

## 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 III**

**Elective Course**

**Prerequisite: Middle School Guitar II**

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<b>QUARTER 1</b>			
<p><b>Perform:</b></p> <p><b>8.IM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p><b>8.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p><b>8.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>8.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p><b>8.IM.P2.B</b> Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone. Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p><b>8.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 using a variety of meters and tempi.</p> <p><b>8.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p><b>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p><b>8.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
<p>Play</p>	<p>Classical Repertoire, arpeggios and exercises.</p> <p>Play the Carassi 25 study No. 3</p> <p>Play advanced sightreading exercises.</p> <p>Pizzicato 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>8.IM.Cr1.A</b> Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p><b>8.IM.Cr2.A</b> Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.</p> <p><b>8.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p><b>8.IM.Cr3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p><b>8.IM.Cr3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			
<p>Write</p>	<p>C Major blues scale, exercises and improvisation.</p> <p>Write, arrange, perform and conduct 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.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><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>            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>8.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.</p> <p><b>8.IM.R1.B</b> Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>8.IM.R2.A</b> Explain 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>8.IM.R3.A</b> Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Impvise	Impvise over the Eb Major and c minor pentatonic scales	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.6</a> <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p><b>Connect:</b>                      8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.                      8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<b>Concert</b>	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.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 style="text-align: center;"><b>QUARTER 2</b></p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Perform:</b></p> <p><b>8.IM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p><b>8.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p><b>8.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>8.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p><b>8.IM.P2.B</b> Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone. Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p><b>8.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 using a variety of meters and tempi.</p> <p><b>8.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p><b>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p><b>8.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
<p>Play</p>	<p>Perform classical repertoire, arpeggios, and exercises.</p> <p>Perform the Carcassi 25 studies No. 7</p> <p>Play advanced 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>8.IM.Cr1.A</b> Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p><b>8.IM.Cr2.A</b> Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.</p> <p><b>8.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p><b>8.IM.Cr3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p><b>8.IM.Cr3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			
<p>Improvise</p>	<p>C major blues scale and improvisation.</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.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>Respond:</b></p> <p><b>8.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.</p> <p><b>8.IM.R1.B</b> Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>8.IM.R2.A</b> Explain 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>8.IM.R3.A</b> Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			



# SCS Instructional Map

# Middle School Guitar III

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Transcribe	Transcribe a jazz solo and arrange it for guitar and trio  Improvise over blues scales.	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.6</a> <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  <a href="#">CCSS.ELA-Literacy.CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p><b>Connect:</b></p> <p><b>8.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>8.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.
<b>QUARTER 3</b>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Perform:</b></p> <p><b>8.IM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p><b>8.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p><b>8.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>8.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p><b>8.IM.P2.B</b> Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone. Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p><b>8.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 using a variety of meters and tempi.</p> <p><b>8.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p><b>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p><b>8.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
<p><b>Sing / Play</b></p>	<p>Perform classical repertoire, arpeggios and exercises.</p> <p>Play the Carcassi 25 studies No. 4 and 8.</p> <p>Play advancing 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>8.IM.Cr1.A</b> Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p><b>8.IM.Cr2.A</b> Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.</p> <p><b>8.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p><b>8.IM.Cr3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p><b>8.IM.Cr3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			
<p><b>Improvise</b></p>	<p>Play the c minor blues scale, exercises and improvisation Improvise over all modes</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.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>Respond:</b></p> <p><b>8.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.</p> <p><b>8.IM.R1.B</b> Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>8.IM.R2.A</b> Explain 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>8.IM.R3.A</b> Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<b>Transcribe</b>	Transcribe a jazz solo or write an original piece and arrange it for guitar quartet.	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.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Connect:</b> 8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
<b>Perform</b>	Perform solo and ensemble pieces from the classical, jazz, pop and rock idioms at the spring concert.	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 4</b>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>Perform:</b></p> <p><b>8.IM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p><b>8.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p><b>8.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>8.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p><b>8.IM.P2.B</b> Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone. Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p><b>8.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 using a variety of meters and tempi.</p> <p><b>8.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p> <p><b>8.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, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p><b>8.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
<p><b>Play</b></p>	<p>Perform classical repertoire, arpeggios and exercises.</p> <p>Play the Carcassi 25 studies and the Segovia Studies of Fernando Sor.</p> <p>Play sight reading exercises</p> <p>Play studies from Sagreras Book IV</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>8.IM.Cr1.A</b> Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Create a simple harmonization under a given melody.</p> <p><b>8.IM.Cr2.A</b> Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms.</p> <p><b>8.IM.Cr2.B</b> Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p><b>8.IM.Cr3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p><b>8.IM.Cr3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			
<p><b>Transcribe</b></p>	<p>Transcribe a jazz solo and arrange it for guitar ensemble.</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>8.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.</p> <p><b>8.IM.R1.B</b> Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>8.IM.R2.A</b> Explain 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>8.IM.R3.A</b> Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<b>Improvise</b>	Improvise using the Dorian, Lydian and Mixolydian modes.	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.6</a> <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Connect:</b> <b>8.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>8.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
<b>Sightread</b>	Ensemble pieces including patriotic, classical pop, rock and jazz Perform in spring festival and / or concert.	Students should write a reflection of their performances, bot solo and ensembles.	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

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