

Advanced Guitar & Musicianship Curriculum

This honors course focuses on the student guitar players, bass guitar players, and other percussive instrument players. It will provide these students direct experience in skills that are critical for student musicianship achievement. Students will learn and practice effective performance techniques, creative songwriting techniques, creative improvisation techniques, music theory necessary to apply to the guitar, bass, keyboard or other percussive instrument, and the personal skills necessary for successful collaborative work. Where applicable, students will learn and practice instrument playing, writing and thinking through the study of music creation, music theory, music performance, music history, music appreciation, music technology, music improvisation, and other cross-curricular materials (ie-lyric writing.) Research based projects, multiple in-class performances and/or recordings, at least one public performance or recording per year, and a portfolio (in the form of a folder or on-line document) which represents the accumulation of the year's progress. An average of a 80, and/or approval of instructor must be attained to be able to retake the course.

Music Performance

- Peer collaboration in multiple group settings
- Solo performance in front of others
- Self reflection for musical and personal growth

Music History and Appreciation

- Multiple "in-class" listening, analysis, discussion, and reflecting assignments
- Using past musical works to help shape the student's musical direction
- Using technology to complete a research-based assignment relative to the student

Music Theory

- Note and/or chord reading and writing
- Music theory in relation to the performer's principle instrument
- Songwriting and/or Improvisation improvement

Music Improvisation

- Students will create "on the spot", using techniques learned in class or techniques of master musicians
- Students will share their expressive ideas with others while performing
- Self reflection for musical and personal growth

Music Creation

- In class music writing and/or recording
- Analysis of creative techniques used by others
- Performance or recording presentation of song in front of others
- Self reflection for musical and personal growth

Grade: 9-12	Subject: Advanced Guitar Musicianship - Music Performance		
Music Standards	<ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 		
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes 		
Enduring Understanding	<ul style="list-style-type: none"> ● Succeeding and failing in front of others <ol style="list-style-type: none"> 1. The growth and awareness of the student's self-esteem and confidence 2. The growth and awareness of the student's musical ability at any given point 3. The ability to communicate, think critically and access information with others 		
Essential Questions	<p>How will I learn this piece of musical work or expression?</p> <p>How can I succeed in a group and develop confidence to perform with or in front of others?</p> <p>What are my weaknesses and how can I improve them?</p>		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ▪ Learn and practice songs or etudes ▪ Develop strategies for achievement of goals ▪ Communicate goals and strategies to others 		
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)	
Necessary spacing of students to accommodate sound and privacy, Teacher questioning, class discussion, small group discussion/collaboration, film/video where appropriate, technology based activities.	Musical Instruments, appropriate spacing for group work and privacy, Technology for research (phone or computer), light and portable chairs and music stands, teacher created supplemental materials where	Performance based rubrics, student self reflections, accumulation of in-class performances for public performances. Teachers may design assessments to accommodate various learning styles which will be formative and/or summative if necessary.	

necessary.

Advanced Guitar Musicianship

Grade: 9-12	Subject: Advanced Guitar Musicianship - Music History and Appreciation	
Music Standards	6. Listening to, analyzing, and describing music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.	
SHS Learning Expectations	1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes	
Enduring Understanding	Listening to, and researching past musical works can and will help me grow as a musician and person.	
Essential Questions	<ul style="list-style-type: none">• What is important about the music of the past and how can I grow from it?• What do I like or dislike about different selections of music?• Can I respect something even though I don't like it?• How do I recognize the sounds of certain musical instruments?• When did certain musical works occur and what was their outcome?	
Performance Expectations (Student outcomes)	<ul style="list-style-type: none">▪ Listening to music is necessary for growth▪ Evaluation helps to formulate new ideas▪ Appropriate discussion helps modify opinions▪ Researching is necessary for preparation	
Strategies/Modes (examples) Listening to music, Teacher and student led discussions, Questioning, Summarizing, Note taking, and researching	Materials/Resources (examples) Listening device, room adequate for privacy, computers or phones for research, monitor for slideshow presentations,	Assessments (examples) Written summary, Student reflection, Research project, Slideshow presentation, Portfolio

Advanced Guitar Musicianship

<p>Grade: 9-12</p>	<p style="text-align: center;">Subject: Advanced Guitar Musicianship - Music Theory</p>	
<p>Music Standards</p>	<p>5. Reading and notating music. 6. Listening to, analyzing, and describing music.</p>	
<p>SHS Learning Expectations</p>	<p>1. Students will think critically 2. Students will access, evaluate, and use information for a variety of tasks and purposes</p>	
<p>Enduring Understanding</p>	<p>Learning different aspects of the theory of music can help me grow as a musician, and also help me to develop techniques for me as a writer and performer?</p>	
<p>Essential Questions</p>	<p>Why is learning music theory important? How can I incorporate the use of music theory into my musical repertoire?</p>	
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ● Advanced musical composition is dependant upon music theory ● Use of proper vocabulary when speaking about music ● Reading and writing music is necessary for musical growth ● Music analysis is a tool used to apply music theory 	
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, questioning, class discussion, small group discussion/collaboration, film/video where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Written musical works, Primary and secondary source documents, staff paper, Internet, You Tube, Teacher created supplemental materials</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Teacher created quizzes and tests, Performance rubrics, student reflection Teachers may design assessments to accommodate various learning styles which will be formative and/or summative if necessary.</p>

Advanced Guitar Musicianship

<p>Grade: 9-12</p>	<p style="text-align: center;">Subject: Advanced Guitar Musicianship - Improvisation</p>
<p>Music Standards</p>	<p>Music standards 1-9 can be used depending upon the situation.</p>
<p>SHS Learning Expectations</p>	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
<p>Enduring Understanding</p>	<p>Improvisation is a lifelong process where which I might never feel fully accomplished, but each successful attempt will help me develop confidence and self-esteem. Failure is necessary for Success.</p>
<p>Essential Questions</p>	<p>How do I express myself musically when under pressure? Why is creating music “on the spot” so difficult? What types of skills do I need to improve and enhance my improvising? How does improvising improve my confidence and self-esteem?</p>
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ● Developing self expression by being creative ● Practice alone and in groups to help me prepare ● Communicate goals and strategies to others while under pressure ● Use lead sheets to help develop song structure

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Necessary spacing of students to accommodate sound and privacy, Teacher questioning, class discussion, small group discussion/collaboration, film/video where appropriate, technology based activities.	Musical instruments, appropriate spacing for group work and privacy, Technology for research (phone or computer), light and portable chairs and music stands, teacher created supplemental materials where necessary.	Performance based rubrics, student self reflections, accumulation of in-class performances for public performances. Teachers may design assessments to accommodate various learning styles which will be formative and/or summative if necessary.

Advanced Guitar Musicianship

Grade: 9-12	Subject: Advanced Guitar Musicianship - Creation
Music Standards	Music standards 1-9 can be used depending upon the situation.
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<p>Creating music is the ultimate form of self or group expression of intellect and emotion.</p> <p>Creating music effectively is difficult and requires the accumulation of all other skills, some of which are not related to music.</p>
Essential Questions	<p>Why is creating music the ultimate skill for a musician?</p> <p>How do I communicate creative information effectively?</p> <p>What musical skills am I using to create a musical work?</p>
Performance Expectations (Student outcomes based on student level)	<ul style="list-style-type: none"> ● Perform a piece of music which the student created and/or... ● write a piece of music which the student created and/or... ● record a piece of music which the student created and/or... ● improvise within a piece of music and... ● reflect on a piece of music which the student created.

Strategies/Modes (examples)

Teacher led lecture, questioning, class discussion, small group discussions/activity, peer feedback, film/video where appropriate, technology based activities, primary/secondary source analysis

Materials/Resources (examples)

Musical instruments, recording devices, microphones, written musical works, Primary and secondary source documents, staff paper, Internet, You Tube, Teacher created supplemental materials.

Assessments (examples)

Performance rubric, recording, student portfolio, student reflection, student critique