

Guitar II Curriculum

Arlington Public Schools
Arts Education

Arts Education

Guitar II Curriculum

This curriculum was written by

**Matt Rinker, Guitar Teacher, Gunston Middle School
Kristin Snyder, Guitar Teacher, Yorktown High School
Carol Erion, Arts Education Supervisor**

June, 2008

Introduction

This curriculum is designed for the advanced high school player who has completed the Guitar I course or has had equivalent experience. The emphasis in the Guitar II course is on advanced solo repertoire and ensemble playing.

SOL Strand	Category:	Minimum Standards for GUITAR II	
Performance Skill	Melody	Guitar II Student Will Be Able To:	Date of Assessment
<p>Enduring Understanding:</p> <p>The guitar has strong melody producing capabilities.</p>			
<p>Essential Question:</p> <p>What skills are needed to play melody lines in all scales, making use of the entire guitar fingerboard?</p>			
		Read melodies from both standard notation and guitar tablature.	
		Play melodies in all positions up to the 12 th position.	
		Understand, read, and play major, minor, and pentatonic scale forms in all positions up to the 12 th position in quarter notes with mm=80.	
		Demonstrate an understanding of melodic phrasing.	
		Comfortably play melodies from all four parts of medium difficulty 4-part guitar ensemble music.	
		Incorporate the use of slurs in melodic phrases.	

Guitar II Curriculum

Performance Skill	Rhythm	Guitar II Student Will Be Able To:	Assessment date
<p>Enduring Understanding: The guitar is a powerful rhythm instrument.</p>			
<p>Essential Question: What techniques are needed to enhance the guitar's rhythmic capabilities?</p>			
		<p>Read, understand, and perform rhythms incorporating whole, half, quarter, eighth, and sixteenth notes and rests.</p>	
		<p>Read, understand, and perform eighth note triplets, quarter note triplets, and hemiola rhythms.</p>	
		<p>Read, understand, and perform syncopation rhythms of dotted quarter/eighth and eighth/dotted quarter note combinations.</p>	
		<p>Read, understand, and perform all standard combinations of sixteenth notes and rest subdivisions.</p>	
		<p>Understand simple and compound time signatures to include 4/4, 3/4, 2/4, 5/4, 6/8, 9/8, 12/8 and <i>Alla Breve</i>.</p>	
		<p>Understand pickup notes and their usage.</p>	
		<p>Recognize and understand the use of ties.</p>	

Performance Skill	Accompaniment	Guitar II Student Will Be Able To:	Assessment date
<p>Enduring Understanding:</p> <p>The use of the guitar to provide harmonic accompaniment for a melody is idiomatic to the instrument.</p>			
<p>Essential Question:</p> <p>What common chords and chord progressions are used most often to accompany a melody?</p> <p>What are the various ways to play harmonic accompaniments for melodies?</p>			
		<p>Play the I, IV, and V₇ chord progression in all major keys.</p> <p>Be able to play chords from each scale degree.</p>	
		<p>Play the I, vi, ii, V₇ chord progression in all keys.</p>	
		<p>Play moveable major, minor, and dominant 7th barre chords and other moveable chord forms.</p>	
		<p>Read accompaniment rhythms from both staff notation and chord symbols with hash marks.</p>	
		<p>Read, understand, and perform power (5th) chords.</p>	
		<p>Read, understand, and perform moderately difficult polyphony and counterpoint from standard classical guitar literature. (beginning to intermediate level)</p>	

Performance Skill	Musical Design	Guitar II Student Will Be Able To:	Assessment date
<p>Enduring Understanding:</p> <p>Identifying the architecture of music – the musical form – is critical to full understanding of the music itself.</p>			
<p>Essential Question:</p> <p>What are the typical musical structures in the guitar literature; what makes them understandable and easily remembered?</p>			
		<p>Read, understand, and perform AB, ABA, ABC, AABB, AABA, and 12 bar blues song forms.</p>	
		<p>Read, understand, and perform 2-, 3-, and 4-part guitar ensemble music.</p>	
		<p>Read, understand, and perform 2-part music where one part plays the melody while the second part plays the accompaniment.</p>	

Performance Skill	Expressive Elements/ Timbre	Guitar II Student Will Be Able To:	Assessment date
<p>Enduring Understanding: Performance techniques can be used to affect the expression of sound.</p>			
<p>Essential Question: What techniques can be used to change sound color, volume, attack/decay and emotional effect of guitar sound?</p>			
		<p>Demonstrate an understanding of <i>p, f, mp, mf, pp, and ff.</i></p>	
		<p>Demonstrate an understanding of <i>crescendo, decrescendo morendo, sforzando, and subito.</i></p>	
		<p>Demonstrate an understanding of <i>legato, staccato, accent, tenuto, marcato, arioso, and dolce.</i></p>	
		<p>Demonstrate an understanding of various tempi to include Andante, Moderato, Allegro, Presto, Largo, Lento, Adagio, and Allegretto.</p>	
		<p>Demonstrate an understanding of tempo changes to include <i>accelerando, ritardando, meno, molto, mosso, sostenuto, vivace, and fermata.</i></p>	

Arts Education

Guitar II Curriculum

		Demonstrate ability to produce tones that are clear, sustained, and with correct intonation, utilizing the flesh of the thumb, a plastic plectrum, and/or properly manicured fingernails	
		Demonstrate an understanding of the use of <i>ponticello</i> and <i>tasto</i> effects.	
		Demonstrate an understanding of <i>natural and artificial harmonics</i>	
		Demonstrate an understanding of <i>prepared effects and extended techniques</i> , such as percussive drumming on the strings and bridge.	
		Perform, understand, and have knowledge of the written form of basic folk style <i>fingerpicking</i> patterns such as Travis picking, P.I.M.A., and classical patterns.	

Musical Knowledge	Melody	Guitar II Student Will Be Able To:	Assessment date
<p>Enduring Understanding:</p> <p>There are certain common characteristics of good melody writing.</p> <p>Melodies are notated in order to be remembered and shared.</p>			
<p>Essential Questions:</p> <p>What are the characteristics of an excellent melody writing?</p>			
		<p>Read, understand, notate, and perform melodic patterns in both treble clef or tablature.</p>	
		<p>Recognize and understand the use of key signatures.</p>	
		<p>Recognize and understand the use of <i>accidentals</i>.</p>	
		<p>Recognize and understand the concept of <i>melodic sequence, antecedent and consequent phrases</i>.</p>	
		<p>Recognize and understand <i>intervallic relationships</i> in both <i>ascending</i> and <i>descending direction</i>.</p>	

Musical Knowledge	Rhythm	Guitar II Student Will Be Able To:	Assessment Date
<p>Enduring Understandings:</p> <p>Variety in note durations is achieved through the augmentation and subdivision of pulses, or beats.</p> <p>In most musical compositions, beats (and their subdivisions and augmentations) are organized in regular patterns.</p>			
<p>Essential Questions:</p> <p>How does the musician know how long a note lasts?</p> <p>How are beats and their subdivisions and augmentations organized into patterns?</p>			
		Demonstrate an understanding of the <i>subdivision of the beat</i> from whole to sixteenth notes.	
		Demonstrate an understanding of the concept of <i>simple</i> and <i>compound meters</i> .	
		Demonstrate an understanding of the concept of <i>anacrusis</i> or <i>pickup notes</i> and their purpose.	
		Demonstrate an understanding of the concept and usage of the <i>tie</i> , <i>syncopation</i> , and <i>hemiola</i> rhythms.	
		Demonstrate an understanding of dotted quarter/eighth note and eighth note triplet syncopations.	
		Demonstrate an understanding of quarter note and eighth note triplet rhythms.	

Musical Knowledge	Accompaniment	Guitar II Student Will Be Able To:	Assessment Date
<p>Enduring Understandings:</p> <p>Most music revolves around a particular pitch, which represents the tonal center and starting pitch of the scale, mode, or the pitch collection used in the particular piece of music.</p> <p>Harmonies are built in relation to the tonal center, using the notes contained in the pitch collection or implied in the relationships</p>			
<p>Essential Questions:</p> <p>What information is necessary in order to create chords in a particular scale?</p> <p>Why is knowing the chords in a given key signature important in playing the guitar?</p>			
		<p>Identify and generate chords from each degree of the major and minor scale. Recognize common patterns of progressions from pop, jazz and blues music.</p>	
		<p>Understand and build extensions and suspensions</p>	
		<p>Identify and play the 12 bar blues chord progression in all keys as well as common pop and jazz progressions.</p>	

Musical Knowledge	Musical Design	Guitar II Student Will Be Able To:	Assessment Date
<p>Enduring Understanding:</p> <p>Musical forms and styles can be identified and categorized by ear.</p> <p>Recognition of musical form aides the memorization process.</p>			
<p>Essential Question:</p> <p>What signifiers does a musician hear to help identify musical forms and styles?</p>			
		<p>Identify by ear and on paper, AB, ABA, ABC, AABB, AABA, and 12 bar blues song forms.</p>	
		<p>Identify various guitar genres by sound to include classical, jazz, folk, rock, and blues.</p>	

Musical Knowledge	Expressive Elements/ Timbre	Guitar II Student Will Be Able To:	Assessment Date
<p>Enduring Understanding: Composers give performers directions on how the music is to be played through notational devices.</p>			
<p>Essential Question: What do performance directions look like?</p>			
		Identify dynamic markings such as <i>p, f, mp, mf, pp, ff, crescendo, decrescendo, morendo, sforzando, and subito.</i>	
		Identify by sound, examples <i>legato, staccato, accent, marcato, arioso and tenuto.</i>	
		Identify by sound, changes in tempi to include <i>Andante, Moderato, Allegro, Presto, Largo, Lento, Vivace, accelerando, ritardando, meno, molto, mosso, sostenuto, and fermata.</i>	
		Identify by sound, the use of <i>crescendo, decrescendo, and sforzando.</i>	
		Identify by sound, the use of <i>ponticello</i> and <i>tasto.</i>	
		Understand how to produce a clear, sustained tone with correct intonation.	
		Identify by sound the use of harmonics in guitar literature. Understand the difference between natural and artificial harmonics and how to produce each one of them.	
		Understand how to use special equipment associated with guitar playing (amps, tuners, effects pedals, guitar as a synth. trigger etc.) that provide specific expressive qualities to guitar sound.	

Guitar II Curriculum

<p>Improvising, Composing, Arranging</p>	<p>Guitar II Students</p>	
<p>Enduring Understanding:</p> <p>Music that is created in the moment is improvised.</p> <p>Music that is conceived, notated, and edited before performance is composed.</p> <p>The creation of music is an important skill for musicians.</p>		
<p>Essential Questions:</p> <p>What skills are needed to be successful when improvising? when composing?</p>		
<p>Melody</p>	<p>Guitar II Student will be Able to:</p>	<p>Assessment Date</p>
	<p>Compose and improvise melodies drawn from major, minor, pentatonic, and blues scales.</p>	
<p>Rhythm</p>	<p>Guitar II Student Will Be Able To:</p>	<p>Assessment Date</p>
	<p>Improvise chord rhythms in 2/4, 3/4, 4/4, and 6/8 time.</p>	
	<p>Utilize all subdivisions of the whole note through the sixteenth note in improvised or composed chordal rhythm patterns.</p>	
	<p>Utilize dotted quarter/eighth note and eighth note triplet syncopations in improvised or composed chordal rhythm patterns.</p>	
	<p>Utilize quarter note triplet syncopations in improvised or composed chordal rhythm patterns.</p>	

Arts Education

Guitar II Curriculum

Accompaniment	Guitar II Student Will Be Able To:	Assessment Date
	Compose chord progressions that demonstrate knowledge of basic functional harmony and use moveable chord forms.	
Musical Design	Guitar II Student Will Be Able To:	Assessment Date
	Compose a simple song in either, AB, ABA, ABC, AABB, AABA, or 12 bar blues form.	
Expressive Elements	Guitar II Student Will Be Able To:	Assessment Date
	Utilize dynamic markings such as <i>p, f, mp, mf, pp, ff, crescendo, decrescendo, morendo, sforzando, and subito</i> in a simple composition or improvisation.	
	Utilize <i>legato, staccato, accent, marcato, arioso, and tenuto</i> in a simple composition or improvisation.	
	Utilize changes in tempi to include <i>andante, moderato, allegro, presto, largo, lento, accelerando, ritardando, meno, molto, mosso, sostenuto, vivace, and fermata</i> in a simple composition or improvisation.	
	Utilize <i>accelerando, ritardando, crescendo, decrescendo, and fermata</i> in a simple composition or improvisation.	

Timbre	Guitar II Student Will Be Able To:	Assessment Date
	Utilize <i>ponticello</i> or <i>tasto</i> effects in a simple composition or improvisation.	
	Utilize the use of natural and artificial harmonics in a simple composition or improvisation.	
Arts Relationships	Guitar II Student Will Be Able To:	Assessment Date
<p>Enduring Understanding:</p> <p>The guitar is used in many musical cultures worldwide.</p> <p>As an instrument of the people, the musical idioms played with guitar represent those that are close to the customs and cultural life of a society.</p>		
<p>Essential Question:</p> <p>What are the various musical genres and musical cultures that feature the use of the guitar?</p>		
	Recognize various guitar genres from other cultures, including those from Spain, South America, and Africa.	