

## Core Standards of the Course Guitar

### Perform

#### Standard 1

I can use body, voice, and instruments as means of musical expression.

#### Objective 1

Produce a beautiful tone.

- a. I can produce an acceptable tone over a limited range of the guitar using proper posture, left and right hand position, and finger stroke.
- b. I can diagnose the cause of unacceptable tone personally and in the tone of other students.
- c. I can present and teach the principles of proper posture, hand position, and finger stroke to other students.
- d. I can consistently use proper posture, hand position, and finger stroke with less prompting by the teacher as study continues.

#### Objective 2

Demonstrate technical performance skills.

- a. I can distinguish between sharpness and flatness in pitch.
- b. I can demonstrate proper tuning techniques including matching pitch from a keyboard, another guitar, or pitch pipe and tuning the guitar to itself using the “fifth fret” tuning method.

#### Objective 3

Demonstrate notational literacy.

- a. I can identify and correctly explain standard notation symbols in guitar music.
- b. I can explain how to interpret guitar tablature correctly.
- c. I can read guitar music written in chord symbols, tablature, or standard notation.

#### Objective 4

Demonstrate productive rehearsal habits.

- a. I can show respect for the rehearsal process.
- b. I can contribute positively to the risk-taking classroom environment.
- c. I can assist in the organization and care of music department supplies, facilities, and equipment.

### Objective 5

Demonstrate knowledge, use, and care of selected instruments.

- a. I can identify and explain the head, tuning machines, nut, neck fretboard, frets, strings, soundhole, bridge, saddle, body, and waist of the guitar.
- b. I can explain and demonstrate string replacement, use of case, proper storage environment, and cleaning of the guitar.
- c. I can explain the evolution of instruments that preceded the guitar.

### Objective 6

Perform varied repertoire.

- a. I can perform a variety of simple melodies.
- b. I can perform simple songs with a variety of strumming patterns, hammer-ons, pull-offs, bass runs, etc.
- c. I can demonstrate a sense of rhythm and the ability to sing on pitch.
- d. I can sing simple familiar songs while accompanying self.

### Create

#### Standard 2

I can improvise and compose music.

#### Objective 1

Improvise rhythmic and melodic ideas and phrases.

- a. I can perform melodic, rhythmic, and chordal call/response, question/answer activities.
- b. I can play back simple scale fragments or rhythm motives with and without accompaniment.
- c. I can play back chord progressions from familiar songs and/or create an accompaniment pattern within the chord progression.

#### Objective 2

Record musical thoughts in standard notation.

- a. I can accurately count, clap, and play rhythms using various time signatures.
- b. I can identify the key, meter, and form of simple songs.
- c. I can notate simple single-note melodies within a given chord progression.
- d. I can write a simplified lead sheet of a simple song.

## Listen/Analyze/Evaluate

### Standard 3

I can expand music listening skills and use music vocabulary to analyze and evaluate music.

#### Objective 1

Analyze and evaluate musical examples.

- a. I can list, using the vocabulary of music, important criteria for determining the quality of a music performance.
- b. I can using this list, identify, analyze, and evaluate strengths and weaknesses in performance.
- c. I can prescribe adjustments needed to strengthen individual and ensemble performance.
- d. I can, in the music I play or listen to: (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.

#### Objective 2

Evaluate ensemble performances.

- a. I can list important criteria for determining the quality of a music performance.
- b. I can evaluate strengths and weaknesses in performance and prepare suggestions for improvement.
- c. I can demonstrate proper behavior while at a concert.
- d. I can compare/contrast live musical performances with recordings.

#### Objective 3

Document personal growth as a musician.

- a. I can evaluate strengths and weaknesses in personal performance.
- b. I can organize and maintain records of completed work; e.g., recordings, journal writings, sketch book self/peer/teacher/adjudicator assessments.
- c. I can select a piece of my own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- d. I can explain how the quality of own performance affects the performance of the whole group.

## Discover Meaning

#### Standard 4

I can find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

#### Objective 1

Examine how music relates to personal development and enjoyment of life.

- a. I can evaluate how the study of music expands the ability to communicate with and understand others.
- b. I can tell how music can be a joyful part of daily activities.
- c. I can describe how making music together helps develop skills and success in working with others.
- d. I can describe how I and/or my class have used music to be of service to someone.
- e. I can explain how participation in music can become a lifetime pursuit and develop analytical and creative thinking skills.

#### Objective 2

Experience how music connects us to history, culture, heritage, and community.

- a. I can demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- b. I can perform and enjoy music related to various cultures, times, and places.
- c. I can explain what the music experienced above means to me personally.