

Introduction to Guitar and Fundamentals

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

Unit Overview

This unit introduces students to the basic fundamentals of guitar playing. Beginning with the history and origin of the instrument, students learn about the role guitar has played throughout different time periods and in different musical genres. Students are also introduced to the parts of the guitar and their respective functions.

Using acoustic guitars, students learn key basics including how to properly hold the instrument during both play and rest, hand position, and posture. Fingering and strumming techniques are also introduced in this unit.

This unit builds upon prior knowledge and understanding of rhythmic and melodic notation. In addition, students will learn to read tablature and play chords using this notation.

(previous unit overview)

-the history of the guitar

-the parts of the guitar

-playing/rest position and hand position

-strings of the guitar

-chord structure

-tablature notation

There will also be a review of rhythmic and melodic notation and elements

VPA.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.2.8	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.8.A	History of the Arts and Culture
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the

	creation of new technologies.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
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.CS1	Western, non-Western, and avant-garde notation systems have distinctly different characteristics.

Transfer

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

- Communicate the origin of the guitar and its role in music history
- Demonstrate how to properly hold the guitar during play and rest
- Develop strumming and chord fingering techniques
- Play chords reading tablature notation
- Play melodic patterns reading standard notation

Meaning

Understandings

Students will understand...

- the use of the guitar throughout music history up to and including the present.
- how to properly hold the guitar during play and rest.
- tablature as a a standard music notation for guitar.
- basic melodic and rhythmic elements and notation.

Essential Questions

1. What is the origin of the guitar?
2. What are the different parts of the guitar?
3. How do I hold the guitar?
4. What is a fingering chart? How do I read a fingering chart?
5. What are chords?
6. What is strumming? How do I strum on the guitar?
7. What is tablature? How do I read it?
8. What is melody? How do I read it?

Application of Knowledge and Skill

Students will know...

- the names and roles of the parts of the guitar.
- the history and evolution of the guitar.
- the names of note durations, and basic music symbols

Students will be skilled at...

- reading music notation, including tablature
- demonstrating playing and rest position, including hand position.
- reading a fingering chart.
- strumming while fingering different chords
- playing melodic patterns

Academic Vocabulary

Beat

Rhythm

Bar Line

Double Bar Line

Measure

Time Signature

Tablature

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

Learning Goal

Proficiency Scale: Grade 8 - Introduction to Guitar and Fundamentals		
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p>		
<p>Strand: 1.1.8.B.1</p> <p>Topic:</p> <p>Common, recognizable musical forms often have characteristics related to specific cultural traditions. 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>		
<p>Grade/Course:</p>		
<p>Score 4.0</p>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Teach another student how to play a chord or identify a note letter name. • Write/compose a rhythm and/or melody 	<p>Sample Activities</p>

	3.5	In addition to score 3.0., in-depth inferences and applications with partial success.	
Score 3.0		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate different notes and/or chords on the guitar by reading the fingering chart. • Can identify note letter names. • Can read tablature. <p>The student exhibits no major errors or omissions.</p>	•
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		<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"> • Can read a fingering chart. • Can identify the treble clef staff. • Hold and play guitar with correct form under minimal guidance. • Can recognize/identify different rhythms. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		With help and guidance, a <i>partial</i> understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Target 1: Background information

These are daily targets for lessons throughout your unit

SWBAT:

1. SWBAT communicate the history of the guitar
 2. SWBAT define unit vocabulary
 3. SWBAT identify the parts of the guitar
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Target 2: Literacy

SWBAT:

1. SWBAT recall rhythmic notation/patterns
 2. SWBAT read tablature
 3. SWBAT read melodies on a treble clef staff
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Target 3: Technique

SWBAT:

1. SWBAT hold the guitar correctly (playing and rest positions)
 2. SWBAT read a fingering chart
 3. SWBAT play notes and chords with the correct finger placement
 4. SWBAT demonstrate strumming with the correct hand placement
 5. SWBAT sit with correct playing posture
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Summative Assessment

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

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.

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

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