

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0*: Stage 1 – Desired Results

Guitar _____ 9-12 _____
Course Title _____ **Teacher(s)** _____ **Grade Level(s)** _____
Course Structure ■ Single Semester ⚙ Full Year (Single Grade) ⚙ Multiple Years (Combined Grades)
Course Description This course is open to all students in grades 9-12 and is designed for the beginning guitar student. The course will establish fundamental playing technique, reading skills in treble clef and nomenclature, and basic music theory. The student will learn the proper care for the guitar, accompany with facility on the guitar using various strumming techniques and read music that will be played on the guitar. Previous musical experience is **NOT** required. Instruments will be provided.

| Established Goals | Transfer | |
|---|--|---|
| 1. Music Reading 2. Musical Expression 3. Listening with understanding 4. Making value adjustments about music | <i>Students will be able to independently use their learning to . . .</i> 1. Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers | |
| | Meaning | |
| | <p style="text-align: center;"><i>Understandings</i></p> <p><i>Students will understand that . . .</i></p> 1. Music is a fundamental and universal form of expression using a variety of techniques, sources, and styles 2. Improvisation and composition enables students to express their own musical ideas 3. Thorough understanding of a musical work involves reading and writing in standard music notation 4. Performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure 5. Playing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure 6. Music is influenced by and can be an influence upon various art forms and disciplines outside itself 7. Music is reflective of specific cultures and historical events | <p style="text-align: center;"><i>Essential Questions</i></p> <p><i>Students will keep considering . . .</i></p> 1. How one plays independently in an ensemble 2. How music is communicated, effectively and appropriately 3. How various musical styles are played authentically 4. How melodies are created and harmonized 5. Why an understanding of music theory is relevant to playing guitar 6. What must be heard to properly analyze music and how observations can be described 7. How one can be fair, yet critical, without being judgmental when judging others' performances. 8. What other disciplines are affected by music and how music is affected by other disciplines 9. How music and the arts have a symbiotic relationship with culture, history and society |

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

| Acquisition of Knowledge & Skill² | |
|---|---|
| <i>Knowledge</i> | <i>Skills</i> |
| <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. How to play a variety of musical styles alone and within the ensemble 2. How to create melodies and rhythmic patterns 3. How to read pitch, rhythm, form and structure 4. How to describe or analyze a musical example with proper vocabulary 5. How to evaluate compositions and performances for effectiveness in communication musical intent 6. How to articulate connections between music and other subjects 7. How to perform authentically and listen to music from different traditions and cultures | <p><i>Students will be skilled at . . .</i></p> <ol style="list-style-type: none"> 1. Playing accurately level 2-3 repertoire (on a scale from 1 to 6) 2. Playing various styles authentically 3. Playing one's part independently in three-part harmony 4. Listening for blend and balance and adjusting accordingly 5. Monitoring and correcting intonation 6. Proper instrument care and maintenance <p>Improvising rhythmic strumming patterns and melody over given harmonies in various styles</p> <ol style="list-style-type: none"> 1. Identifying patterns in musical examples 2. Reading and interpreting solo and ensemble pieces in standard notation and tablature 3. Identifying the shape of a musical line as related to pitch <ol style="list-style-type: none"> 1. Utilizing technical vocabulary of music 2. Hearing and correcting errors while performing in 2- or 3- part structure 3. Identifying and explaining compositional devices and techniques used to provide unity, variety, tension and release <p>Determining what elements contribute to the quality of performance or composition</p> <p>Using math, reading, arts and science terms and concepts to relate to music</p> <ol style="list-style-type: none"> 1. Discussing how history affects performance 2. Comparing and contrasting American music genres 3. Discussing important events in history in relation to the music of the time 4. Articulating performance characteristics and customs from various cultures |

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).