

Pulaski County Schools Curriculum Pacing Guide
2015-2016

Course: **Guitar Class**

Time Frame	Unit/SOLs	SOL #	Other Resources	Print Resources	Technology Resources	Assessments
1 st Nine Weeks	The student will echo, read, and notate music, including identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music	1.1		Guitar School Student Book I by Jerry Snyder	<i>Audio recordings</i>	Teacher created rubric for performance evaluation
	using chord charts	1.2	Written evaluation of theory concepts			
	singing selected lines from the music being studied.	1.4				
	The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.	2				
	The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, C, $\frac{8}{8}$).	3	Teacher evaluation of daily progression on instrument			
	The student will demonstrate preparatory instrumental basics and playing procedures, including identification of the parts of the instrument	8.1				
	procedures for care of the instrument	8.2				
	proper playing posture and instrument position	8.3				
	proper left-hand and right-hand positions	8.4				
	tuning of the instrument, with and without an electronic tuner.	8.5				
The student will demonstrate proper guitar	9.1					

Pulaski County Schools Curriculum Pacing Guide
2014-2015

	techniques, including production of clear tone					
	left-hand techniques (first position, finger technique).	9.3				
	The student will demonstrate musicianship and personal engagement by identifying the characteristic sound of the guitar	15.1				
	monitoring individual practice through the use of practice records or journals that identify specific musical goals	15.2				
	describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).	15.4				

Course: **Guitar Class**

Time Frame	Unit/SOLs	SOL #	Other Resources	Print Resources	Technology Resources	Assessments
2nd Nine Weeks	The student will identify and perform music written in binary and theme-and-variations forms.	5	Music manuscripts	Guitar School Student Book I by Jerry Snyder	<i>Video recordings of professional guitarists from a spectrum of styles and time periods</i>	Teacher created rubric for performance evaluation
	The student will use music composition as a means of expression by composing a four-measure rhythmic-melodic	6.1				
	The student will define and apply music terminology found in the music literature being studied.	7				
	The student will demonstrate proper guitar techniques, including right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima])	9.2				
	The student will demonstrate ensemble skills at a beginning level, including blending and balancing	10.1				
	making adjustments to facilitate correct intonation	10.2				
	matching dynamic levels and playing style; responding to conducting patterns and gestures	10.3				
	maintaining a steady beat at various tempos in the music literature being studied.	10.4				
	The student will read and interpret standard music notation and tablature while performing music of varying styles and levels of difficulty.	11				
The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression,	12				Written evaluation of theory concepts	
						Teacher evaluation of daily contribution to the ensemble

Pulaski County Schools Curriculum Pacing Guide
2014-2015

	including legato, staccato, and ascending and descending slurs.				
	The student will perform and improvise simple rhythmic and melodic examples in call-and-response styles.	13			
	The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.	14			
	The student will demonstrate musicianship and personal engagement by participating in school performances	15.3			
	The student will sight-read music of varying styles and levels of difficulty.	16			
	The student will explore historical and cultural aspects of music by describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied	17.1			
	describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles	17.2			
	describing the relationship of instrumental music to the other fine arts and other fields of knowledge	17.3			
	describing career options in music	17.4			
	describing ethical standards as applied to the use of social media and copyrighted materials	17.5			
	demonstrating concert etiquette as an active listener.	17.6			
	The student will analyze and evaluate music by describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music	18.1			

Pulaski County Schools Curriculum Pacing Guide
2014-2015

	describing and interpreting works of music, using inquiry skills and music terminology	18.2				
	describing accepted criteria used for evaluating works of music	18.3				
	describing performances of music, using music terminology	18.4				
	describing accepted criteria used for critiquing musical performances of self and others.	18.5				
	The student will investigate aesthetic concepts related to music by proposing a definition of <i>music</i> and supporting that definition	19.1				
	identifying reasons for preferences among works of music, using music terminology	19.2				
	identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive	19.3				
	describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and	19.4				
	explaining the value of musical performance to the school community.	19.5				