

## Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

### By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

### How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

**COURSE:** Guitar

**GRADE LEVEL(s):** 4-12

**PURPOSE:**

The purpose of all music courses in the Shelby County Schools is to develop comprehensive musicianship, in partnership with other core disciplines, with a focus of musical literacy. We believe all students have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to empower students to use their minds more creatively by inspiring them to broaden their experiences and enrich their lives.

In Shelby County Schools, guitar is introduced at the elementary level (in selected schools) and many middle schools also use the guitar as a method of teaching general music courses. At the high school level, all 9<sup>th</sup>-12<sup>th</sup> guitar classes are elective curricular courses that meet during the school day, every day throughout the course of the school year. For grading purposes, all music students are required to exhibit their musical knowledge through public performances and participation in district approved individual and small group assessment festivals.

**GRADE SPECIFIC BENCHMARKS:**

**Middle School Guitar II**

**Elective Course**

**Prerequisite: Middle School Guitar I**

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<b>QUARTER 1</b>			
<p><b>Perform:</b></p> <p><b>7.IM.P1.A</b> Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p><b>7.IM.P1.B</b> Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p><b>7.IM.P1.C</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>7.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p><b>7.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p><b>7.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading.</p> <p><b>7.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p><b>7.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p><b>7.IM.P3.B</b> Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p>			
Play	<p>Play arpeggios in first and second positions.</p> <p>Play all major and minor full bar chords on both sides of the neck.</p>	<p>Students should perform their pieces accurately and expressively for the teacher and in performances.</p> <p>Students should sing all songs that have words.</p>	<p>The Middle School Edition (EFM 3001 JM)</p> <p>The Complete Guide for Guitar (EFM 1001)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Create:</b></p> <p><b>7.IM.Cr1.A</b> Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p><b>7.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine a four-measure melody within specified guidelines.</p> <p><b>7.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p><b>7.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.</p> <p><b>7.IM.Cr3.B</b> Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
Write	Write a biography on a jazz or rock guitarist	Quizzes and worksheets should be used to assess knowledge and understanding.	History of the Guitar (Complete Guide)  <a href="#">CCSS.ELA-Literacy.CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<p><b>Respond:</b></p> <p><b>7.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p><b>7.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p><b>7.IM.R2.A</b> Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p><b>7.IM.R3.A</b> Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Intonation	Demonstrate the correct way to tune the guitar using all techniques to do so.	Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses.	Guitar Sightreader (EFM GS1) Romantic Guitar (RG1) Vol. 1 Patriotic Guitar (PG1) Vol. 1 <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>Connect:</b> 7.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Concert	Play “the history of jazz, pop and rock guitar and guitarists”.  Perform solo and ensemble pieces of patriotic, classical, pop, rock, and jazz.	Students should write a reflection of their performances, bot solo and ensembles.	Wtsboa.com  <a href="#">CCSS.ELALiteracy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
<b>QUARTER 2</b>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Perform:</b></p> <p><b>7.IM.P1.A</b> Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p><b>7.IM.P1.B</b> Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p><b>7.IM.P1.C</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>7.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p><b>7.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p><b>7.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading.</p> <p><b>7.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p><b>7.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p><b>7.IM.P3.B</b> Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p>			
<p>Play</p>	<p>Perform classical repertoire, arpeggios, and exercises.</p> <p>Play I-IV-V-I chord progressions in C, F, and G</p> <p>Play sight reading exercises in all major and minor keys.</p>	<p>Students should perform their pieces accurately and expressively for the teacher and in performances.</p> <p>Students should sing all songs that have words.</p>	<p>The Middle School Edition (EFM 3001 JM)</p> <p>The Complete Guide for Guitar (EFM 1001)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Create:</b></p> <p><b>7.IM.Cr1.A</b> Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using threepitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p><b>7.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine a four-measure melody within specified guidelines.</p> <p><b>7.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p><b>7.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.</p> <p><b>7.IM.Cr3.B</b> Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
<p>Compose</p>	<p>Write, arrange and perform original melodies for lead, rhythm and bass guitar incorporating modulation and transposition.</p> <p>Improvise over 12 bar blues and the pentatonic scale in C and A minor</p>	<p>Quizzes and worksheets should be used to assess knowledge and understanding.</p>	<p>History of the Guitar (Complete Guide)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>Respond:</b></p> <p><b>7.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p><b>7.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p><b>7.IM.R2.A</b> Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p><b>7.IM.R3.A</b> Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.</p>			



Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Write	Perform in front of class, then students reflect on individual performances.	Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses.	Guitar Sightreader (EFM GS1) Romantic Guitar (RG1) Vol. 1 Patriotic Guitar (PG1) Vol. 1 <a href="#">CCSS.ELA-Literacy.CCRA.SL.3</a> <b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.
<p><b>Connect:</b>  <b>7.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <b>7.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
Perform	Perform solo and ensemble pieces including patriotic, classical, pop, rock and jazz.	Students should write a reflection of their performances, bot solo and ensembles.	Wtsboa.com <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<p><b>QUARTER 3</b></p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Perform:</b></p> <p><b>7.IM.P1.A</b> Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p><b>7.IM.P1.B</b> Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p><b>7.IM.P1.C</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>7.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p><b>7.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p><b>7.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading.</p> <p><b>7.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p><b>7.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p><b>7.IM.P3.B</b> Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p>			
<p><b>Sing / Play</b></p>	<p>Perform classical repertoire, arpeggios and exercises.</p> <p>Perform musical advancing rhythms and syncopations.</p> <p>Play moving bar chords, chord voicings and advanced chords in all places on guitar.</p>	<p>Students should perform their pieces accurately and expressively for the teacher and in performances.</p> <p>Students should sing all songs that have words.</p>	<p>The Middle School Edition (EFM 3001 JM)</p> <p>The Complete Guide for Guitar (EFM 1001)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Create:</b></p> <p><b>7.IM.Cr1.A</b> Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p><b>7.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine a four-measure melody within specified guidelines.</p> <p><b>7.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p><b>7.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.</p> <p><b>7.IM.Cr3.B</b> Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
<p><b>Notate</b></p>	<p>Write, arrange and perform original melodies for solo and duet.</p>	<p>Quizzes and worksheets should be used to assess knowledge and understanding.</p>	<p>History of the Guitar (Complete Guide)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>Respond:</b></p> <p><b>7.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p><b>7.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p><b>7.IM.R2.A</b> Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p><b>7.IM.R3.A</b> Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.</p>			

# SCS Instructional Map

# Middle School Guitar II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Improvise</b></p>	<p>Improvise over the F major and d minor and G major and e minor pentatonic scales.</p>	<p>Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses.</p>	<p>Guitar Sightreader (EFM GS1)                      Romantic Guitar (RG1) Vol. 1                      Patriotic Guitar (PG1) Vol. 1  <a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b>Connect:</b>                      7.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.                      7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p><b>Perform</b></p>	<p>Perform solo and ensemble pieces from the classical, jazz, pop and rock idioms at the spring concert.</p>	<p>Students should write a reflection of their performances, bot solo and ensembles.</p>	<p>Wtsboa.com  <a href="#">CCSS.ELALiteracy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
<p><b>QUARTER 4</b></p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Perform:</b></p> <p><b>7.IM.P1.A</b> Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual and ensemble. For example: select samples, with teacher guidance, for solo or chamber ensemble performance.</p> <p><b>7.IM.P1.B</b> Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identify, describe, and perform specific events in a musical example.</p> <p><b>7.IM.P1.C</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>7.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform basic rhythms and pitches. Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p><b>7.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produce a fundamental tone throughout the range of the instrument. Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Perform at least five percussion rudiments, five major scales, and a chromatic scale.</p> <p><b>7.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading.</p> <p><b>7.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify and apply basic practice tools.</p> <p><b>7.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identify and demonstrate an understanding of selected elements of style.</p> <p><b>7.IM.P3.B</b> Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p>			
<p><b>Play</b></p>	<p>Perform classical repertoire, arpeggios and exercises.</p> <p>Play ascending and descending slurs</p> <p>Play sight reading exercises</p>	<p>Students should perform their pieces accurately and expressively for the teacher and in performances.</p> <p>Students should sing all songs that have words.</p>	<p>The Middle School Edition (EFM 3001 JM)</p> <p>The Complete Guide for Guitar (EFM 1001)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Create:</b></p> <p><b>7.IM.Cr1.A</b> Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Create a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using threepitches). Produce a written transcription for a specified instrument using an example in concert pitch.</p> <p><b>7.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas <b>ormotives</b> that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine a four-measure melody within specified guidelines.</p> <p><b>7.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p><b>7.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.</p> <p><b>7.IM.Cr3.B</b> Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
<p><b>Compose</b></p>	<p>Write, arrange, perform and conduct original melodies for solo, duet, and trio</p>	<p>Quizzes and worksheets should be used to assess knowledge and understanding.</p>	<p>History of the Guitar (Complete Guide)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>Respond:</b></p> <p><b>7.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p><b>7.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p><b>7.IM.R2.A</b> Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p><b>7.IM.R3.A</b> Describe and evaluate the influence of experiences,performances, context, and analysis on the artistic process.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Write</b></p>	<p>Improvise over the Bb major and g minor and D major and b minor pentatonic scales.</p>	<p>Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses.</p>	<p>Guitar Sightreader (EFM GS1)                      Romantic Guitar (RG1) Vol. 1                      Patriotic Guitar (PG1) Vol. 1  <a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b>Connect:</b>                      7.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.                      7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p><b>Sightread</b></p>	<p>Ensemble pieces including patriotic, classical pop, rock and jazz                      Perform in spring festival and / or concert.</p>	<p>Students should write a reflection of their performances, bot solo and ensembles.</p>	<p>Wtsboa.com  <a href="#">CCSS.ELA-Literacy.CCRA.R.10</a>                      Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.  <a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>

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