

# Pinellas County Schools Key Learnings for M/J Guitar 2

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 user-friendly format.

The state course descriptions divide this class into 3 distinct levels. The state course description is included on the first page of each level in this document, but the general design is:

M/J Guitar 1

M/J Guitar 2

M/J Guitar 3

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 M/J Guitar 2

Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. 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 and effective rehearsal and concert behaviors, including the proper care and maintenance of my guitar.
2. I can identify the parts of the guitar and demonstrate proper basic strumming and fretting technique using correct posture and hand position.
  - a. Down, down/up, basic syncopated, and root strum pattern
  - b. Basic fingerpicking technique and arpeggio playing (PIMA)
  - c. E-shape and A-shape barre chord positions
  - d. Hammer on and pull off
  - e. Power chords
3. I can accurately perform the following:
  - a. Diatonic and chromatic notes in first position on all six strings
  - b. I, IV, V chord progressions in D, A, G, E, Em, Am, and C
  - 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. Standard first position scales of C, G, D, and F major in one octave.
4. I can follow a score, apply basic musical terms and symbols, and compare written notation to aural examples analyzing it for accuracy of rhythm and pitch.
5. I can arrange a simple piece by manipulating the musical elements.
6. 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.
7. I can classify music of the following genres: pop/rock, jazz, blues, classical, reggae, and country and describe how music has been influenced by diverse cultures and historical events

8. I can describe ways that music has been influenced by diverse cultures and historical events.
9. I can demonstrate responsible and law-abiding behavior as a consumer of musical resources and media.
10. I can discuss the role of music in my life, my community, and its function within various cultures.
11. I can offer various constructive suggestions to improve performances, compositions, or improvisations of others and myself, and make appropriate adjustments with practice and guidance from teachers and peers.

	<b>Pinellas County Schools</b> <b>M/J Guitar 2 Key Learnings</b> <b>Teacher Planning Tool</b>	<b>NGSSS Code</b>
1	I can demonstrate responsible rehearsal and concert behaviors, including the proper care and maintenance of my guitar.	<a href="#">DA.68.S.2.1</a> <a href="#">MU.68.S.3.6</a>
2	I can identify the parts of the guitar and demonstrate proper basic strumming and fretting technique using correct posture and hand position. <ol style="list-style-type: none"> <li>a. Down, down/up, basic syncopated, and root strum pattern</li> <li>b. Basic fingerpicking technique and arpeggio playing (PIMA)</li> <li>c. E-shape and A-shape barre chord positions</li> <li>d. Hammer on and pull off</li> <li>e. Power chords</li> </ol>	<a href="#">MU.68.S.3.1</a> <a href="#">MU.68.S.3.2</a> <a href="#">MAFS.K12.MP.5.1</a> <a href="#">MAFS.K12.MP.6.1</a> <a href="#">MAFS.K12.MP.7.1</a>
3	I can accurately perform the following: <ol style="list-style-type: none"> <li>a. Diatonic and chromatic notes in first position on all six strings</li> <li>b. I, IV, V chord progressions in D, A, G, E, Em, Am, and C</li> <li>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</li> <li>d. Control of rhythmic pulse by myself and within an ensemble.</li> <li>e. Standard first position scales of C, G, D, and F major in one octave.</li> </ol>	<a href="#">MU.68.S.1.4</a> <a href="#">MU.68.S.1.5</a> <a href="#">MU.68.S.2.1</a> <a href="#">MU.68.S.3.1</a> <a href="#">MU.68.S.3.2</a> <a href="#">MU.68.O.3.2</a> <a href="#">MAFS.K12.MP.6.1</a> <a href="#">MAFS.K12.MP.7.1</a>
4	I can follow a score, apply basic musical terms and symbols, comparing written notation to aural examples and analyzing it for accuracy of rhythm and pitch.	<a href="#">MU.68.C.1.1</a> <a href="#">MU.68.S.2.2</a> <a href="#">MU.68.S.3.2</a> <a href="#">MU.68.S.3.4</a> <a href="#">LAFS.7.SL.1.2</a> <a href="#">MU.68.O.3.2</a> <a href="#">LAFS.68.RST.2.4</a> <a href="#">MAFS.K12.MP.5.1</a> <a href="#">MAFS.K12.MP.6.1</a> <a href="#">MAFS.K12.MP.7.1</a>

5	I can arrange a simple piece by manipulating the musical elements.	<a href="#">MU.68.S.1.3</a> <a href="#">MAFS.K12.MP.7.1</a>
6	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.	<a href="#">MU.68.C.1.2</a> <a href="#">MU.68.O.1.1</a> <a href="#">MU.68.O.3.1</a> <a href="#">LAFS.7.SL.1.1</a> <a href="#">LAFS.7.SL.2.4</a> <a href="#">LAFS.68.RST.2.4</a> <a href="#">MAFS.K12.MP.7.1</a>
7	I can describe how music has been influenced by diverse cultures and historical events.	<a href="#">MU.68.H.2.1</a> <a href="#">MU.68.H.3.1</a> <a href="#">MU.68.H.3.2</a> <a href="#">LAFS.7.SL.1.1</a>
8	I can classify music of the following genres: pop/rock, jazz, blues, classical, reggae, and country.	<a href="#">MU.68.H.1.2</a> <a href="#">MU.68.H.1.4</a> <a href="#">MU.68.H.2.3</a> <a href="#">MAFS.K12.MP.7.1</a>
9	I can demonstrate responsible and law-abiding behavior as a consumer of musical resources and media.	<a href="#">MU.68.F.3.1</a> <a href="#">MU.68.F.3.2</a>
10	I can discuss the role of music in my life, my community, and its function within various cultures.	<a href="#">MU.68.F.2.2</a> <a href="#">MU.68.H.3.1</a> <a href="#">MU.68.H.3.2</a> <a href="#">LAFS.7.SL.1.1</a>
11	I can offer various constructive suggestions to improve performances, compositions, or improvisations of others and myself, and make appropriate adjustments with practice and guidance from teachers and peers.	<a href="#">MU.68.C.1.1</a> <a href="#">MU.68.C.2.1</a> <a href="#">MU.68.C.2.2</a> <a href="#">MU.68.S.2.2</a> <a href="#">LAFS.7.SL.1.1</a>

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

1. C – Critical Thinking and Reflection
2. S – Skills, Techniques, and Processes
3. O – Organizational Structure
4. H – Historical and Global Connections
5. F – Innovation, Technology, and the Future