

Guitar Course Overview
Created March 4, 2024

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Guitar Class							
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Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Students learn how to play guitar individually and in an ensemble. Students are required to play for each other weekly and perform in front of an audience at the end of the semester.							
Unit Name & Time frame <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Music Fundamentals and Exploring Repertoire First five weeks	Master basic technique and explore intermediate level technical exercises. Learn two songs from beginning to end. Weeks six thru ten.	Expand chord shapes and add bar chords. Learn an ensemble piece and start working with students on developing approaches to learning a song independently. Weeks eleven thru thirteen.	Synthesize all techniques and repertoire and refine it for performance. Weeks fourteen thru sixteen.				
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	How do we decide what to practice and how do we approach learning those skills	How can we take the skills we have developed and moderately increase the level of difficulty. Class chooses two songs to learn as an ensemble	Why is learning a repertoire of chord forms important to guitar playing? How do we play independent lines at the same time as others? How do we learn a song from beginning to end?	Why is building a playable song list important? How can we further hone our skills to build up for a successful performance?				
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>	Creativity: Performance	Creativity: Performance	Creativity: Performance	Creativity: Performance				
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Explain the teacher-selected criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. MU:Pr4.1.I.a.the individual or ensemble, and the purpose or context of the performance. MU:Pr4.1.I.a.	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr4.1.I.c.	Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr4.1.I.d.	Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. MU:Pr6.1.I.a.				

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Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Playing test	Playing test	Playing test	Expo performance				
Link to Unit <i>Clarification:</i> <i>This is the link to your unit plan.</i>								