

Year at a Glance



Guitar 2, 3 and 4 Honors

1301330, #1301340 and #1301350

2021-2022 School Year

Course Description:

Students with previous guitar experience build on their skills and knowledge throughout these courses, adding chords, strumming and finger-picking patterns, movable major and minor scales, music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Students will also read notation in 1st, 2nd, and 5th position, learn stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills.

For Guitar 4 Honors: Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience.

Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Standards:

Available on [CPalms](#)

[Guitar 2](#)

[Guitar 3](#)

[Guitar 4 Honors](#)

Note: Teachers may use additional resources as listed on individual classroom syllabi. For specific questions regarding individual classrooms, please contact the teacher for clarification.

This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.

Guitar playing and notation-reading skills will be addressed throughout the year, along with the development of ensemble playing skills.

Quarter	Major Concepts/Topics
1	<p>Learning About the Guitar and Ensemble Playing</p> <ul style="list-style-type: none"> • Evaluate and make appropriate adjustments to personal performance in solo and ensembles. • Evaluate performance quality in recorded and/or in live performances. • Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. • Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. • Transfer expressive elements and performance techniques from one piece of music to another. • Sight-read music accurately and expressively to show synthesis of skills. <p>Additional Standards for Guitar 4 Honors</p> <ul style="list-style-type: none"> • Transpose melodies into different modalities through performance and composition. • Perform and notate, independently and accurately, melodies by ear.
2	<p>Learning About Music and Notation</p> <ul style="list-style-type: none"> • Apply listening strategies to promote appreciation and understanding of unfamiliar works. • Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. • Investigate and discuss how a culture’s traditions are reflected through its music. • Evaluate the social impact of music on specific historical periods. • Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. • Interpret and perform expressive elements indicated by the musical score and/or conductor. • Arrange a musical work by manipulating two or more aspects of the composition. <p>Additional Standards for Guitar 4 Honors</p> <ul style="list-style-type: none"> • Analyze how Western music has been influenced by historical and current world cultures. • Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
3	<p>Critical Thinking in Music</p> <ul style="list-style-type: none"> • Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. • Compare two or more works of a composer across performance media. • Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <p>Additional Standards for Guitar 4 Honors</p> <ul style="list-style-type: none"> • Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. • Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. • Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. • Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. • Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

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4	<p>Technology and Copyright in Music</p> <ul style="list-style-type: none">• Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. <p>Additional Standards for Guitar 4 Honors</p> <ul style="list-style-type: none">• Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.• Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
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