

Overarching Units	Enduring Understanding/Essential Questions	Key Learnings (Learning Goals)	NGSSS	Evidence of Learning		Resources
				Instructional Activities	Formative Assessments	
Performing	<p>Skills, Techniques, and Processes (S)-Through music, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time. EU.S.1, EU.S.2, EU.S3</p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • How does understanding the structure and context of musical work inform performance? • When is a performance judged ready to present? • How do performers interpret musical works? • How do performers select repertoire? 	<p>I can demonstrate responsible rehearsal and concert behaviors, including the proper care and maintenance of my guitar.</p> <p>I can identify the parts of the guitar and demonstrate proper basic strumming and fretting technique using correct posture and hand position.</p> <p>a. Down, down/up, basic syncopation b. Basic fingerpicking technique</p> <p>I can accurately perform the following:</p> <p>a. Diatonic notes in first position on all six strings b. Chords of Am, Em, A, C, D, E, F, G, A7, D7, and E7 in first position c. Basic written rhythmic values including whole, half, quarter, dotted quarter, dotted half, and eighth notes and rests in 2/4, 3/4, and 4/4 meters d. Control of rhythmic pulse by myself and within an ensemble. e. Tuning the guitar with an electric tuner and developing the ability to tune by ear.</p>	<p>DA.68.S.2.1 MU.68.S.3.6 MU.68.S.3.2 MAFS.K12.MP.5.1 MAFS.K12.MP.6.1 MAFS.K12.MP.7.1 MU.68.S.1.5 MU.68.S.3.1 MU.68.S.3.2 MU.68.O.3.2 MU.68.S.2.2 LAFS.6.SL.1.2 LAFS.68.RST.2.4</p>			
	<p>Critical Thinking and Reflection (C): Critical and creative thinking, self expression, and communication with others are central to the arts. EU.C.1, EU.C.2, EU.C3</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? 	<p>I can follow a score and accurately apply basic musical elements.</p> <p>I can arrange a simple piece by manipulating the musical elements.</p> <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>I can offer simple constructive feedback and recognize improvement in the performances of others and myself.</p>				
	<p>Critical Thinking and Reflection (C): Critical and creative thinking, self expression, and communication with others are central to the arts. EU.C.1, EU.C.2, EU.C3</p> <p>Organizational Structure (O): Works in music are organized by elements and principals that guide creators, interpreters, and responders. EU.O.1, EU.O.2, EU.O.3</p> <ul style="list-style-type: none"> • How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? 					
	<p>Historical and Global Connections (H): Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time. EU.H.1, EU.H.2, EU, H.3</p> <p>Innovation, Technology, and the Future (F): Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies. EU.F.1, EU.F.2, EU.F.3</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • How does creating, interpreting, and responding to music encourage creative risk-taking? • How does a career in the arts positively impact local and global economies? 					