

# HS Guitar 1

Huntingdon Area School District

UNITS (10/10 SELECTED)

SUGGESTED DURATION

|   |                  |
|---|------------------|
|  Unit 1: Guitar Anatomy             | <i>5 lessons</i> |
|  Unit 2: Tuning                     | <i>1 lesson</i>  |
|  Unit 3: 4/4 Time Signature         | <i>1 lesson</i>  |
|  Unit 4: Notes on the First String  | <i>1 lesson</i>  |
|  Unit 5: Notes on the Second String | <i>1 lesson</i>  |
|  Unit 6: Notes on the Third String  | <i>1 lesson</i>  |
|  Unit 7: Notes on the Fourth String | <i>1 lesson</i>  |
|  Unit 8: Notes on the Fifth String  | <i>1 lesson</i>  |
|  Unit 10: Notes on the Sixth String | <i>1 lesson</i>  |
|  Unit 11: Introduction to Chords    | <i>1 lesson</i>  |

# Unit 1: Guitar Anatomy

## HS Guitar 1

### UNIT OVERVIEW

In this introductory lesson, students will learn about the different parts of the guitar and their functions. Understanding the anatomy of the guitar is essential for effective playing, maintenance, and appreciation of the instrument. Students will explore both acoustic and electric guitars, focusing on key components such as the body, neck, headstock, strings, and hardware. By the end of the lesson, students will be able to identify each part of the guitar and explain its purpose.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1.12.C

9.1.12.G

9.1.12.H

### BIG IDEAS

#### Big Ideas

- **Understanding Instrument Structure:**  
Recognizing that the design and structure of the guitar significantly influence its sound production, playability, and overall performance. Each part of the guitar has a specific role that contributes to the musical experience.
- **Connection Between Parts and Sound:**  
Exploring how the interaction between various components (such as the body, neck, strings, and pickups) shapes the tone and quality of sound produced by both acoustic and electric guitars.
- **Differentiation Between Guitar Types:**  
Understanding the fundamental differences between acoustic and electric guitars, including their anatomy and sound production methods, which highlights the versatility of the guitar as an instrument.
- **Importance of Instrument Maintenance:**  
Recognizing that proper care and maintenance of a guitar enhance its longevity and sound quality, which encourages students to develop responsible habits for instrument upkeep.
- **Empowerment Through Knowledge:**  
Building confidence in students by equipping them with essential knowledge about their instrument, empowering them to make informed decisions regarding playing, maintenance, and further exploration of music.
- **Foundation for Future Learning:**  
Establishing a solid foundation for future lessons in guitar playing, music theory, and performance techniques, as understanding the anatomy of the guitar is essential for effective learning and growth as a musician.
- **Appreciation for Craftsmanship:**  
Fostering an appreciation for the craftsmanship and engineering that goes into building guitars, encouraging students to value the instrument as both a musical tool and a work of art.

# Unit 1: Guitar Anatomy

## HS Guitar 1

### ESSENTIAL QUESTIONS

#### Essential Questions

- What are the main parts of the guitar, and how does each part contribute to the instrument's overall function and sound?
- How do the differences in anatomy between acoustic and electric guitars affect their sound production and playability?
- Why is it important for a guitarist to understand the anatomy of their instrument?
- How can proper maintenance and care of a guitar impact its performance and longevity?
- What role do materials (like wood types or pickups) play in shaping the sound of a guitar?
- In what ways can the design and construction of a guitar influence a player's style and technique?
- How does familiarity with the guitar's anatomy enhance a musician's ability to learn, perform, and compose music?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge  | Skills  |
|--|---|
| <b>Students will know . . . . . (Acquired Knowledge)</b>   | <b>Students can do . . . . . (Acquired Skill)</b>   |
| Identify the main parts of the guitar (body, neck, headstock, strings, etc.) on both acoustic and electric models. | Understand the differences between acoustic and electric guitars regarding anatomy and sound. |
| Describe the function of each part of the guitar and how it contributes to sound production.                       | Discuss the importance of proper care and maintenance for their instrument.                   |
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# Unit 1: Guitar Anatomy

## HS Guitar 1

### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment  | Type (formative, summative, project-based, diagnostic) | Description   |
|---------------------|--|---|
| Guitar Anatomy Quiz | Summative  | Students will label a paper guitar with the appropriate vocabulary. |
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### ATTACHMENTS

 GuitarFillintheBlankAnatomyQuiz-1\_\_1\_.docx

# Unit 2: Tuning

## HS Guitar 1

### UNIT OVERVIEW

In this unit, students will learn how to tune a guitar using various methods, including an electric tuner, a keyboard, and by tuning the guitar to itself. Understanding how to tune a guitar is essential for proper sound quality and effective playing. By the end of the lesson, students will be able to use different tools and techniques to achieve accurate tuning and maintain their instrument's sound.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.E

9.1.12.G

9.1.12.H

### BIG IDEAS

#### Big Ideas

- Students know the names of the strings.
- Students can tune the guitar using the 5/4 method.
- Students can tune the guitar using "Guitar Tuna" app.

### ESSENTIAL QUESTIONS

#### Essential Questions

- Why is it important for a guitarist to regularly tune their instrument before playing?
- What are the different methods for tuning a guitar, and how does each method work?
- How does using an electric tuner compare to tuning with a keyboard or by ear?
- How does maintaining proper tuning impact ensemble playing and overall musical performance?
- In what situations might a guitarist choose one tuning method over another?

# Unit 2: Tuning

## HS Guitar 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge  | Skills   |
|--|--|
| <b>Students will know . . . . (Acquired Knowledge)</b>                               | <b>Students can do . . . . (Acquired Skill)</b>          |
| Use an electric tuner to accurately tune a guitar to standard tuning (E A D G B e).  | Tune a guitar using a keyboard as a reference for pitch. |
| Understand the importance of proper tuning for playing in an ensemble or performing. | Tune a guitar using a keyboard as a reference for pitch. |
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### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description  |
|--------------------|--|--|
| Tuning Check       | Formative & Diagnostic                                 | Teacher goes student to student and checks tuning. Teacher also demonstrates proper adjustments. |
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# Unit 3: 4/4 Time Signature

## HS Guitar 1

### UNIT OVERVIEW

In this lesson, students will learn about the 4/4 time signature, a fundamental aspect of rhythm in music. They will explore the concept of a steady beat, practice counting beats, and understand how this time signature is applied in various musical contexts. By the end of the lesson, students will be able to recognize, count, and play rhythms in 4/4 time, laying a solid foundation for their rhythmic development on the guitar.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

9.1.12.H

### BIG IDEAS

#### Big Ideas

- **Foundation of Rhythm:**

Understanding the 4/4 time signature serves as a fundamental building block for rhythm in music, allowing students to grasp how musical phrases are structured and how rhythm contributes to the overall feel of a piece.

- **Importance of Steady Beat:**

Maintaining a steady beat is crucial for effective playing and ensemble performance. It provides a reliable framework for musicians to collaborate and synchronize their playing.

- **Counting as a Tool for Musicianship:**

Learning to count beats accurately in 4/4 time enhances students' rhythmic awareness and helps them internalize rhythms, making it easier to play and perform music.

- **Application in Music:**

The 4/4 time signature is one of the most common time signatures in music, found in various genres. Understanding it allows students to play a wide range of songs and styles, connecting them to the broader musical landscape.

- **Connection Between Rhythm and Melody:**

Recognizing how rhythm (time signature) interacts with melody and harmony deepens students' understanding of music as a holistic art form, fostering a more comprehensive musical education.

- **Developing Listening Skills:**

Practicing steady beat and counting enhances students' listening skills, enabling them to better follow along with other musicians and make adjustments in their playing.

- **Preparation for Future Concepts:**

Mastery of 4/4 time signature and steady beat lays the groundwork for exploring more complex rhythms, time signatures, and musical structures in future lessons.

# Unit 3: 4/4 Time Signature

## HS Guitar 1

### ESSENTIAL QUESTIONS

#### Essential Questions

- What does the 4/4 time signature indicate about the structure of a piece of music?
- Why is maintaining a steady beat important for individual musicians and ensembles?
- How does counting in 4/4 time help musicians understand and perform rhythms accurately?
- What strategies can be used to maintain a steady beat when playing music alone or with others?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge  | Skills   |
|--|--|
| <b>Students will know . . . . . (Acquired Knowledge)</b>       | <b>Students can do . . . . . (Acquired Skill)</b>                                    |
| Identify the 4/4 time signature and understand its components. | Demonstrate a steady beat using clapping or tapping exercises.                       |
| Count beats accurately in 4/4 time.                            | Apply their understanding of 4/4 time signature in simple guitar exercises or songs. |
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# Unit 3: 4/4 Time Signature

## HS Guitar 1

### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment           | Type (formative, summative, project-based, diagnostic) | Description  |
|------------------------------|--|--|
| Call and Response Assessment | Formative  | Students will listen to rhythms and repeat them back as a class.                               |
| Written Practice             | Formative  | Students will read rhythms written in 4/4 time and demonstrate them by clapping and counting.  |
| Written Practice             | Summative  | Students will create their own 4/4 rhythms and then demonstrate them by clapping and counting. |
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# Unit 4: Notes on the First String

## HS Guitar 1

### UNIT OVERVIEW

In this lesson, students will focus on playing the notes E, F, and G on the first string (high E) of the guitar. They will learn how to read chord diagrams and understand finger placement for these notes. The lesson will also introduce down and up strokes in strumming and cover basic note values (quarter, half, dotted half, and whole notes) along with their corresponding time signatures. By the end of the lesson, students will be able to play E, F, and G and understand how these notes fit into the broader context of music theory.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **Fundamentals of Guitar Playing:** Understanding how to play notes on the first string (high E) lays the groundwork for developing essential guitar skills, including finger placement and strumming techniques.
- **Importance of Finger Placement:** Proper finger placement is crucial for producing clear and accurate notes, which fosters good habits that contribute to overall technique and playing ability.
- **Reading Music and Chord Diagrams:** Learning to read chord diagrams and recognizing how they translate to finger positions enhances students' music literacy, empowering them to explore a wider range of songs.
- **Rhythm and Timing:** Mastery of different note values and their corresponding time signatures is fundamental for creating rhythm in music, allowing students to play in sync with other musicians.
- **Connection Between Theory and Practice:** Understanding how note values relate to the notes played reinforces the connection between music theory and practical guitar playing, deepening students' overall musical comprehension.
- **Building a Steady Rhythm:** Developing the ability to perform down and up strokes consistently helps students maintain a steady rhythm, which is essential for playing music cohesively.
- **Foundation for Future Learning:** Mastering notes E, F, and G prepares students for more advanced concepts in music theory and guitar playing, including scales, chords, and songwriting.

# Unit 4: Notes on the First String

## HS Guitar 1

### ESSENTIAL QUESTIONS

#### Essential Questions

- How do the notes E, F, and G relate to each other on the guitar and within the context of music?
- What is the significance of proper finger placement when playing notes on the guitar?
- How can reading a chord diagram help you play notes and chords more effectively?
- What are the differences between down strokes and up strokes in strumming, and how do they affect the sound of your playing?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge   | Skills   |
|---|--|
| <b>Students will know . . . . . (Acquired Knowledge)</b>  | <b>Students can do . . . . . (Acquired Skill)</b>      |
| Identify and play the notes E, F, and G on the first string of the guitar.                                      | Read and interpret a chord diagram for E, F, and G.    |
| Use proper finger placement for each note.  | Perform down and up strokes while playing these notes. |
| Understand and apply basic note values (quarter, half, dotted half, and whole notes) and their time signatures. |  |
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# Unit 4: Notes on the First String

## HS Guitar 1

### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description                |
|--------------------|--|----------------------------|
| Playing Test       | Formative  | Track 2 (p.8)              |
| Playing Test       | Formative  | Playing with E, F, G (p.8) |
| Playing Test       | Summative  | More (p.9)                 |
| Playing Test       | Summative  | Still More (p.9)           |
| Playing Test       | Summative  | No More (p.10)             |

# Unit 5: Notes on the Second String

## HS Guitar 1

### UNIT OVERVIEW

In this lesson, students will focus on playing the notes B, C, and D on the second string (B string) of the guitar. They will learn how to play these notes on both the second string and incorporate them into melodies. Additionally, students will practice playing their melodies while the teacher accompanies them with chords underneath. By the end of the lesson, students will gain confidence in playing B, C, and D and experience the collaboration of melody and harmony in music.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **Fundamentals of Playing Techniques:** Mastering finger placement and proper playing techniques for the notes B, C, and D is essential for developing good habits. These skills provide a foundation for more advanced guitar playing and music performance.
- **Cross-String Coordination:** Learning to play notes across different strings (first string and second string) promotes versatility and enhances students' overall guitar skills. This skill is crucial for playing a variety of melodies and songs.
- **Rhythmic Precision:** Emphasizing the importance of maintaining a steady rhythm while switching between notes and strings is vital for successful performance. Students will learn how timing impacts the overall musical experience.

### ESSENTIAL QUESTIONS

#### Essential Questions

- How can switching between notes on the second string and other strings improve your overall guitar skills?
- What techniques can you use to ensure proper finger placement when playing notes on the second string?
- What is the same about notes on the first and second strings?

# Unit 5: Notes on the Second String

## HS Guitar 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge   | Skills   |
|---|--|
| <b>Students will know . . . . (Acquired Knowledge)</b>  | <b>Students can do . . . . (Acquired Skill)</b>                  |
| Identify and play the notes B, C, and D on the second string of the guitar.                   | Play B, C, and D while maintaining proper finger placement.      |
| Perform simple melodies on the second string while the teacher plays chords as accompaniment. | Understand how melody and harmony interact in a musical context. |
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### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description                 |
|--------------------|--|-----------------------------|
| Playing Test       | Formative  | Two-String Rock (p.12)      |
| Playing Test       | Formative  | Merry-Go-Round (p.13)       |
| Playing Test       | Summative  | Beautiful Brown Eyes (p.13) |
| Playing Test       | Summative  | Jingle Bells (p.14)         |
| Playing Test       | Summative  | Alouette (p.14)             |

# Unit 6: Notes on the Third String

## HS Guitar 1

### UNIT OVERVIEW

In this unit, students will focus on playing the notes G and A on the third string (G string) of the guitar. They will practice combining notes from the first (E, F, G) and second strings (B, C, D) with those on the third string to create simple melodies. The lesson will also introduce the concept of repeat signs in music notation and provide an overview of basic chords. By the end of the lesson, students will be able to play G and A, integrate notes across all three strings, and understand the fundamentals of repeat signs and chords.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **Integration of Melody and Harmony:** Understanding how to combine melodies played on individual strings with accompanying chords fosters a holistic approach to music. This integration is fundamental for developing well-rounded musicianship.
- **Cross-String Coordination:** Mastering the ability to switch between notes on different strings enhances dexterity and fluidity on the guitar. This skill is essential for playing more complex melodies and songs in the future.
- **Fundamentals of Music Notation:** Learning about repeat signs and their significance in sheet music deepens students' understanding of music reading and performance. This knowledge prepares them for more advanced musical concepts.
- **Importance of Proper Technique:** Emphasizing proper finger placement and technique for playing notes G and A supports the development of good habits. This foundation is crucial for long-term success in guitar playing.

### ESSENTIAL QUESTIONS

#### Essential Questions

- How do the notes G and A on the third string relate to the notes on the first and second strings?
- What techniques can help you smoothly transition between playing notes across multiple strings?
- How do repeat signs influence the way a piece of music is played, and why are they important in music notation?
- What is the role of chords in supporting melodies, and how do they enhance the overall sound of a piece?

# Unit 6: Notes on the Third String

## HS Guitar 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge  | Skills   |
|--|--|
| <b>Students will know . . . . (Acquired Knowledge)</b>                 | <b>Students can do . . . . (Acquired Skill)</b>  |
| Identify and play the notes G and A on the third string of the guitar. | Combine and play notes from the first, second, and third strings to create simple melodies.              |
| Understand and interpret repeat signs in sheet music.                  | Learn the basics of chord structures and how to play simple chords related to the notes being practiced. |
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### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description                |
|--------------------|--|----------------------------|
| Playing Test       | Formative  | Au Clair de la Lune (p.16) |
| Playing Test       | Formative  | Three-String Rock (p.17)   |
| Playing Test       | Summative  | Largo (p.17)               |
| Playing Test       | Summative  | Back to the '50s (p.18)    |
| Playing Test       | Formative & Summative                                  | Aura Lee (p.18)            |
| Playing Test       | Formative & Summative                                  | Chord Study No.1 (p.19)    |
| Playing Test       | Formative & Summative                                  | Chord Study No.2 (p.19)    |

# Unit 7: Notes on the Fourth String

## HS Guitar 1

### UNIT OVERVIEW

This unit introduces students to the notes on the fourth string of the guitar: D (open string), E (2nd fret), and F (3rd fret). Students will practice combining these new notes with those from the first three strings, building their ability to play across multiple strings. In addition, students will be introduced to the fermata and common time (C or 4/4 time), two essential music notation concepts. Through guided practice and collaborative playing, students will apply these concepts to melodies that utilize all four strings.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **Expanding Melodic Range:**

Learning notes on the fourth string (D, E, F) allows students to play more complex and varied melodies, enhancing their ability to explore a wider musical range.

- **Developing Multi-String Coordination:**

Combining notes from all four strings builds finger dexterity and muscle memory, essential for playing fluidly across the guitar neck.

- **Expressive Playing with the Fermata:**

Introducing the fermata encourages students to think about musical expression by intentionally holding notes or rests, adding emotional depth to their performance.

- **Understanding Rhythm with Common Time (4/4):**

Learning common time (4/4) teaches students to recognize and maintain steady beats, providing the foundation for rhythmic accuracy across various styles of music.

- **Connecting Technique with Musicality:**

Mastering proper finger placement, rhythm, and expressiveness on the guitar helps students transition from mechanical playing to more musical, intentional performances.

# Unit 7: Notes on the Fourth String

## HS Guitar 1

### ESSENTIAL QUESTIONS

#### Essential Questions

- How do the notes on the fourth string (D, E, F) connect with the notes on the first, second, and third strings?
- What techniques can help you play smoothly across multiple strings?
- What is a fermata, and how does it change the way you play a note or rest?
- Why is common time (4/4) important, and how does it affect the rhythm of a song?
- How do steady beats and rhythms help us play music accurately and together as a group?
- How can expressive tools like the fermata add emotion to a piece of music?
- What challenges might arise when playing melodies across all four strings, and how can you overcome them?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge   | Skills   |
|---|--|
| <b>Students will know . . . . . (Acquired Knowledge)</b>      | <b>Students can do . . . . . (Acquired Skill)</b>  |
| Identify and play the notes D, E, and F on the fourth string. | Combine notes from the first, second, third, and fourth strings to play complete melodies. |
| Understand and interpret a fermata in sheet music.            | Recognize and perform music in common time (4/4), maintaining a steady rhythm.             |
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# Unit 7: Notes on the Fourth String

## HS Guitar 1

### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description                     |
|--------------------|--|---------------------------------|
| Playing Test       | Formative  | Old MacDonald Had a Farm (p.24) |
| Playing Test       | Formative  | Reuben, Reuben (p.25)           |
| Playing Test       | Summative  | G Whiz (p.25)                   |
| Playing Test       | Summative  | Good Night, Ladies (p.26)       |
| Playing Test       | Summative  | Daisy Bell (p.27)               |

# Unit 8: Notes on the Fifth String

## HS Guitar 1

### UNIT OVERVIEW

In this lesson, students will focus on playing the notes A, B, and C on the fifth string (A) of the guitar. They will be introduced to the concept of incomplete measures and learn how to play across all five strings cohesively. By the end of the lesson, students will be able to play the notes A, B, and C while understanding how they fit into incomplete measures and how to transition smoothly between strings.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.E

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **Fundamentals of Guitar Playing:**

Understanding how to play notes on the fifth string (A) builds essential skills for guitar playing, including finger placement and string transitions.

- **Importance of Finger Placement:**

Proper finger placement is crucial for producing clear and accurate notes, which helps students develop good habits and enhances overall technique.

- **Reading Music and Incomplete Measures:**

Learning to recognize incomplete measures in musical notation allows students to interpret rhythms more effectively and improve their musical reading skills.

- **Cohesion Across Strings:**

Mastering the ability to play melodies that incorporate notes from all five strings fosters a more integrated approach to guitar playing, enhancing musical expression and versatility.

- **Connection Between Theory and Practice:**

Understanding how notes and measures relate to the music played reinforces the connection between music theory and practical guitar skills, deepening students' overall musical comprehension.

- **Building Fluid Transitions:**

Developing the ability to move smoothly between strings helps students maintain a cohesive sound, which is essential for playing melodies and harmonies effectively.

- **Foundation for Future Learning:**

Mastering notes A, B, and C, along with the concept of incomplete measures, prepares students for more advanced concepts in music theory and guitar playing, including scales, chords, and songwriting.

# Unit 8: Notes on the Fifth String

## HS Guitar 1

### ESSENTIAL QUESTIONS

#### Essential Questions

- How do the notes A, B, and C on the fifth string contribute to the overall structure of melodies in music?
- What is an incomplete measure, and how does it affect the way we interpret and play music?
- How does finger placement influence the clarity and accuracy of the notes we play?
- How can playing across all five strings create a more dynamic and interesting sound in our music?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge   | Skills  |
|---|---|
| <b>Students will know . . . . (Acquired Knowledge)</b>  | <b>Students can do . . . . (Acquired Skill)</b>   |
| Identify and locate the notes A, B, and C on the fifth string and understand the proper finger placement for each note. | Accurately play the notes A, B, and C on the fifth string using correct finger placement and technique.   |
| Understand what incomplete measures are and how they influence the rhythmic structure of music.                         | Read and interpret incomplete measures in sheet music and apply this understanding to their playing.  |
| Recognize the importance of playing across all five strings and how this enhances their overall sound and musicality.   | Demonstrate the ability to play melodies that incorporate notes from all five strings, maintaining a smooth and cohesive sound throughout their performance |
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# Unit 8: Notes on the Fifth String

## HS Guitar 1

### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description                      |
|--------------------|--|----------------------------------|
| Playing Test       | Formative  | Volga Boatmen (p.30)             |
| Playing Test       | Formative  | Peter Gray (p.31)                |
| Playing Test       | Summative  | Low-Down Rock (p.31)             |
| Playing Test       | Summative  | Liebesträume (p.32)              |
| Playing Test       | Formative  | A-Tisket, A-Tasket (p.35)        |
| Playing Test       | Summative  | The Yellow Rose of Texas (p. 35) |

# Unit 10: Notes on the Sixth String

## HS Guitar 1

### UNIT OVERVIEW

In this unit, students will focus on playing the notes E, F, and G on the sixth string (E) of the guitar. They will be introduced to tempo signs and learn how to incorporate bass-chord accompaniment into their playing. Additionally, students will explore the concept of dynamics and how it affects musical expression. By the end of the lesson, students will be able to play E, F, and G, understand tempo markings, use bass-chord accompaniment effectively, and apply dynamics in their performances.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **Fundamentals of Guitar Playing:**

Mastering the notes E, F, and G on the sixth string is essential for developing a strong foundation in guitar playing, enhancing finger placement and technique.

- **Understanding Tempo:**

Familiarity with tempo signs allows students to interpret and perform music with appropriate speed and expression, significantly affecting the character of a piece.

- **Bass-Chord Accompaniment:**

Learning to combine bass notes with chords provides students with valuable skills for accompaniment, enabling them to create richer musical textures in their playing.

- **Expressiveness Through Dynamics:**

Understanding dynamics is crucial for adding emotional depth and contrast to music, helping students convey their musical intentions more effectively.

- **Integration of Concepts:**

The ability to integrate notes, tempo, bass-chord accompaniment, and dynamics fosters a comprehensive understanding of music performance, encouraging students to think critically about their playing.

- **Connection Between Theory and Practice:**

Linking theoretical concepts like tempo and dynamics to practical playing reinforces students' overall musical literacy and enhances their ability to interpret and perform music.

# Unit 10: Notes on the Sixth String

## HS Guitar 1

### ESSENTIAL QUESTIONS

#### Essential Questions

- What is the significance of tempo signs, and how do they influence the interpretation and performance of a piece?
- In what ways can incorporating bass-chord accompaniment enhance our playing and musical expression?
- How do dynamics affect the emotional impact of a piece of music, and how can we effectively apply them in our playing?
- How do the concepts of tempo and dynamics interact to create a more compelling musical performance?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge  | Skills  |
|--|---|
| <b>Students will know . . . . . (Acquired Knowledge)</b>   | <b>Students can do . . . . . (Acquired Skill)</b>   |
| Identify and locate the notes E (open), F (1st fret), and G (3rd fret) on the sixth string and understand the proper finger placement for each note.                           | Accurately play the notes E, F, and G on the sixth string while incorporating bass-chord accompaniment into their playing.                          |
| Understand various tempo signs (e.g., Largo, Allegro) and dynamic markings (e.g., forte, piano), recognizing their significance in shaping musical expression and performance. | Demonstrate the ability to interpret and apply tempo signs and dynamics in their performances, enhancing the expressiveness of the music they play. |
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# Unit 10: Notes on the Sixth String

## HS Guitar 1

### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description                  |
|--------------------|--|------------------------------|
| Playing Test       | Formative  | Down Low (p.36)              |
| Playing Test       | Formative  | Bottom to Top (p.36)         |
| Playing Test       | Summative  | Review (p.36)                |
| Playing Test       | Formative  | Three-Tempo Rock (p.37)      |
| Playing Test       | Summative  | The Blue Danube Waltz (p.37) |
| Playing Test       | Formative & Summative                                  | Can-Can Duet (p.38)          |
| Playing Test       | Formative & Summative                                  | Echo Waltz (p.39)            |

# Unit 11: Introduction to Chords

## HS Guitar 1

### UNIT OVERVIEW

In this unit, students will focus on learning basic guitar chords essential for beginner players. The lesson will cover the chords C, G7, G, D7, D, A, A7, Em, Em7, and F. Students will practice proper finger placement, strumming techniques, and the ability to switch between chords seamlessly. The lesson will also introduce the importance of chord diagrams and music notation as tools for learning guitar. This will be used throughout the entire course to break up learning notes on individual strings.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 9-12 - Arts and Humanities

9.1

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.E

9.1.12.G

9.1.12.H

### BIG IDEAS

#### Big Ideas

- **Fundamentals of Chord Playing:**

Mastering basic guitar chords (C, G7, G, D7, D, A, A7, Em, Em7, and F) is essential for building a strong foundation in guitar playing, enabling students to play a wide range of songs.

- **Importance of Finger Placement:**

Proper finger placement is crucial for producing clear and accurate chord sounds, which fosters good habits and technique that contribute to overall playing ability.

- **Reading Chord Diagrams:**

Learning to read and understand chord diagrams enhances students' music literacy, empowering them to explore a wider range of songs and improve their playing skills.

- **Strumming Techniques:**

Developing effective strumming patterns is essential for creating rhythm and maintaining tempo in music, allowing students to play cohesively with others.

- **Connection Between Theory and Practice:**

Understanding how chords function in music theory, including their roles in harmony and progression, reinforces students' overall musical comprehension and aids in their ability to improvise.

- **Integration of Skills:**

Combining finger placement, strumming, and smooth transitions between chords fosters a comprehensive understanding of guitar playing, preparing students for more advanced concepts.

# Unit 11: Introduction to Chords

## HS Guitar 1

### ESSENTIAL QUESTIONS

#### Essential Questions

- How does proper finger placement affect the sound and clarity of the chords we play?
- What strategies can we use to smoothly transition between different chords, and why is this skill important for playing songs?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge  | Skills  |
|--|---|
| <b>Students will know . . . . . (Acquired Knowledge)</b>   | <b>Students can do . . . . . (Acquired Skill)</b>   |
| Identify and name the basic guitar chords C, G7, G, D7, D, A, A7, Em, Em7, and F, recognizing their positions on the guitar fretboard.       | Play each of the chords (C, G7, G, D7, D, A, A7, Em, Em7, F) correctly, producing clear and accurate sounds.  |
| Understand the proper finger placement for each chord, including which fingers correspond to which frets and strings to achieve clear sound. | Demonstrate the ability to transition smoothly between the learned chords, maintaining rhythm and timing during play.   |
| Grasp the basic functions of the chords within musical progressions and how they contribute to creating harmony in songs.                    | Apply the basic chords learned by playing a simple song or chord progression that incorporates multiple chords, showcasing their ability to combine the skills learned in the lesson. |
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# Unit 11: Introduction to Chords

## HS Guitar 1

### EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description                 |
|--------------------|--|-----------------------------|
| Playing Test       | Formative  | Chord Playing Test          |
| Playing Test       | Summative  | Song Selection Playing Test |
|                    |  |                             |
|                    |  |                             |
|                    |  |                             |