

# Pinellas County Schools Key Learnings

## Guitar 1 (#1301320)

The Next Generation Sunshine State Standards guide the curriculum for all courses offered in our public schools. While these provide a clear picture of what students should learn conceptually from a course, translating them into actual classroom practice can be a challenging task. The Pinellas County Schools Key Learnings are designed to assist teachers by distilling the most critical elements of the standards into a more user-friendly format.

The state course descriptions divide this class into 4 distinct levels. The state course description is included on the first page of each level in this document, but the general design is:

- 1: Guitar 1 (#1301320)**  
Grade: Grades 9 to 12 and Adult Subject: Music  
Sub-Subject: Instrumental Music
- 2: Guitar 2 (#1301330)**  
Grade: Grades 9 to 12 and Adult Education Courses  
Subject: Music  
Sub-Subject: Instrumental Music
- 3: Guitar 3 (#1301340)**  
Grade: Grades 9 to 12 and Adult Subject: Music  
Sub-Subject: Instrumental Music
- 4: Guitar 4 Honors (#1301350)**  
Grade: Grades 9 to 12 and Adult Education Courses  
Subject: Music  
Sub-Subject: Instrumental Music

In a very small program, all levels may have to be included in one class period. This is not recommended. Slightly larger programs will have a lower level class and an upper level class, which is more workable. The largest programs will have multiple classes more aligned to the state courses, but will still have a combination of levels.

The Pinellas County Schools Key Learnings for this course break the Standards down into ten key areas. Thorough, in-depth study for mastery of these ten specific areas should make up the majority of conceptual instruction. Links to each of the aligned state benchmarks are provided for these ten areas. A variety of assessment forms and teaching resources are provided. The resource links are part of a living document and will be enhanced and expanded continually. All Pinellas County Performing Arts Teachers are encouraged to submit resource items throughout the year.

# Pinellas County Schools Key Learnings

## Guitar 1 #1301320

### State Course Description:

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. 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.

*Upon successful completion of this course, the student may truthfully say:*

1. I can demonstrate responsible rehearsal and concert behaviors, proper care, maintenance and rudimentary knowledge of my guitar including naming the six strings and parts of the guitar.
2. I can demonstrate various playing techniques with my guitar with an emphasis on formal classical playing position, first position chord progressions, scales and melodies utilizing both pick (strum) and fingering techniques.
3. I can accurately perform the following:
  - a. All notes in first position on all six strings.
  - b. C, D, G and A major scales one octave ascending and descending.
  - c. Chords of A, Am, A7, B7, C, D, Dm, D7, E, Em, E7, F, G, and G7 in first position.
  - d. E form and A form barre chord shapes up to 10<sup>th</sup> position.
  - e. Basic written rhythmic values including whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, and 6/8 meters.
  - f. Proper guitar tuning techniques including matching pitch, using the “fifth fret” tuning method, and an electronic tuner.
  - g. Level appropriate guitar literature in solos, and ensembles in multiple parts.
  - h. Control of rhythmic pulse by myself and within an ensemble.
4. I can follow a score and accurately apply basic music terms and symbols in the following areas:
  - a. Note names in treble clef from low E to high A including accidentals.
  - b. Basic written rhythmic values including whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, and 6/8 meters.
  - c. Basic expressive terms for tempo, dynamics, style and mood.
  - d. Level appropriate guitar literature in solos, and ensembles in multiple parts.
  - e. Chord symbols/charts and tablature.
5. I can demonstrate an understanding of the following music theory concepts as they apply to the physical characteristics of the guitar through performance, discussion and written assessment:
  - a. String names in standard tuning.

- b. Note names and enharmonics up to 12 frets on all 6 strings.
  - c. Physical application of higher/lower/sharp/flat (tuning).
  - d. C, D, G and A major scales.
  - e. Primary chord progressions in D, A, G, E, Em, Am and C
  - f. E and A form barre chords.
  - g. Moveable major and pentatonic scale patterns and root/fifth bass patterns.
6. I can arrange a simple piece by manipulating the musical elements.
  7. I can describe what I hear using basic music vocabulary (rhythm, melody, form, harmony, timbre, dynamics, texture) and how these elements contribute to its expressive qualities.
  8. I can classify music of the following genres: pop/rock, jazz, blues, classical, reggae, and country and describe how American music has been influenced by other cultures and historical events.
  9. I can demonstrate responsible and law-abiding behavior as a consumer of musical resources and media and discuss the role of music in my life and my community.
  10. I can offer simple constructive feedback and recognize improvement in the performances of others and myself.

	<b>Pinellas County Schools High School Guitar 1 (#1301320) Key Learnings Teacher Planning Tool</b>	<b>NGSSS Code</b>
1	I can demonstrate responsible rehearsal and concert behaviors, proper care, maintenance and rudimentary knowledge of my guitar including naming the six strings and parts of the guitar.	<a href="#">DA.912.S.2.1</a>
2	I can demonstrate various playing techniques with my guitar with an emphasis on formal classical playing position, first position chord progressions, scales and melodies utilizing both pick (strum) and fingering techniques.	<a href="#">MU.912.S.3.5</a> <a href="#">MU.912.S.3.4</a>
3	I can accurately perform the following: <ol style="list-style-type: none"> <li>a. All notes in first position on all six strings.</li> <li>b. C, D, G and A major scales one octave ascending and descending.</li> <li>c. Chords of A, Am, A7, B7, C, D, Dm, D7, E, Em, E7, F, G, and G7 in first position.</li> <li>d. E form and A form barre chord shapes up to 10<sup>th</sup> position.</li> <li>e. Basic written rhythmic values including whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, and 6/8 meters.</li> <li>f. Proper guitar tuning techniques including matching pitch, using the “fifth fret” method, and using an electronic tuner.</li> <li>g. Level appropriate guitar literature in solos, and ensembles in multiple parts.</li> <li>h. Control of rhythmic pulse by myself and within an ensemble.</li> </ol>	<a href="#">MU.912.S.3.5</a> <a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.1</a> <a href="#">MU.912.S.3.4</a>
4	I can follow a score and accurately apply basic music terms and symbols in the following areas: <ol style="list-style-type: none"> <li>a. Note names in treble clef from low E to high A including accidentals.</li> <li>b. Basic written rhythmic values including whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, and 6/8 meters.</li> <li>c. Basic expressive terms for tempo, dynamics, style and mood.</li> <li>d. Level appropriate guitar literature in solos, and ensembles in multiple parts.</li> <li>e. Chord symbols/charts and tablature.</li> </ol>	<a href="#">MU.912.S.3.1</a> <a href="#">MU.912.S.3.4</a> <a href="#">MU.912.O.3.2</a>

5	<p>I can demonstrate an understanding of the following music theory concepts as they apply to the physical characteristics of the guitar through performance, discussion and written assessment:</p> <ol style="list-style-type: none"> <li>String names in standard tuning.</li> <li>Note names and enharmonics up to 12 frets on all 6 strings.</li> <li>Physical application of higher/lower/sharp/flat.</li> <li>C, D, G and A major scales.</li> <li>Primary chord progressions in D, A, G, E, Em, Am and C</li> <li>E and A form barre chords.</li> <li>Moveable major and pentatonic scale patterns and root/fifth bass patterns.</li> </ol>	<p><a href="#">MU.912.C.2.1</a>  <a href="#">MU.912.S.3.5</a>  <a href="#">MU.912.S.3.4</a>  <a href="#">MU.912.H.3.1</a></p>
6	<p>I can arrange a simple piece by manipulating the musical elements.</p>	<p><a href="#">MU.912.S.1.3</a></p>
7	<p>I can describe what I hear using basic music vocabulary (rhythm, melody, form, harmony, timbre, dynamics, texture) and how these elements contribute to its expressive qualities.</p>	<p><a href="#">MU.912.C.1.1</a>  <a href="#">MU.912.S.3.1</a>  <a href="#">MU.912.S.3.4</a>  <a href="#">MU.912.O.1.1</a></p>
8	<p>I can classify music of the following genres: pop/rock, jazz, blues, classical, reggae, and country and describe how American music has been influenced by other cultures and historical events.</p>	<p><a href="#">MU.912.C.1.1</a>  <a href="#">MU.912.H.1.1</a></p>
9	<p>I can demonstrate responsible and law-abiding behavior as a consumer of musical resources and media and discuss the role of music in my life and my community.</p>	<p><a href="#">MU.912.H.3.1</a>  <a href="#">MU.912.F.3.2</a></p>
10	<p>I can offer simple constructive feedback and recognize improvement in the performances of others and myself.</p>	<p><a href="#">MU.912.C.3.1</a>  <a href="#">MU.912.S.3.4</a>  <a href="#">MU.912.H.3.1</a></p>

**Next Generation Sunshine State Standards Big Ideas:**

- C – Critical Thinking and Reflection
- S – Skills, Techniques, and Processes
- O – Organizational Structure
- H – Historical and Global Connections
- F – Innovation, Technology, and the Future

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