

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: 909-628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	District Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Beginning Guitar
<b>2. Transcript Title/Abbreviation:</b>	Guitar 1
<b>3. Transcript Course Code/Number:</b>	5775
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "F" Visual Performing Arts
<b>6. Grade Level(s):</b>	9-12
<b>7. Unit Value:</b>	5 units per semester/10 credits
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	April 21, 2022
<b>13. Brief Course Description:</b> Students develop and acquire facility and technical ability in communicating their understanding of musical terms, values, and concepts through practice and individual and group performances. This class is for students who may or may not have had formal musical experience on any instrument.	
<b>14. Prerequisites:</b>	None
<b>15. Context for Course:</b> Students have the opportunity to develop performance techniques within a group as they relate to emotional and intellectual growth with music. Students explore their individual musical talents through group participation. This course is aligned with the State of California Visual and Performing Arts Standards.	
<b>16. History of Course Development:</b> This curriculum seeks to imitate existing instrumental ensemble curricula, which are firmly established in CVUSD, replacing band or orchestra instruments with classical guitars. This allows it to fit in well in our school music programs. Like band and orchestra programs, students learn the basics of musicianship and instrumental technique in class. Once students have a basic technical and musical proficiency, they begin rehearsing repertoire. The day-to-day classroom activities involve rehearsing ensemble repertoire. The entire repertoire is arranged in three parts, and most of it falls into three categories: arrangements of classical music for other instrument combinations, arrangements of solo classical guitar repertoire, or pieces originally composed for guitar ensemble. There are also a few folk songs in the repertoire.	
<b>17. Textbooks:</b>	None
<b>18. Supplemental Instructional Materials:</b>	Set of classical guitars, Hal Leonard Guitar Method by Will Schmid & Greg Koch 2002

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### C. COURSE CONTENT

#### 1. Course Purpose:

Music education conveys knowledge and meaning not learned through the study of other subjects. As they study and perform music, students use the potential of the mind to its full and unique capacity. Music education is a vital part of a well-rounded educational program for students.

In this beginning course, students study the many styles and techniques that are found in guitar playing. Students learn how to read music notation, guitar tablature, play chords, accompany other musicians, as well as improvise. The course presents the history of the guitar, its significance in the music world, and how the instrument is featured in many of the music cultures around the world. The course includes a strong song writing component. Students grow and explore through the guitar curriculum by performing in small ensembles that are relevant to the guitar player.

#### 2. Course Outline:

##### Unit 1: Music Skills 1

- To respond, analyze, and make judgments about works of music associates with the guitar when listening/viewing music examples.
- To evaluate a performance, composition, arrangements, or improvisation/solo by comparing each with an exemplary guitar model.
- To describe the means used to create images or evoke feelings and emotions in musical works from various guitarists.

##### Unit 2: Music Skills 2

- To analyze the role of the guitar in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- To identify the significance of the guitar in the musical genres found in the United States, trace the evolution of those genres, and cite well-known musicians associated with them. (Country, Blues, Jazz, Rock, Pop, etc.)
- To perform music from various cultures and time periods on the guitar.

##### Unit 3: Music Skills 3

- Introduce students to music notation, guitar tablature, and chords.
- Students will compare, analyze, and discuss the different styles of guitar playing found in our music world.

##### Unit 4: Music Skills 4

- Students will develop competencies and creative skills in problem solving, communication, and time management that can be used to contribute to lifelong learning and career skills.
- To explore various careers in the areas pertaining to the guitar and music through research projects, technology, and in class exercises, assignments, and performances.

##### Unit 5: Music Skills 5

- To apply instrumental skills in performing a varied repertoire of music on the guitar.
- To compose and arrange music and improvise melodies, variations, and accompaniments on the guitar.
- To perform individually and in small ensembles.
- To utilize modern technology to aid in creative expression, reflection, and assessment.
- To learn basic music theory that will aid in creative guitar playing: the composing of melodies, solos, improvisation, and song writing.

#### 3. Key Assignments:

##### Unit 1: Music Skills 1

- Students will be given a listening assignment where they listen to both exemplary and armature performances of a selected work.
- Students will write about and discuss the quality, accuracy, and expression of musical examples using academic vocabulary.
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### Unit 2: Music Skills 2

- Students will complete a group project where they research a specific genre of guitar music from U.S. American History.
- Students will present a PowerPoint presentation which included their research on the history of their assigned genre.
- Students will learn about the history and culture of various genres of American guitar music. Students will learn how to describe and analyze various genres of American guitar music using academic vocabulary.

### Unit 3: Music Skills 3

- Students will learn how to play varied genres of American guitar music with accuracy and with artistic integrity.
- Students will learn varied melodies and chords from the textbook as well as varied supplementary tablature.
- Students will be assessed individually and in small groups as they perform assigned songs from the textbook and supplementary tablature.
- Students will learn music theory, develop musicianship skills, learn to read musical notation, and refine technical skills on the guitar.

### Unit 4: Music Skills 4

- Students will complete a research project where they will research various professions involving the guitar, interview a professional, and attend a guitar performance.
- Students will produce a list of 10 varied guitar related professions, 10 questions and answers from an interview with a professional, a 2-page concert report or review, and a written essay about one guitar related profession of their choosing.
- Students will learn about various career paths as a professional guitarist/musician.

### Unit 5: Music Skills 5

- Students will complete these assignments through playing assigned repertoire both individually and in a group setting.
- Students will produce performances of diverse guitar repertoire with accuracy and artistic integrity.
- Students will learn how to read musical notation while developing technical musicianship skills. Through playing a diverse repertoire students will gain a deeper understanding of how to recognize varied guitar styles and techniques and reproduce them.

### **4. Instructional Methods and/or Strategies:**

Active Participation: Teacher will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures. Some of the possible active participation strategies include strategy for personal, social, and physical development. Team building activities, collaboration, small group activities and personal reflections on individual progression.

### **5. Assessment Including Methods and/or Tools:**

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade