

HIGH SCHOOL BEGINNING GUITAR PROFICIENT

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR MUSIC

HIGH SCHOOL BEGINNING GUITAR – PROFICIENT

Beginning Guitar introduces the student to the guitar and playing techniques. This course, designed for beginners, includes note reading, rhythms and basic guitar skills. Both individual and group studies are included. Public performance is a possibility. Classical acoustic guitars will be provided for class instruction, but it is recommended that students have access to a classical acoustic guitar for home practice.

CREATING (Imagine – Plan and Make)

Conceiving and developing new artistic ideas and work

MU.Cr1.1.H.HS1 Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking).

MU.Cr2.1.H.HS1 Select, develop, and use standard notation and audio/video recording (for example: SmartMusic) to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking).

CREATING (Evaluate and Refine – Present)

Conceiving and developing new artistic ideas and work

MU.Cr3.1.H.HS1 Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking).

MU.Cr3.2.H.HS1 Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

PERFORMING (Select – Analyze – Interpret)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr1.1.H.HS1 Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking).

MU.Pr1.2.H.HS1 Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking).

MU.Pr1.3.H.HS1 Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking).

PERFORMING (Rehearse – Evaluate and Refine)
Realizing artistic ideas and work through interpretation and presentation

MU.Pr2.1.H.HS1 Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), and create rehearsal strategies to address performance challenges and refine the performances.

PERFORMING (Present)
Realizing artistic ideas and work through interpretation and presentation

MU.Pr3.1.H.HS1 Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

RESPONDING (Select – Analyze – Interpret)
Understanding and evaluating how the arts convey meaning

MU.Re1.1.H.HS1 Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU.Re1.2.H.HS1 Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

MU.Re2.1.H.HS1 Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, contexts, (personal, social, and cultural) and (when appropriate) the setting of the text, and outside sources.

RESPONDING (Evaluate)
Understanding and evaluating how the arts convey meaning

MU.Re3.1.H.HS1 Evaluate works and performances based on personally - or collaboratively-developed criteria, including analysis of the structure and context.

CONNECTING (Connect)
Relating artistic ideas and work with personal meaning and external context.

MU.Cn1.1.H.HS1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU.Cn2.1.H.HS1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.