

# HS Guitar 2

## Huntingdon Area School District

### UNITS (8/8 SELECTED)

	SUGGESTED DURATION
 Unit 1: BIG Review of Music Theory	<i>5 lessons</i>
 Unit 2: Key of C Major	<i>5 lessons</i>
 Unit 3: Key of G Major	<i>10 lessons</i>
 Unit 4: Syncopation	<i>4 lessons</i>
 Unit 5: Key of A Minor	<i>10 lessons</i>
 Unit 6: Ensemble Playing	<i>1 lesson</i>
 Unit 7: Barre Chords	<i>1 lesson</i>
 Unit 8: Student-Selected Songs	<i>1 lesson</i>

# Unit 1: BIG Review of Music Theory

## HS Guitar 2

### UNIT OVERVIEW

In this unit, students will review essential music concepts critical for guitar playing. Through a combination of theoretical knowledge and practical application, students will reinforce their skills in reading music and identifying notes on the guitar.

#### Topics to Review:

- Note Values:**
  - Revisiting whole notes, half notes, quarter notes, eighth notes, and sixteenth notes.
  - Exploring rhythmic patterns and their application in guitar playing.
- Note Letter Names:**
  - Reviewing the musical alphabet (A-G) and their corresponding positions on the guitar.
  - Emphasizing the importance of note names for sight-reading and improvisation.
- Notes on the Neck of the Guitar:**
  - Refreshing the identification and location of notes across the fretboard.
  - Techniques for memorizing note locations in various positions.
- Reading Tabs:**
  - Reviewing guitar tablature and its notation.
  - Practicing reading and playing simple melodies and riffs from tabs.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

### BIG IDEAS

#### Big Ideas

- Note Values
- Note Letter Names
- Notes on the Neck of the Guitar
- Reading Tabs

# Unit 1: BIG Review of Music Theory

## HS Guitar 2

### ESSENTIAL QUESTIONS

#### Essential Questions

- **Note Values:**
  - How do different note values affect the rhythm and feel of a piece of music?
  - In what ways can understanding note values improve my timing and playing accuracy on the guitar?
- **Note Letter Names:**
  - Why is it important to know the letter names of notes on the guitar?
  - How can identifying note names help me in sight-reading and improvisation?
- **Notes on the Neck of the Guitar:**
  - What strategies can I use to effectively memorize the locations of notes on the fretboard?
  - How does knowing the notes on the neck enhance my ability to play scales and chords?
- **Reading Tabs:**
  - How does reading guitar tablature differ from traditional music notation, and when is each most useful?
  - What are some techniques for accurately interpreting and playing music from tablature?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Define whole, half, quarter, eighth, and sixteenth notes.	Count and write out accurate rhythms.
Identify notes on the staff.	Play basic melodies with correct finger placement and rhythms.
Identify notes on the fret board.	

# Unit 1: BIG Review of Music Theory

## HS Guitar 2

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Written Quiz	Formative	Students will identify note values and notes on the staff and fretboard.
Playing Quiz	Summative	Students will read and demonstrate accurate notes and rhythms on their guitars.

# Unit 2: Key of C Major

## HS Guitar 2

### UNIT OVERVIEW

In this unit, students will focus on learning and applying the key signature of C Major on the guitar. They will explore the C Major scale across two octaves, learn how to build and play common chords in the key of C, develop basic accompaniment techniques, and practice ascending and descending the scale fluently. To reinforce these skills, students will play songs in C Major and use their knowledge to perform in solo and group settings.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **C Major Scale (Two Octaves):**
  - First octave: C, D, E, F, G, A, B
  - Second octave: C, D, E, F, G, A, B, High C
  - Adding notes: **High A (5th string, 12th fret), High B (2nd string, 7th fret), and High C (1st string, 8th fret)**
- **Chords in C Major:**
  - **Primary chords:** C Major, F Major, G Major
  - **Relative minor chords:** Am (A minor), Dm (D minor)
- **Accompaniment Techniques:**
  - Strumming patterns (e.g., down-up, quarter-note rhythm)
  - Basic fingerpicking (arpeggios across C, Am, and G chords)
- **Ascending and Descending Patterns:**
  - Practicing scales and melody lines in **both directions** to ensure fluency.

# Unit 2: Key of C Major

## HS Guitar 2

### ESSENTIAL QUESTIONS

#### Essential Questions

- What makes the key of C Major unique, and how does it shape the music we play?
- How do individual notes and chords in C Major work together to create harmony and melody?
- Why is it important to practice both ascending and descending scales, and how does it improve our playing?
- How do strumming patterns and fingerpicking techniques enhance the way we accompany a song?
- What challenges arise when transitioning between chords, and how can we overcome them to play smoothly?
- How can learning the C Major scale across two octaves prepare us to play more complex melodies and pieces?
- How does practicing with a group or ensemble improve individual and collective musicianship?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Identify and play the C Major scale across two octaves (including high A, B, and C notes).	Use chords and accompaniment patterns (such as strumming and fingerpicking) to accompany songs in C Major.
Understand the chord structure in C Major and apply it to playing C, F, G, Am, and Dm chords fluently.	Perform simple pieces that emphasize ascending and descending patterns on the guitar.

## Unit 2: Key of C Major

### HS Guitar 2

#### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Playing Test	Formative	C Major Scale (p.3)
Playing Test	Summative	Accompaniment in C Major (p.3)
Playing Test	Formative	Ascending and Descending Two Octave Scales (p.4)
Playing Test	Summative	Rakes of Mallow (p.4)

# Unit 3: Key of G Major

## HS Guitar 2

### UNIT OVERVIEW

This unit will introduce students to the key of G Major on the guitar, focusing on building skills in chord progressions, strumming patterns, and part playing. Students will learn chords commonly used in G Major (G, C, D7) and practice accompanying songs with down strums and up strums. Additionally, the unit includes part songs, where students will play complementary lines to develop ensemble skills. By the end of the unit, students will demonstrate their understanding through individual and group performances.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

9.1.12.I

### BIG IDEAS

#### Big Ideas

- ◦ G Major Chords:
  - G Major (root chord)
  - C Major (subdominant)
  - D7 (dominant seventh)
- Strumming Patterns:
  - Down strums: Quarter notes and eighth notes
  - Up strums: Adding rhythmic variety (e.g., down-up patterns)
  - Practice: Alternating down and up strums to create a steady rhythm
- Part Songs:
  - Playing different guitar parts simultaneously:
    - Chord accompaniment
    - Melody lines
    - Bass notes or arpeggios
- Chord Transitions and Progressions:
  - Common progressions in G Major (e.g., G → C → D7 → G)

# Unit 3: Key of G Major

## HS Guitar 2

### ESSENTIAL QUESTIONS

#### Essential Questions

- How can alternating between down and up strums improve the rhythm and feel of a song?
- What techniques can help us transition smoothly between G, C, and D7 chords?
- How do part songs enhance our understanding of how different musical roles work together?
- Why is it important to practice both individual and ensemble parts when learning to play music?
- How does learning G Major prepare us for playing more complex progressions and songs in other keys?
- What challenges arise when coordinating strumming patterns with chord changes, and how can we overcome them?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
<ul style="list-style-type: none"><li>• Identify and play the G Major scale and the chords G, C, and D7 fluently.</li></ul>	<ul style="list-style-type: none"><li>• Use down and up strumming patterns to accompany songs in G Major.</li></ul>
<ul style="list-style-type: none"><li>• Transition smoothly between G, C, and D7 chords in common progressions.</li></ul>	<ul style="list-style-type: none"><li>• Perform part songs that incorporate strumming, chord playing, and melody lines.</li></ul>
<ul style="list-style-type: none"><li>• Perform part songs that incorporate strumming, chord playing, and melody lines.</li></ul>	

# Unit 3: Key of G Major

## HS Guitar 2

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Playing Test	Formative	G Major Scale (p.8)
Playing Test	Summative	Tiritomba (p.8)
Playing Test	Summative	The Old Chisholm Trail (p.9)
Playing Test	Summative	Simple Gifts (p.9)
Playing Test	Formative	This Land is Your Land (p.10)
Playing Test	Formative	Red River Valley (p.12)
Playing Test	Summative	America (p.12)

# Unit 4: Syncopation

## HS Guitar 2

### UNIT OVERVIEW

In this lesson, students will explore syncopation, a rhythmic technique that emphasizes off-beats or unexpected accents. Using basic rhythms and variations, students will learn to identify, clap, and play syncopated patterns on the guitar. They will also perform partner songs, where different rhythmic lines are played simultaneously, reinforcing their understanding of syncopation within ensemble settings. By the end of the lesson, students will gain confidence in integrating syncopated rhythms into their playing and will enhance their coordination with a partner.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.C

9.1.12.A

9.1.12.G

### BIG IDEAS

#### Big Ideas

- Identify and define syncopation and recognize it in written and played rhythms.
- Clap and play syncopated patterns using simple strumming and rhythmic exercises.
- Perform rhythmic variations with down and up strums to emphasize off-beats.
- Collaborate with a partner to play partner songs that use different rhythmic patterns.
- Improve their sense of timing, coordination, and rhythm through active listening and ensemble practice.

### ESSENTIAL QUESTIONS

#### Essential Questions

- What is syncopation, and how does it change the feel of a rhythm or song?
- Why is it important to develop an understanding of off-beats and rhythmic accents?
- How can alternating between down and up strums enhance syncopated rhythms?
- What challenges arise when playing syncopated rhythms, and how can we overcome them?
- How do partner songs help us develop better coordination and listening skills?
- How can syncopation be used creatively to make music more engaging?
- Why is collaboration important when playing music with syncopated rhythms or in an ensemble setting?

# Unit 4: Syncopation

## HS Guitar 2

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Identify and define syncopation and recognize it in written and played rhythms.	Perform rhythmic variations with down and up strums to emphasize off-beats.
Improve their sense of timing, coordination, and rhythm through active listening and ensemble practice.	Collaborate with a partner to play partner songs that use different rhythmic patterns.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Playing Test	Formative	Basic rhythm and 3 variations (p.13)
Playing Test	Summative	The Entertainer (p.14)

# Unit 5: Key of A Minor

## HS Guitar 2

### UNIT OVERVIEW

In this lesson, students will explore the key of A Minor by learning the harmonic minor scale and applying it to their guitar playing. They will focus on the principal chords of A Minor—Am, Dm, and E7—and use these chords to play basic progressions. Additionally, students will review the use of repeat signs in musical notation and apply them when playing scales, exercises, and short pieces. By the end of the lesson, students will be able to recognize the unique sound of the harmonic minor scale and demonstrate fluency with the chords in A Minor.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

### BIG IDEAS

#### Big Ideas

- **Exploration of Minor Tonality:**

Understanding the unique emotional and musical characteristics of the A Minor key, particularly through the use of the harmonic minor scale, which provides a distinctive sound that contrasts with major scales.

- **The Importance of Chord Function:**

Recognizing how different chords (Am, Dm, E7) function within the key of A Minor to create tension, resolution, and movement in music, highlighting the role of the dominant chord (E7) in resolving back to the tonic (Am).

- **The Role of Scales in Musical Structure:**

Exploring how scales, especially the harmonic minor scale, serve as the foundation for melody and harmony, allowing for greater musical expression and creativity.

- **Technical Proficiency and Musicality:**

Emphasizing the importance of technical skills—such as playing scales and chord progressions—while fostering musicality through dynamic playing, phrasing, and expression.

- **Notation and Interpretation:**

Understanding how musical notation, including repeat signs, aids in the interpretation and performance of music, allowing musicians to follow and play pieces accurately.

- **Integration of Theory and Practice:**

Connecting theoretical knowledge of the harmonic minor scale and chord progressions with practical application, enabling students to compose and improvise within the key of A Minor.

- **Collaboration and Ensemble Playing:**

Highlighting the value of playing with others, as students learn to listen, coordinate, and blend their parts within a musical ensemble, enhancing their overall musicianship.

# Unit 5: Key of A Minor

## HS Guitar 2

### ESSENTIAL QUESTIONS

#### Essential Questions

- How does the harmonic minor scale differ from the major scale, and what makes its sound distinctive?
- What role do the chords Am, Dm, and E7 play in creating harmonic progressions in the key of A Minor?
- How can practicing chord transitions improve fluency and musical expression?
- Why is it important to understand and use repeat signs in musical notation?
- How does the raised 7th (G#) in the harmonic minor scale influence the overall sound of the music?
- How can the A Minor harmonic scale and principal chords be applied in different musical styles and pieces?
- What strategies can we use to smoothly transition between Am, Dm, and E7 during performances?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Play the A harmonic minor scale fluently on the guitar.	
Identify and play the principal chords in A Minor (Am, Dm, E7)	Play simple chord progressions and short pieces in the key of A Minor.

# Unit 5: Key of A Minor

## HS Guitar 2

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Playing Test	Formative	A Harmonic Minor Scale (p.16)
Playing Test	Formative	Accompaniments in A Minor (p.16)
Playing Test	Summative	Waves of Danube (p.17)

# Unit 6: Ensemble Playing

## HS Guitar 2

### UNIT OVERVIEW

In this unit, students will explore the dynamics of playing in an ensemble, specifically focusing on the technique of playing in a round. They will learn how to listen to their peers, maintain timing, and contribute to a unified performance. Students will practice a simple round, allowing them to develop their ensemble skills while reinforcing their understanding of rhythm and harmony.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

9.1.12.D

9.1.12.H

9.2.12.A

### BIG IDEAS

#### Big Ideas

- **Ensemble Playing:** Understanding how different parts work together to create a cohesive musical piece.
- **Rounds:** Exploring the structure and rhythm of a round, emphasizing the importance of timing and synchronization.
- **Listening Skills:** Developing the ability to listen actively to fellow musicians to maintain ensemble balance and harmony.
- **Collaboration:** Working together as a group to enhance musical performance and communication.

### ESSENTIAL QUESTIONS

#### Essential Questions

- What are the key characteristics of playing in an ensemble, and how do they contribute to a successful musical performance?
- How does playing in a round enhance our understanding of musical timing and harmony?
- In what ways does active listening improve our ability to play with others in an ensemble setting?
- What challenges might we face when playing in an ensemble, and how can we overcome them together?

# Unit 6: Ensemble Playing

## HS Guitar 2

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Explain the fundamental principles of playing in an ensemble, including the roles of different musicians and the importance of collaboration and communication in creating a cohesive performance.	Participate in a group performance of a simple round, maintaining proper timing and listening to their peers to ensure a unified sound.
Understand the structure and characteristics of a round, including how the timing and entry points work to create harmony and continuity in the music.	Demonstrate effective listening skills while playing in an ensemble, adjusting their playing as needed to stay in sync with other musicians and support the overall harmony of the piece.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Playing Test	Formative	Row, Row, Row Your Boat
Playing Test	Summative	4-Part Round

# Unit 7: Barre Chords

## HS Guitar 2

### UNIT OVERVIEW

In this unit, students will be introduced to barre chords, which are essential for expanding their guitar repertoire and enhancing their playing versatility. Students will learn how to form barre chords using their index finger to press down multiple strings across the fretboard. Emphasis will be placed on finger strength, proper hand positioning, and transitioning between barre chords and open chords. Through guided practice, students will gain confidence in playing barre chords and applying them in different musical contexts.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

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

- **Barre Chord Definition:** Understanding what barre chords are and how they function as movable chord shapes.
- **Finger Technique:** Importance of finger placement, strength, and pressure to achieve a clean sound.
- **Chord Progressions:** Application of barre chords within common chord progressions to build musicality.
- **Movable Shapes:** Learning how barre chords can be shifted up and down the neck to play in different keys.

### ESSENTIAL QUESTIONS

#### Essential Questions

- What are barre chords, and how do they differ from open chords in terms of structure and sound?
- How does finger strength and placement impact the ability to play barre chords effectively?
- In what ways can mastering barre chords enhance our overall guitar playing and musical versatility?
- What challenges do we face when learning barre chords, and how can we develop strategies to overcome them?
- How can we use barre chords to play in different keys, and what techniques help with this process?

# Unit 7: Barre Chords

## HS Guitar 2

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Identify the structure and formation of common barre chords (e.g., F, Bm) and explain how they function as movable chord shapes across the fretboard.	Demonstrate proficiency in playing common barre chords (such as F and Bm) with accurate finger placement and clear sound.
Understand the importance of proper finger placement, hand positioning, and pressure required to produce clear sound when playing barre chords.	Smoothly transition between barre chords and open chords in a given chord progression, maintaining rhythm and timing.
Recognize how barre chords can be utilized within various chord progressions, allowing them to play in different keys and styles of music.	Apply their knowledge of barre chords to learn and perform a song that incorporates these chords, demonstrating their ability to play in a musical context.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Playing Test	Formative & Summative	Barre Chords Identification
Playing Test	Formative & Summative	Barre Chord Transitions

# Unit 8: Student-Selected Songs

## HS Guitar 2

### UNIT OVERVIEW

In this unit, students will select their own music to explore and apply various concepts taught throughout the course, such as chord progressions, strumming patterns, barre chords, and dynamics. By choosing songs that resonate with them personally, students will engage in a deeper learning experience while developing their skills as musicians. The unit will culminate in a performance showcase where students will demonstrate their understanding of the concepts through their chosen pieces.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.G

9.1.12.D

9.1.12.E

9.1.12.F

9.1.12.I

9.1.12.H

9.2:

### BIG IDEAS

#### Big Ideas

- **Personal Connection to Music:**

Engaging with music that resonates personally fosters a deeper emotional connection, enhancing motivation and enjoyment in the learning process.

- **Application of Musical Concepts:**

Understanding and applying musical concepts such as chord progressions, strumming patterns, and dynamics in the context of familiar songs solidifies learning and promotes musical creativity.

- **Critical Listening and Analysis:**

Analyzing songs helps students develop critical listening skills, enabling them to recognize and articulate musical elements and their functions within a piece.

- **Collaborative Learning:**

Working collaboratively with peers encourages communication, teamwork, and the sharing of ideas, which enhances the learning experience and builds a supportive classroom community.

# Unit 8: Student-Selected Songs

## HS Guitar 2

### ESSENTIAL QUESTIONS

#### Essential Questions

- How does selecting music that resonates personally enhance your learning experience and motivation as a musician?
- What musical elements (such as chord progressions, rhythm, and dynamics) are present in your chosen song, and how do they contribute to the overall feel of the music?
- What challenges do you anticipate while learning and performing your chosen song, and what strategies can you use to overcome these challenges?

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Identify and describe the key musical elements (chord progressions, rhythm patterns, and dynamics) present in their selected songs, demonstrating an understanding of how these elements contribute to the overall composition.	Confidently perform their chosen songs, incorporating learned techniques and concepts while demonstrating proper technique, rhythm, and expression.
Understand how to apply various guitar concepts, such as barre chords, strumming patterns, and dynamics, in the context of their chosen music, recognizing the impact these elements have on performance.	Work collaboratively with peers to practice their songs, offering constructive feedback and support while engaging in meaningful discussions about their musical choices and challenges.

# Unit 8: Student-Selected Songs

## HS Guitar 2

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Playing Test	Formative & Summative	Student-Select Song Playing Test