

MUSIC

Guitar Workshop

Visual and Performing Arts

9-12

Curriculum Standard One: The student will listen to and analyze music critically, using the vocabulary and language of music.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will develop a technical vocabulary of music about the uses of elements of music in classical guitar compositions and contemporary works.</p> <p>2. The student will compare the ways in which musical materials are used in a given example.</p>	<p>A. Can the student develop a technical vocabulary of music through essays and dialogue about the uses of elements of music in guitar compositions and contemporary works?</p> <p>A. Can the student compare the ways in which musical materials are used in a given example with the ways in which they are used in other works of the same genre or style?</p>	<ul style="list-style-type: none">• Through listening to selected guitar recordings and reading selected essays, the student will identify and discuss:<ul style="list-style-type: none">* form* texture* phrasing* structure• When listening to selected recordings in the same genre, the student will compare the way musical materials are used.

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Curriculum Standard Two: The student will read and notate music.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will sight-read guitar music.	A. Can the student sight-read guitar music accurately and expressively? B. Can the student follow a guitar score and describe how the elements of music and the standard notation symbols are used?	<ul style="list-style-type: none">• The student will sight-read appropriate grade guitar music accurately and expressively, explaining pitch variations in either the treble clef or bass clef.• The student will explain pitch variation while reading a guitar score and identify:<ul style="list-style-type: none">* major intervals* minor intervals* skips* steps* note names• The student will identify and describe the elements of music and standard notation used in a guitar score:<ul style="list-style-type: none">* dynamics* pitch* rhythm* tempo* articulation* expression

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Curriculum Standard Three: The student will sing or perform on instruments a varied repertoire of music.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will perform a varied repertoire of guitar music.	A. Can the student play on the guitar a varied repertoire of guitar music including songs from memory? B. Can the student play on the guitar a varied repertoire of literature including songs from memory?	<ul style="list-style-type: none">• The student will play on the guitar, with expression and technical accuracy, a varied repertoire of vocal or instrumental literature, including songs performed from memory.• The student will play on the guitar in small ensembles or solo, demonstrating a knowledge of a varied repertoire, expression, and technical accuracy.

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Curriculum Standard Four: The student will improvise melodies, variations, and accompaniments.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will improvise rhythmic and melodic variations on given melodies.</p> <p>2. The student will improvise original melodies on the guitar.</p>	<p>A. Can the student improvise rhythmic and melodic variations on given melodies?</p> <p>A. Can the student improvise original melodies in a variety of styles, over chord progressions in a consistent style, meter, and tonality?</p>	<ul style="list-style-type: none">• The student will improvise on the guitar rhythmic and melodic variations on given melodies.• The student will improvise original melodies on the guitar in a variety of styles, over chord progressions in a consistent style, meter, and tonality.

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Curriculum Standard Five: The student will compose and arrange music.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will compose and arrange music for guitar, demonstrating knowledge of the ranges and traditional uses of the sound sources.	A. Can the student compose and arrange music for guitar, demonstrating knowledge of the ranges and traditional uses of each sound source?	<ul style="list-style-type: none">• In a workshop environment, the student will compose and arrange music for guitar. These writings will be performed in class, demonstrating a knowledge of ranges and traditional uses of the sound sources.
2. The student will write music for traditional instruments that explores nontraditional methods of producing sounds.	A. Can the student write music for traditional instruments that utilize nontraditional methods of producing sounds?	<ul style="list-style-type: none">• In a workshop environment, the student will compose and perform music written for traditional instruments played in nontraditional ways.
3. The student will write music that is reflective of the musical traditions of other cultures.	A. Can the student write music that is reflective of the musical traditions of other cultures?	<ul style="list-style-type: none">• In a workshop environment, the student will write and perform music that is reflective of the musical traditions of other cultures.

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Curriculum Standard Six: The student will develop knowledge and skills necessary to understand and perform music from all parts of the world.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and describe the uses of the elements of music, including expressive devices.</p> <p>2. The student will analyze a variety of musical forms based on cultural styles, both tonal and microtonal.</p>	<p>A. Can the student analyze aural examples of a varied repertoire of music, representing diverse cultures, by identifying and discussing the uses of the elements of music including expressive devices?</p> <p>A. Can the student analyze a variety of musical forms, based on cultural styles, both tonal and microtonal?</p>	<ul style="list-style-type: none"> • The student will analyze aural examples of music representing a diversity of cultures, and will identify and discuss the uses of the elements of music, including expressive devices. • Given aural examples, the student will analyze a variety of musical forms based on cultural styles, both tonal and microtonal.

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Curriculum Standard Seven: The student will develop knowledge and understanding of the relationship of music history and culture.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify various uses of music in his/her daily life, and compare and contrast those with examples of similar uses in cultures of the past or non-American cultures of the present, citing examples and listing characteristics that make the music suitable for each occasion.</p> <p>2. The student will perform with expression, technical accuracy, and knowledge of origins, a large repertoire of music from diverse cultural sources.</p>	<p>A. Can the student identify various uses of music in his/her daily life, and compare and contrast those with examples of similar uses in cultures of the past or non-American cultures of the present, citing examples and listing characteristics that make the music suitable for each occasion?</p> <p>A. Can the student perform with expression, technical accuracy, and knowledge of origins, a large repertoire of music from diverse cultural sources?</p>	<ul style="list-style-type: none"> • Through written and oral presentations/demonstrations, the student will identify various uses of music in his/her daily life, and compare and contrast those with examples of similar uses in cultures of the past or non-American cultures of the present, citing examples and listing characteristics that make the music suitable for each occasion. • Through participation in large or small ensembles and solo presentations, the student will perform with expression, technical accuracy, and knowledge, a large repertoire of music from diverse cultural sources.

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Curriculum Standard Eight: The student will apply knowledge, skills, and understanding to make critical judgment about and determine the quality of music experiences and performances.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will evolve specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations.</p> <p>2. The student will compare formal classical criteria for evaluation with criteria developed for the evaluation of musical works from a variety of cultures.</p>	<p>A. Can the student create a set of specific criteria for making informed, critical judgments about the quality of a performance, arrangement, composition, or improvisation?</p> <p>A. Can the student compare formal classical criteria for evaluation with criteria developed for the evaluation of musical works from diverse cultures?</p>	<ul style="list-style-type: none"> • The student, working cooperatively, will create a specific set of criteria to be used to make informed, critical judgments about the quality of a performance, arrangement, composition, or improvisation. • The student will write a paper that identifies and discusses the differences, commonalties, and inherent limitations of formal classical criteria versus ethno musicological criteria in evaluating music of diverse cultures.