

Folsom Cordova Unified School District

GUITAR

DATE: February, 2008

SCHOOL: Vista del Lago High School

COURSE TITLE: Guitar

SUBJECT AREA: VAPA

PROPOSED GRADE LEVEL(s): 9-12

COURSE LENGTH: 1 Year

GRADING: A-F

NUMBER OF CREDITS: 5/Semester

PREREQUISITES: None

COURSE DESCRIPTION:

Guitar is a performing arts class where the emphasis is on learning how to play the guitar. Students will study the many styles and techniques that are found in guitar playing. Students will learn how to read music notation, guitar tablature, play chords, accompany other musicians, as well as improvise. Students will also learn applicable music theory that accompanies being a successful guitarist. The course will also present the history of the guitar, its significance in the music world, and how the instrument is featured in many of the music cultures around the world. There will also be a strong song writing and recording component. Students will be able to further grow and explore through the guitar curriculum by performing in small ensembles that are relevant to the guitar player.

GENERAL GOALS AND OBJECTIVES:

- Students will read about, write about, talk about, and reflect upon topics pertaining to the guitar.
- Students will learn about the history of the guitar, the musicians, bands, and artists who have made an impact on the guitar-world.
- Students will work as a class, independently and collaboratively in learning about the guitar.
- Students will learn how to play chords, note-reading, tablature, and the technical skills that are needed in playing the guitar.
- Students will learn some basic music theory that pertains to successful guitar playing, improvisation, creating melodies, and composing.
- Students will learn basic song-writing skills.
- Students will analyze and compare the different styles of guitar playing found in our music world.
- Students will learn about career possibilities related to the guitar.
- Students will develop creative skills in problem solving, communication and time management.
- Students will learn the music concepts and vocabulary of guitar playing in order to write about, read about, and discuss with fellow students.
- Students will use many of today's music technology in aiding them to become successful guitar players and musicians. (Pro-Tools studio, MIDI, guitar pods, amplifiers, notation/tablatore software, internet sites)
- Students will acquire the discipline of regular individual practice.

STUDENT READING COMPONENT:

- Students will be assigned readings from an array of sources including method books, guitar-related magazines/publications, and internet sites/articles.
- Students will be required to follow written instructions on assignments and projects.

STUDENT WRITING COMPONENT:

- Students will describe, analyze, critique and write about music selections that will be heard during class through "active listening" assignments.

- Students will compare and contrast the different styles found in many of the significant guitar players in the music world.
- Students will write an essay/research paper on a musician that is significant in the guitar-world.

STUDENT ORAL COMPONENT:

- Students will perform for each other the pieces of music that will be studied in class. Students will express and present the concepts being learned.
- Students will often work in groups- performing and presenting to the class an explanation of the process involved.
- Students will orally respond to musical pieces, examples, demonstrations, performances, etc. using vocabulary, concepts, and terms appropriate to guitar.
- Regular in-class discussions will be conducted in order to assess the student’s understanding of new concepts that have been introduced.

DETAILED UNITS OF INSTRUCTION:

Unit 1- Care of Instruments/Knowledge of Instrument

A. Students will be able to:

- name and identify the parts of the guitar
- name and identify accessories and equipment associated with the guitar
- demonstrate proper care and maintenance procedures

B. Concept Words/Terms:

head	nut	fingerboard	neck
body	bridge	tuning keys	frets
strings	pick	guard waist	sound hole
bridge pins	inlays	bridge saddle	ribs
acoustic guitar	electric guitar		

C. Evaluation Procedures: Teacher evaluation

Unit 2- Playing Position and Playing Technique

A. Students will learn:

- the two sitting positions in guitar playing: folk/jazz and classical
- Proper “left hand” position (and thumb position)
- Proper “right hand” technique: fingerstyle and pick (holding the pick)

B. Concept Words/Terms:

folk/jazz sitting position	classical sitting position	fingerstyle
rest stroke	strumming	picking

C. Evaluation Procedures: Teacher observation

Unit 3- Tone Production and Technique

A. Students will learn:

- proper “left-hand” technique to produce a clear and warm tone/sound
- proper strumming technique to produce the sound that is intended from the type of strum used.

B. Concept Words/Terms:

finger pressure	shape of hand	fingerings
rest stroke	strumming	fingerstyle
picking	palm mute	thumb position
strum pattern	slur/tie	hammer-on/pull-off
slide	left hand vibrato	free stroke

C. Evaluation Procedures: Teacher observation & student explanation

Unit 4- Note Reading

A. Students will be able to:

- Read, understand, and interpret, verbally or by playing the system of symbols used to indicate pitch (standard notation); know appropriate clef sign
- Read, understand, and interpret, verbally or by playing the system of symbols used to indicate pitch (guitar tablature)
- Use of the proper fingerings to play these pitches (reading notation):
- open strings (E,A,D,G,B,E)
- notes found in the first position on all strings (standard music notation)
- notes found in higher positions (guitar tablature)
- Read, understand, and interpret, verbally or by playing, rhythm patterns which include whole notes, half-notes, dotted-half notes, quarter notes, eighth notes, and sixteenth notes. Meters will include: 2/4, 3/4, 4/4, and 6/8

B. Concept Words/Terms:

treble clef	whole note	half note	quarter note
eighth note	rests	bar line	sixteenth note
frets	tablature	staff	lines and spaces
chords	measure	meter	time signatures
minor/major	scales	sharps and flats	

C. Evaluation Procedures: Written, oral and playing tests

Unit 5- Chords & Accompaniment

A. Students will be able to:

- play a variety of chords ranging from open (folk) chords to bar chords:
 - open chords: A, Am, A7, B7, C, C7, D, Dm, D7, E, Em, E7, F
 - bar chords: moveable major, minor, and 7th chords.
- accompany other students in guitar ensembles by the use of chords

B. Concept Words/Terms:

chords	major	minor	7 th chords
open/folk chords	moveable bar chords	chord changes	measures
left hand fingering	chord diagrams	meter	time signatures
block chords	syncopation	power chords	

C. Evaluation Procedures: Written, oral and playing tests

Unit 6- Technical Development

Students will be able to integrate all above skills learned to expressively produce music which is increasingly more accurate to intonation, rhythm, tone quality, and creativity relative to the level of skill and experience they have accumulated.

A. Students will be able to:

- play songs in the key of C, Am, G, and Em (level 1)
- play songs in the key of D, A, E, F, and Dm (level 2)
- play songs in all flat and sharp keys (level 3)
- demonstrate clear and precise chord changes and strum patterns/styles
- demonstrate knowledge of reading music notation and guitar tablature

B. Concept Words/Terms:

key	major and minor	scale
shifting	vibrato	chord relationship

C. Evaluation Procedures: Teacher observation and student performance/quizzes

Unit 7- Music Theory

A. Students will be able to:

- demonstrate music theory knowledge in the keys of C, Am, G, and Em (level 1)
- demonstrate music theory knowledge in the keys of D, A, E, F, and Dm (level 2)
- demonstrated music theory knowledge in all other flat and sharp keys (level 3)

B. Concept Words/Terms:

cycle of 4ths/5ths	major and minor	scale
whole/half steps	intervals	key signatures
melody	harmony	chord relationship

C. Evaluation Procedures: Teacher observation and student performance/quizzes

Unit 8- Musical Heritage

A. Students will be able to:

- Understand the history of the guitar
- Understand the historical significance of music being studied/performed
- Understand the stylistic differences of cultures and time periods

B. Concept Words/Terms:

World Music	Jazz	Rock	Pop
Americana	Folk	Country/Western	Contemporary
Blues	Punk/Alternative	evolution of the guitar	string instrument family
Western Music (Renaissance, Baroque, Classical)			

C. Evaluation Procedures: Oral discussion, listening and written tests

Unit 9- Active Listening & Aesthetic Valuing

A. Students will be able to:

- understand musical concepts found in listening assignments and examples
- critically evaluate other performances being studied/viewed/listened to
- form and defend their own judgments of various musical styles, composers, artists, and bands as they perform or listen to music.

B. Concept Words/Terms:

timbre/instrumentation	meter	tempo	static/active notes
beat	harmonic/melodic	tonal/atonal	texture
dissonant/consonant	homophonic	polyphonic	monophonic
absolute music	theme	variations	form
program music			

C. Evaluation Procedures: Oral discussion, listening charts and written tests

Unit 10- Ensemble Playing

A. Students will be able to:

- Learn to follow instructions from the director
- Learn to work as a unit within the ensemble and sub-groups of sections
- Learn to work individually
- Learn to work with others either in duets, trios, quartets, or other small guitar ensembles
- Learn to cooperate, show respect, and create a positive learning environment

B. Concept Words/Terms:

ensemble	cooperation	practice
blending	dynamics	accompaniment
solo	improvising	composing

C. Evaluation Procedures: Teacher observation, oral discussion, playing tests, and performances

Unit 11- Ear Training

A. Students will be able to:

- Discriminate between higher and lower pitches
- Adjust their pitch by moving their fingers on individual notes
- Distinguish between major and minor
- Identify intervals in diatonic analysis (level 1)
- Identify intervals in chromatic analysis (level 2-3)

B. Concept Words/Terms:

pitch interval intonation
major minor half steps/whole steps

C. Evaluation Procedures: Teacher observation, aural and written quizzes

Unit 12- Composing, Arranging, and Writing Songs

A. Students will be able to:

- Create their own compositions/songs by using proper chord relationships
- Compose their own melodies and accompaniment
- Perform music of other bands, artists, or musicians on the guitar

B. Concept Words/Terms:

arranging cover tunes composing theory
theme variations melody harmony
chords bands ensemble guitar styles
lyrics instrumentation

C. Evaluation Procedures: Teacher observation, oral discussion, playing tests and performances

Unit 13- Technology

Students will be able to incorporate much of the useful technology that is found in successful guitar playing.

A. Students will be able to:

- Use guitar websites that aid in instruction
- Use guitar software that aid in instruction
- Use guitar pods and amplifiers (electric guitars)
- Record their performances digitally through Pro-Tools recording software
- Create their own CDs and/or other formats of their guitar playing

B. Concept Words/Terms:

guitar on the internet guitar forums guitar software digital recording
pods amplifiers electric guitar
digital audio mp3 wav files

C. Evaluation Procedures: Teacher observation, oral discussion, and portfolio

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS: Language Arts

LAB FEE, IF REQUIRED: \$30 for method book and media-related items (CD/DVD).

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Artistic Perception

1. To introduce students to music notation, guitar tablature, and chords.
2. To compare, analyze, and discuss the different styles of guitar playing found in our music world.

Creative Expression

1. To apply instrumental music skills in performing a varied repertoire of music on the guitar.

2. To compose and arrange music and improvise melodies, variations, and accompaniments on the guitar.
3. To perform individually and in small ensembles.
4. To utilize modern technology, such as Pro-Tools recording software, and other guitar/music related software, to aid in creative expression, reflection, and assessment.
5. To learn basic music theory that will aid in creative guitar playing: the composing of melodies, solos, improvisations, and song-writing.

Historical and Cultural Context

1. To analyze the role of the guitar in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
2. To identify the significance of the guitar in the musical genres found in the United States, trace the evolution of those genres, and cite well-known musicians associated with them. (Country, Blues, Jazz, Rock, Pop, etc.)
3. To perform music from various cultures and time periods on the guitar.

Aesthetic Valuing

1. To respond, analyze, and make judgments about works of music associated with the guitar when listening/viewing music examples.
2. To evaluate a performance, composition, arrangement, or improvisation/solo by comparing each with an exemplary guitar model.
3. To describe the means used to create images or evoke feelings and emotions in musical works from various guitarists.

Connections, Relationships, and Applications

1. To develop competencies and creative skills in problem solving, communication, and time-management that can be used to contribute to lifelong learning and career skills.
2. To explore various careers in the areas pertaining to the guitar and music through research projects, technology, and in class exercises, assignments, and performances.

DISTRICT ESLER'S TO BE ADDRESSED:

Students will be:

Self-Directed Learners: Able to apply the significant musical concepts found in successful guitar playing. Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.

Effective Communicators: Able to articulate with confidence the musical concepts and skills learned in the guitar class. Students will be able to discuss music viewed or listened to. As students learn these concepts and skills, they will gain confidence that will help them be more self-assured and professional in other areas of their lives.

Quality Producers/Performers: Able to develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skill. Students will be able to demonstrate creative ability and technique found in guitar playing.

Collaborative Workers: Able to learn how to work together in small guitar ensembles as well as a class. Students will learn that they need to work together to perform guitar pieces, compose, and write songs, thereby enhancing their work ethic and study skills.

Constructive Thinkers: Able to analyze their own performance and solve guitar playing problems, using techniques that they learn as the course progresses.

Responsible Citizens: Able to demonstrate that their individual effort and participation is crucial in successful guitar playing. The students will also learn that all individual effort is essential to the group and/or any guitar ensemble's product.