

Advanced Guitar Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across a sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Music Vision

The vision for music in the Connecticut Technical Education and Career System (CTECS) is to empower students through Music Education to develop the creativity, communication, collaboration, and critical skills needed for success in the 21st century. Through music's rich cultural heritage and universal language, students grow as expressive, empathetic, and lifelong learners prepared to thrive in a diverse and evolving world.

Music Curriculum Philosophy

The CTECS Music Curriculum 24-25 revision was modeled after CSDE Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) and the [National Core Arts Standards: A Conceptual Framework for Arts Learning](#) as frameworks to structure and inform the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course; it provides a roadmap of the essential learning outcomes for mastery by the end of the course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

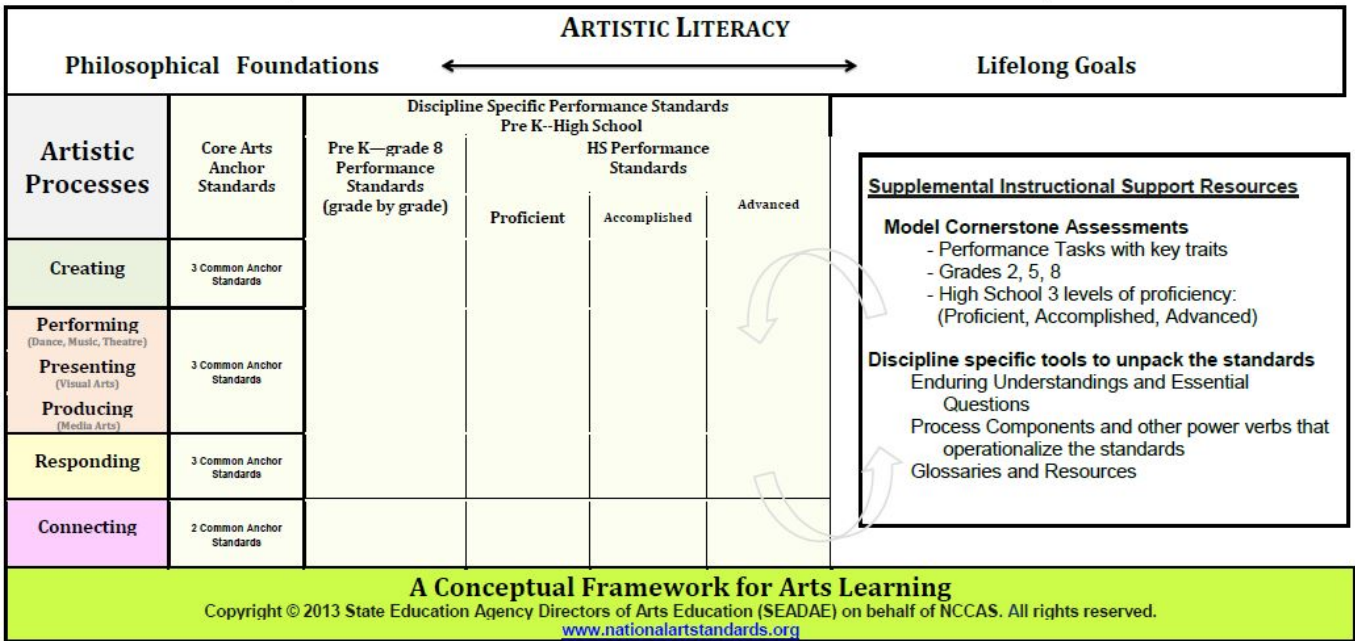
- [CT Arts Standards/National Arts Music Standards](#)
- [National Association for Music Education](#)



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



Advanced Guitar Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3
Unit Priority Standards	MU:Pr4.2.H.5a MU:Pr4.3.H.5a	MU:Pr4.1.H.5a MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Re7.2.H.5a	MU:Pr4.1.H.5a MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Re7.2.H.5a

Advanced Guitar Curriculum Unit 1

Priority Standards Addressed in Unit 1

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

Big Ideas:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time and place.

Essential Questions:

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Melodic characteristics ● Rhythmic characteristics ● Standard notation ● Musical elements (rhythm, melody, 	<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Identify melodic characteristics ● Identify rhythmic characteristics ● Analyze repertoire of music ● Examine and interpret melodies ● Evaluate repertoire pieces for performance ● Read and interpret standard notation

<p>harmony, dynamics, timbre, texture, form)</p> <ul style="list-style-type: none"> ● Performance considerations ● Expression 	<ul style="list-style-type: none"> ● Recognize and describe musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Apply performance considerations to selected repertoire ● Demonstrate expressive choices in performance ● Compare melodic and rhythmic features across pieces ● Select appropriate repertoire based on musical characteristics ● Connect notation to performance decisions
<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Context (social, cultural, historical) ● Expressive intent ● Interpretation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Audience 	<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Demonstrate understanding of context through performance ● Describe context (social, cultural, historical) of repertoire ● Explain expressive intent of musical works ● Interpret melodies and repertoire pieces ● Analyze musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Apply musical elements to shape interpretation ● Make informed performance decisions ● Incorporate performance considerations into playing ● Communicate expressive intent to an audience ● Adjust interpretation based on audience and setting ● Connect context to performance choices ● Evaluate and refine interpretations
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Identify ● Perform ● Describe ● Analyze ● Evaluate <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Whole note/rest ● Dotted half note/rest ● Half note/rest 	

- Dotted quarter note/rest
- Quarter note/rest
- Eighth note/rest
- Piano
- Mezzo-piano
- Mezzo-forte
- Forte
- Tie
- Slur
- Staccato
- Treble Clef
- Tablature
- Staff
- Note
- Pitch
- Measure
- Time Signature/Meter
- Rhythm
- Melody
- Tempo
- Beat

Resources:

- Online Exercises:
 1. <https://www.musictheory.net/exercises>
 2. <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>
- Youtube Videos:
 1. https://www.youtube.com/watch?v=le10tF_3YWg
 2. <https://www.youtube.com/watch?v=v1EH61Wljn8>
- The Rhythm Tree:
 1. <https://www.essential-music-theory.com/rhythm-tree.html>

Physical Materials:

- Acoustic guitars
- Guitar picks
- Tuners
- Pliers
- Extra strings

Last day of the Cycle:

- Assessment

First day of the New Cycle:

- Review

Formative Assessments:

REQUIRED:

- In musictheory.net (or through physical, teacher-made exercises that mimic those on

musictheory.net):

- Note ID Exercise (using treble clef; notes E3 - G5)
- Note Construction Exercise (using treble clef; notes E3 - G5)
- In sightreadingfactory.com (or through physical, teacher-made exercises that mimic those on sightreadingfactory.com):
 - "Rhythm Only" Exercises through level 4 (using 4/4 and 3/4 time signatures) -- it is suggested that this be evaluated in small groups

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring
- Timed note identification exercises
- Whole-class practice using the white board as a visual guide
- Games such as *rhythm bingo* and *poison rhythm*
- Rhythmic dictation exercises

Summative Assessments:

- Not applicable to this first unit as is suggested by the Sensible Assessment Practices Guide made by the CT State Department of Education: "As stated previously, the first unit should not only be engaging, but also allow students to have a high probability of success in learning the material. This will help students to ease into learning in the new school year and experience success early. Teachers should differentiate instruction and utilize formative assessment practices to gauge the impact of their teaching and adjust instruction as necessary. To minimize student anxiety at the start of the school year, this unit should not require the administration of a separate test."

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Elementary and Secondary Social Studies Standards: Social Studies Inquiry Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing performances, projects and assignments that are able to connect to our trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior

knowledge

- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Priority Standards Addressed in Unit 2

MU:Pr4.1.H.5a

Describe and demonstrate how a varied repertoire of music that includes melodies and repertoire pieces is selected based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

MU:Re7.2.H.5a

Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Big Ideas:

- Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time and place.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of music inform a response?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>MU:Pr4.1.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Personal interest ● Music reading skills ● Technical skill ● Performance context ● Selection criteria ● Expression ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) 	<p>MU:Pr4.1.H.5a</p> <ul style="list-style-type: none"> ● Select repertoire based on personal interest ● Evaluate repertoire for appropriate technical skill level ● Assess music reading demands of repertoire ● Describe criteria for selecting music ● Analyze repertoire in relation to performance context ● Compare and justify repertoire choices ● Demonstrate selection of appropriate melodies and pieces ● Apply musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) when choosing repertoire ● Align repertoire choices with expressive goals ● Consider performance context when selecting music ● Explain how skills influence repertoire selection
<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Melodic characteristics ● Rhythmic characteristics ● Standard notation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Expression 	<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Identify melodic characteristics ● Identify rhythmic characteristics ● Analyze repertoire of music ● Examine and interpret melodies ● Evaluate repertoire pieces for performance ● Read and interpret standard notation ● Recognize and describe musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Apply performance considerations to selected repertoire ● Demonstrate expressive choices in performance ● Compare melodic and rhythmic features across pieces ● Select appropriate repertoire based on musical characteristics ● Connect notation to performance decisions
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<ul style="list-style-type: none"> ● Context (social, cultural, historical) ● Expressive intent ● Interpretation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Audience 	<p>historical) of repertoire</p> <ul style="list-style-type: none"> ● Explain expressive intent of musical works ● Interpret melodies and repertoire pieces ● Analyze musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Apply musical elements to shape interpretation ● Make informed performance decisions ● Incorporate performance considerations into playing ● Communicate expressive intent to an audience ● Adjust interpretation based on audience and setting ● Connect context to performance choices ● Evaluate and refine interpretations
<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Repetition ● Similarities and contrasts in music ● Musical selections ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Context (social, cultural) ● Evidence from the music ● Musical structure ● Expression ● Interpretation 	<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Identify repetition in music ● Identify similarities and contrasts in musical selections ● Analyze musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Examine musical structure ● Cite evidence from the music ● Explain how musical features shape interpretation ● Describe the impact of context (social, cultural) ● Connect context to musical response ● Interpret expressive qualities in music ● Compare musical ideas within and across selections
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Understand ● Identify ● Perform ● Describe ● Analyze ● Evaluate <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Whole note/rest ● Dotted half note/rest 	

- Half note/rest
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- Time Signature/Meter
- Rhythm
- Melody
- Tempo
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Resources:

Physical Materials:

- Acoustic guitars
- Guitar picks
- Tuners
- Pliers
- Extra strings
- Mel Bay Books

- Online Exercises:

1. <https://www.musictheory.net/exercises>
2. <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>

- The Fretboard:

1. <https://yousician.com/blog/guitar-fretboard-learning-guide?bx=true>

- Ultimate Guitar:

1. <https://www.ultimate-guitar.com/>

Last day of the Cycle:

- Assessment

First day of the New Cycle:

- Review

Assessments:

Formative Assessments:

REQUIRED:

- 1:1 or small group conferring
- Whole-group observation of how students are grasping the material

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Timed note identification exercises
- Games such as *poison rhythm* and *guitar duels*
- Rhythmic and melodic dictation exercises

Summative Assessments:

- "Playing tests"
 1. Teacher listens to each students play individually OR
 2. Teacher listens to a small group play together OR
 3. Students put on a class-wide recital where each student plays one selection
- Note ID Quiz
 1. Use musictheory.net OR
 2. Use a teacher-made physical quiz
- Rhythm ID Quiz (can be combined with the Note ID Quiz for a more comprehensive assessment)

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

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Standards for students that are aligned to priority standards

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 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
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Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences

- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Priority Standards Addressed in Unit 3

MU:Pr4.1.H.5a

Describe and demonstrate how a varied repertoire of music that includes melodies and repertoire pieces is selected based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

MU:Re7.2.H.5a

Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Big Ideas:

- Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time and place.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of music inform a response?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

<p>MU:Pr4.1.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Personal interest ● Music reading skills ● Technical skill ● Performance context ● Selection criteria ● Expression ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) 	<p>MU:Pr4.1.H.5a</p> <ul style="list-style-type: none"> ● Select repertoire based on personal interest ● Evaluate repertoire for appropriate technical skill level ● Assess music reading demands of repertoire ● Describe criteria for selecting music ● Analyze repertoire in relation to performance context ● Compare and justify repertoire choices ● Demonstrate selection of appropriate melodies and pieces ● Apply musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) when choosing repertoire ● Align repertoire choices with expressive goals ● Consider performance context when selecting music ● Explain how skills influence repertoire selection
<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Melodic characteristics ● Rhythmic characteristics ● Standard notation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Expression 	<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Identify melodic characteristics ● Identify rhythmic characteristics ● Analyze repertoire of music ● Examine and interpret melodies ● Evaluate repertoire pieces for performance ● Read and interpret standard notation ● Recognize and describe musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Apply performance considerations to selected repertoire ● Demonstrate expressive choices in performance ● Compare melodic and rhythmic features across pieces ● Select appropriate repertoire based on musical characteristics ● Connect notation to performance decisions
<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces 	<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Demonstrate understanding of context through performance ● Describe context (social, cultural,

<ul style="list-style-type: none"> ● Context (social, cultural, historical) ● Expressive intent ● Interpretation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Audience 	<p>historical) of repertoire</p> <ul style="list-style-type: none"> ● Explain expressive intent of musical works ● Interpret melodies and repertoire pieces ● Analyze musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Apply musical elements to shape interpretation ● Make informed performance decisions ● Incorporate performance considerations into playing ● Communicate expressive intent to an audience ● Adjust interpretation based on audience and setting ● Connect context to performance choices ● Evaluate and refine interpretations
<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Repetition ● Similarities and contrasts in music ● Musical selections ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Context (social, cultural) ● Evidence from the music ● Musical structure ● Expression ● Interpretation 	<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Identify repetition in music ● Identify similarities and contrasts in musical selections ● Analyze musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Examine musical structure ● Cite evidence from the music ● Explain how musical features shape interpretation ● Describe the impact of context (social, cultural) ● Connect context to musical response ● Interpret expressive qualities in music ● Compare musical ideas within and across selections
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Understand ● Identify ● Perform ● Describe ● Analyze ● Evaluate <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Whole note/rest ● Dotted half note/rest 	

- Half note/rest
- Dotted quarter note/rest
- Quarter note/rest
- Eighth note/rest
- Piano
- Mezzo-piano
- Mezzo-forte
- Forte
- Tie
- Slur
- Staccato
- Treble Clef
- Tablature
- Staff
- Note
- Pitch
- Measure
- Time Signature/Meter
- Rhythm
- Melody
- Tempo
- Beat

Resources:

Physical Materials:

- Acoustic guitars
- Guitar picks
- Tuners
- Pliers
- Extra strings
- Mel Bay Books

■ Youtube Videos

1. <https://www.youtube.com/watch?v=pYXJy5O9j2I>
2. <https://www.youtube.com/watch?v=LIN2yrFQKzY>

■ Basic Chord Resources

1. <https://www.imusic-school.com/en/tools/guitar-chords/beginner/>
2. <https://www.oolimo.com/en/guitar-chords/analyze>
3. <https://chordify.net/chords/the-animals-songs/the-house-of-the-rising-sun-3-chords>

■ Ultimate Guitar

1. <https://www.ultimate-guitar.com/>

Last day of the Cycle:

- Assessment

First day of the New Cycle:

- Review

Assessments:

Formative Assessments:

REQUIRED:

- 1:1 or small group conferring
- Whole-group observation of how students are grasping the material

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Rhythmic and melodic dictation exercises

Summative Assessments:

- "Playing tests"
 1. Teacher listens to each students play individually OR
 2. Teacher listens to a small group play together (duet, not in unison) OR
 3. Students put on a class-wide recital where each student plays one selection
- Chord Chart ID Quiz
 1. Use a teacher-made physical quiz in which the students can use a guitar to help them identify the unknown chord charts

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Elementary and Secondary Social Studies Standards: Social Studies Inquiry Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing performances, projects and assignments that are able to connect to our trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

