A, and B on the music staff, but need assistance with connecting them to the note charts. • Identify the C, G, and D7 chords notated in the song, but need assistance with connecting them to the chord charts. • Play the guitar with improper form from time to time and need some verbal correction. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Exercises and songs from “Essential Elements” guitar book.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p>Score 1.0</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>	

Target 1: Melodic Performance

These are daily targets for lessons throughout your unit

SWBAT:

- perform the melody of a selected song as a part of a group
- perform the melody of a selected song individually

Target 2: Harmonic Performance

SWBAT:

- Perform choral accompaniment to a selected song as part of a group
 - Perform chordal accompaniment to a selected song individually
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Summative Assessment

1. End of unit exam.
2. Mid and end of unit projects/playing test performances.

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, and practicing activities.
2. Class participation.
3. Cooperative learning activities.
4. Review games.
5. Teacher-directed Q and A.
6. Teacher observation.
7. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.
4. Modified excerpts.
5. Always reference IEPs and 504 plans.
6. Strategic partnerships for practicing assigned songs.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Have capable students read standard notation instead of tablature.
5. Provide more advanced playing exercises.

Unit Resources

Classroom set of acoustic guitars

Class set of stands

Class set of guitar picks

Class set of method books

Teacher-developed worksheets for rhythm, form, vocabulary

Diagram worksheet of parts of guitar for students to label

Speakers

Music recordings

Online supplemental videos

Projector

Computer

*Document Camera

*Smartboard

* resources needed for this course