

## MSAD #54 Music Curriculum

Content Area: Music Theory Through Guitar I & II  
Unit: Disciplinary Literacy

Grade: 9-12 Guitar  
MLR Span: 9 - 12

MLR Content Standard: **A: Disciplinary Literacy – Music**  
Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

\*Assessment

<b>Disciplinary Literacy</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Music Difficulty</b>	1.Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and techniques, alone or with others.	Students will: 1.learn to tune a guitar.  2.learn notes on each string.  3.learn chords, accompaniment and melodies.  4.play songs in progressive order of difficulty.  5.learn I, IX, V chords in keys of D, G, A, E, C, Am, Em.	1.Hal Leonard Guitar Method  2.Jerry Snyder’s Guitar School
<b>Notation and Terminology</b>	2.Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.	Students will: 1.develop an understanding of music fundamentals and theory.  2.learn to read music notation, chord frames, and tablature.	1.Hal Leonard Guitar Method  2.Jerry Snyder’s Guitar School

<p><b>Listening and Describing</b></p>	<p>3.Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1.play along with the CD included with the method books.</li> <li>2.bring music for class to share, analyze, and evaluate.</li> <li>3.perform for each other in class and public performances.</li> </ol>	<ol style="list-style-type: none"> <li>1.CD Player</li> <li>2.CDs of Guitar Performances in a variety of styles and genres</li> <li>3.Accomplished guitarists visit/perform for class</li> </ol>
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## MSAD #54 Music Curriculum

Content Area: Music Theory Through Guitar I & II  
Unit: Creation/Expression

Grade: 9-12 Guitar  
MLR Span: 9 - 12

**MLR Content Standard: B: Creation, Performance, and Expression**  
Students create, perform, and express through the art discipline.

\*Assessment

<b>Creation/ Expression</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Style/Genre</b>	1.Students perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.	Students will:  1.play a variety of styles including 12 Bar Blues, Pop, Rock, Folk, Swing, multi-cultural.  2.utilize a variety of finger-style drills such as chords and arpeggios.  3.utilize various pick-style strums including pop, blues, ballad, and jazz.	1.Hal Leonard Guitar Method  2.Jerry Snyder's Guitar School
<b>Composition</b>	2.Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.	Students will: 1.utilize knowledge of music fundamentals and theory to compose pieces for themselves and others to perform and hear.	1.Staff paper, tablature paper, frame paper  2.Perform original compositions for the class.

## MSAD #54 Music Curriculum

Content Area: Music Theory Through Guitar I & II  
 Unit: Problem Solving

Grade: 9-12 Guitar  
 MLR Span: 9 - 12

**MLR Content Standard: C: Creative Problem Solving**  
 Students approach artistic problem-solving using multiple solutions and the creative process.

\*Assessment

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Application of Creative Process</b>	1.Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.	Students will: 1.present two coffee house performances, one per semester.  2.choose pieces that are ability appropriate and appealing to the audience.  3.plan the program as a group, keeping in mind the variety of selections, their tempos, styles, similarities, and contrasts.	1.Classtime to practice performance pieces  2.Classtime to plan and practice pieces for performance.  3.Classtime to discuss the performance pieces and to decide the program order based on the music.

## MSAD #54 Music Curriculum

Content Area: Music Theory Through Guitar I & II  
Unit: Aesthetics

Grade: 9-12 Guitar  
MLR Span: 9 - 12

**MLR Content Standard: D: Aesthetics and Criticism**  
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

\*Assessment

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Aesthetics and Criticism</b>	<p>1. Students analyze and evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will:</p> <p>1. be able to identify different styles.</p> <p>2. understand the form of pieces being studied (i.e., verse, refrain, blues, etc.).</p> <p>3. be able to relate music to art in the areas of form and style.</p> <p>4. show works of art that correspond with the periods of music represented in repertoire.</p> <p>5. research a composer and explain their influence on their time period and culture.</p>	<p>1. Recordings of various compositional forms.</p> <p>2. Various method books, musical literature, and recordings</p> <p>3. Compare works of art to musical compositions of the corresponding period and/or style</p> <p>4. Collaborate with the art teacher</p> <p>5. Assign a research project on a composer</p>

## MSAD #54 Music Curriculum

Content Area: Music Theory Through Guitar I & II  
Unit: Connections

Grade: 9-12 Guitar  
MLR Span: 9 - 12

**MLR Content Standard: E: Visual and Performing Arts Connections**  
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

\*Assessment

<b>Connections</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>The Arts and History and World Culture</b>	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: 1.be able to relate music styles to the periods in history (i.e., American Pop Music, Classical, Jazz, Folk, etc.).	1.Show videos of a variety of styles  2.Perform many styles of music from a variety of cultures and periods.
<b>The Arts and Other Disciplines</b>	2.Students analyze skills and concepts that are similar across disciplines.	Students will: 1.be able to relate guitar music to dance, vocal and instrumental music from other cultures, periods and content areas.	1.Integrate music into other content areas such as socials studies, art, dance, and theater.
<b>Goal Setting</b>	3.Students make short-term and long-term goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: 1.work on a variety of music in a range of ability levels.  2.manage class practice time to gain mastery on basic skills and level appropriate repertoire.  3.be involved in planning two coffee performances.	1.Students prepare music to perform in coffee houses.  2.Students plan coffee house program collaboratively.  3.Students help set up stage, PA equipment, decorate and provide food for coffee houses.
<b>Impact of the Arts on Lifestyle and Career</b>	4. Students explain how their knowledge of the arts relates to school-to-	Students will: 1.perform age-appropriate music for elementary and/or	1.Schedule performances for elementary and/or

	<p>school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>	<p>middle school students.</p> <p>2.perform in coffee houses.</p> <p>3.perform in community events.</p>	<p>middle school students.</p> <p>2.Work in conjunction with the music boosters to create a “coffee house” in the SAHS cafeteria.</p> <p>3.Perform in nursing homes and other community venues.</p>
<p><b>Interpersonal Skills</b></p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a.Getting along with others</p> <p>b.Respecting differences</p> <p>c.Working as a team/ensemble</p> <p>d.Managing conflict</p> <p>e.Accepting/giving/using constructive feedback</p> <p>f.Accepting responsibility for personal behavior</p> <p>g.Demonstrating ethical behavior</p>	<p>Students will:</p> <p>1.collaborate on class projects.</p> <p>2.appreciate each other’s strengths and areas to focus/improve upon.</p> <p>3.plan activities/performances collaboratively.</p> <p>4.work through conflicts by talking &amp; listening to each other.</p> <p>5.learn proper terminology with which to comment on others’ performances.</p> <p>6.understand that their actions, either passive or negative, impact not only themselves but others in the class and to acknowledge when this occurs.</p> <p>7.demonstrate knowledge of appropriate interactions, mutual respect and making good choices.</p>	<p>1.Work together on class activities, projects, and performances.</p> <p>2.Provide opportunities for students to interact positively.</p> <p>3.Provide planning time in class.</p> <p>4.Students will be expected to treat everyone and everything with respect.</p> <p>5.Allow students to express feedback, constructively utilizing musical terminology.</p> <p>6.Demonstrate that personal behavior impacts all aspects of the classroom environment.</p> <p>7.Instill an atmosphere of mutual respect and cooperation as well as the</p>

	<p>h.Following established rules/etiquette for observing/listening to art</p> <p>i.Demonstrating safe behavior</p>	<p>8.demonstrate/explain concert etiquette as it applies in various performance venues.</p> <p>9.adhere to rules and expectations for rehearsals.</p>	<p>importance of “doing the right thing.”</p> <p>8.Discuss concert etiquette in class as it applies to various performance venues.</p> <p>9.Outline clear classroom expectations and enforce daily.</p>
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