

Course Name: Beginning Guitar
CURRICULUM AT-A-GLANCE

Grade Level: 8th Grade Guitar

Content(s): Beginning Guitar

| “Unit” Name | Unit Length | Unit Dates |
|---|--------------------|-------------------|
| Unit 1: Introduction to the Guitar | 1 week | |
| Unit 2: Beginning Chords, 1 st String Notes, & Musical Notation | 5 weeks | |
| Unit 3: D, G, & A Progressions & 2 nd String Notes | 5 weeks | |
| Unit 4: Power Chords, Advanced Chords, & 3 rd String Notes | 5 weeks | |
| Unit 5: Winter Concert/Recital Preparation | 2 weeks | |
| Unit 6: E & Em Progressions, Blues, 4 th String Notes | 5 weeks | |
| Unit 7: Barre Chords, Am Progression, & 5 th String Notes | 5 weeks | |
| Unit 8: C Progression, Bass Line, & 6 th String Notes | 5 weeks | |
| Unit 9: Spring Concert/Recital Preparation | 2 weeks | |
| | | |

GRADE LEVEL: 8th Grade**COURSE:** Beginning Guitar**UNIT TITLE:** Introduction to the GuitarUnit Length 1 week

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|--------------------------|--|
| N/A | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|---|----------------------------|---|--------------------------|
| Written assessment covering parts of the guitar, playing positions, names of strings, and tuning techniques. In addition to the written test, students will demonstrate their ability to tune a guitar. | Observation Questioning | Steel-String Acoustic Guitar Nylon-String Classical Guitar Solid Body Electric Guitar Semi-Hollow Body Electric Guitar Parts of Guitar (upper/lower bout, soundhole, strings, fingerboard, neck, rosette, peghead, tuning pegs, bridge, nut, frets, waste) Tuners - Sharp/Flat Fingerstyle Pickstyle | N/A |

Resources / Materials:

Student Guitars
Tuners
Teacher PowerPoint presentation
Jerry Snyder's Guitar School Method
Worksheet 1 – Types of Guitars, Parts of the Guitar
Written Assessment 1 – Intro to Guitar

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 2**Unit Length 5 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|---|---|---|---|
| Playing Tests: <ul style="list-style-type: none"> • <i>Mist</i> (note reading 1st string) • Simple three-chord song of choice Written Assessment: <ul style="list-style-type: none"> • Unit 2 Test (musical notation and terms) | Daily observation of skills Worksheets | Basic musical notation Fret numbers “Chords” and reading chord charts Bass notes/roots Rest strokes & free strokes Simple G7, simple C, A7, D, and G chords Notes on 1 st string | Parts of Guitar (upper/lower bout, soundhole, strings, fingerboard, neck, rosette, peghead, tuning pegs, bridge, nut, frets, waste) Fingerstyle Pickstyle |
| Resources / Materials: <i>Jerry Snyder’s Guitar School</i> Method Worksheets 2-3 – Musical Notation Unit 2 Test Ultimate Guitar App Drum Machine | | | |

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 3**Unit Length 5 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 4. Composing and arranging music within specific guidelines | |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|--|---|--|---|
| Playing Tests: <ul style="list-style-type: none"> • Chord Progression Drill • <i>Prelude</i> (note reading 1st and 2nd strings) • <i>Just a Closer Walk with Thee</i> (G progression) Written Assessments: <ul style="list-style-type: none"> • Unit 3 Theory Test | Daily observation of skills Worksheets | Music theory terms Basic strum patterns Improvisation Melody and harmony Roman numeral progressions (tonic, dominant, sub-dominant) Mute technique Major keys A, full C, and D7 chords Notes on 2 nd string | Basic musical notation Fret numbers “Chords” and reading chord charts Bass notes/roots Rest strokes & free strokes Simple G7, simple C, A7, D, and G chords Notes on 1 st string |
| Resources / Materials: <i>Jerry Snyder’s Guitar School Method</i> Worksheets 5-6 – Theory Unit 3 Test - Theory Ultimate Guitar App Drum Machine | | | |

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 4**Unit Length 5 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 4. Composing and arranging music within specific guidelines | |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|--|---|--|---|
| Playing Tests: <ul style="list-style-type: none"> • Exercise 29 (double bass/chord strum) • <i>Peacefully Feeling</i> (notes on 1st, 2nd, & 3rd strings) • Song of choice (demonstrating power chords) Written Assessments: <ul style="list-style-type: none"> • Unit 4 Theory Test | Daily observation of skills Worksheets | Music theory terms Em, Dsus, Am, E, E7, Syncopated strum patters Double bass/chord strum Power Chords (A5, C5, D5, E5) Notes on 3 rd string G major scale | Prior music theory terms Basic strum patterns Improvisation Melody and harmony Roman numeral progressions (tonic, dominant, sub-dominant) Mute technique Major keys All previous chords Notes on 1 st & 2 nd strings |
| Resources / Materials: <i>Jerry Snyder's Guitar School Method</i> Worksheets 7-9 – Theory Unit 4 Test - Theory Ultimate Guitar App Drum Machine | | | |

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 5**Unit Length 2 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 4. Composing and arranging music within specific guidelines | |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |
| | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary |
|---|---|---|
| The students' summative assessment for this unit will be their ability to demonstrate and perform all previously learned techniques through their performance at the winter concert/recital. | Daily observation of skills Rehearsals for the recital | Review and application of all prior material. Possible new material depending on selected literature. |
| To fulfill school and district Literacy-Design Collaborative (LDC) requirements, students will complete their writing piece during this unit. Students will write a research paper on a guitar legend of their choice. | | |
| Resources / Materials: Performance literature selected from sources below: <i>Easy Pop Melodies</i> (Hal Leonard) <i>More Easy Pop Melodies</i> (Hal Leonard) <i>Jerry Snyder's Guitar School Method</i> <i>Guitar Ensembles</i> (H.O.T. – Class Guitar Resources) <i>Christmas Guitar Ensembles</i> (H.O.T. Class Guitar Resources) Ultimate Guitar (www.ultimate-guitar.com) | | |

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 6**Unit Length 5 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 4. Composing and arranging music within specific guidelines | |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|---|--|--|--|
| Playing Tests: <ul style="list-style-type: none"> • <i>Spanish Song</i> (notes on first four strings) • Song of choice (demonstrating 12-bar blues) Written Assessments: <ul style="list-style-type: none"> • Unit 6 Theory Test | Daily observation of skills Worksheet | Music theory terms Blues technique 12-bar blues Blues shuffle The B7 chord Chord embellishments E & Em progressions Minor keys Walking bass lines Shifting Notes on 4 th string | Prior music theory terms All previous chords Strum patterns Double bass/chord strum G major scale Power Chords (A5, C5, D5, E5) Notes on first three strings |
| Resources / Materials: <i>Jerry Snyder's Guitar School Method</i> Worksheet 10 – Theory Unit 6 Test - Theory Ultimate Guitar App Drum Machine | | | |

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 7**Unit Length 5 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 4. Composing and arranging music within specific guidelines | |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|---|---|---|---|
| Playing Tests: <ul style="list-style-type: none"> • <i>Classical Study</i> (broken chords and plucking patterns) • Song of choice (demonstrating the F barre chord) • <i>Groovin'</i> (lead & rhythm-bass) Written Assessments: <ul style="list-style-type: none"> • Unit 7 Theory Test | Daily observation of skills Worksheets | Music theory terms Barre Chords Embellished chords Dm chord & all forms of F chord Broken chords Plucking patterns Notes on 5 th string Chromatic scale | Prior music theory terms Blues styles/techniques All previous chords Embellished chords Strum patterns Notes on first four strings Chord embellishments Minor keys Walking bass lines Shifting |
| Resources / Materials: <i>Jerry Snyder's Guitar School Method</i> Worksheet 11-12 – Theory Unit 7 Test - Theory Ultimate Guitar App Drum Machine | | | |

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 8**Unit Length 5 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 4. Composing and arranging music within specific guidelines | |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|--|---|---|--|
| Playing Tests: <ul style="list-style-type: none"> Exercise 89 (alternating bass/chord strum) Song of choice (bass notes) Written Assessments: <ul style="list-style-type: none"> Unit 8 Theory Test | Daily observation of skills Worksheets | Music theory terms Bass Notes C progression G7 chord Advanced chord embellishments Notes on 6 th string | Prior music theory terms All previous chords Embellished chords Strum patterns Barre Chords Broken chords & plucking patterns Notes on first five strings Chromatic scale |
| Resources / Materials: <i>Jerry Snyder's Guitar School Method</i> Worksheet 13-14 – Theory Unit 8 Test - Theory Ultimate Guitar App Drum Machine | | | |

GRADE LEVEL: 8th Grade**COURSE: Beginning Guitar****UNIT TITLE: Unit 9**Unit Length 2 weeks

Unit Dates _____

| National Music Standards | Program of Studies – Understandings/Skills/Concepts |
|---|--|
| 1. Singing, alone and with others, a varied repertoire of music | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| 2. Performing on instruments, alone and with others, a varied repertoire of music | 1.14 Students make sense of ideas and communicate ideas with music. |
| 4. Composing and arranging music within specific guidelines | |
| 5. Reading and notating music | |
| 6. Listening to, analyzing, and describing music | |

| Summative Assessment | Formative Assessment | Critical Content/Vocabulary | Prior Content/Vocabulary |
|--|---|---|---------------------------------|
| The students' final assessment and grade for beginning guitar will be based on their performance at the final concert. Selected repertoire for the performance will require demonstration of concepts learned over of the span of this course. | Daily observation of skills Rehearsals for final performance | Review and application of all prior material. Possible new material depending on selected literature. | |
| Resources / Materials: | | | |
| Performance literature selected from sources below: <i>More Easy Pop Melodies</i> (Hal Leonard) <i>Even More Easy Pop Melodies</i> (Hal Leonard) <i>Jerry Snyder's Guitar School</i> Method <i>Guitar Ensembles</i> (H.O.T. – Class Guitar Resources) Ultimate Guitar (www.ultimate-guitar.com) | | | |