**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. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. 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: present, 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 indictors 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 9th-12th 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:**

**Beginning Guitar/Instrumental Music – Year 1**

**Elective Course**

**Prerequisites: None**

| **Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| --- | --- | --- | --- |
| ***QUARTER 1*** |  |  |  |
| **PERFORM** |  |  |  |
| Sing | Sing the songs in the book along with the CD.  Play the five songs on the 1st  String in a group and solo  Play and sing the five songs on the 1st string I a group and solo.  Play in sing the five songs in a performance. | Students will be evaluated using modeling, observation, peer assessment, performance assessment, performance test, instrumental practice, self-evaluation, collaborative pairs, cooperative learning, peer tutoring, and whole class responses.  Students should perform actively and expressively. | The Adventures of Gilly the Guitar – Book 1.  Matching CD.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively |
| **CREATE** |  |  |  |
| Draw / Color | Color the pictures of Gilly, the Guitar  Draw and match the dots in Gilly, the Guitar | Quizzes and worksheets should be used to assess knowledge and understanding of the guitar and music basics covered in Book 1. | The Adventures of Gilly the Guitar – Book 1.  [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| **RESPOND** |  |  |  |
| Identify | Identify the parts of the guitar, name their strings, identify a “fret”, read a guitar diatram and identify PIMA. | Worksheets, quizzes, and tests should be used to assess the knowledge of the parts of the guitar. | [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| Notate | Basic fundamentals of musical notation including the Treble Clef Sign |  | [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| ***QUARTER 2*** |  |  |  |
| **PERFORM** | . |  |  |
| Play | Play the frets all the way up to the 6th string.  Play “Mary Had a Little Lamb” and “The Alphabet Song” by reading the fret numbers on the 2nd string.  Play the songs on two strings at a time. | Students should perform their pieces accurately and expressively for the teacher both individually and as a class. | The Adventures of Gilly, the Guitar – Book 2  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **CREATE** |  |  |  |
| Color | Color the Pictures of Gilly, The Guitar, Book 2.  Draw and match the dots in Gilly, they Guitar, Book 2. | Students are evaluated using modeling, observation, performance, tests, practice, and self-evaluation. | The Adventures of Gilly, the Guitar – Book 2  [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| **CONNECT** |  |  |  |
| Perform | Play songs in concert while collaborating with other arts (band, orchestra, piano, etc). | Students will sing and play in a performance. | [CCSS.ELALiteracy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively |
| ***QUARTER 3*** |  |  |  |
| **PERFORM** |  |  |  |
| **Sing / Play** | Sing “Building One Step at a Time” with the CD  Play the notes on the first three frets on each string from notation and on the fingerboard.  Play “when the saints go marching in”, “Polly Wolly Doodle”, and “School Days” | Students should sing all songs that hae words. Students should be assessed by teachers and peers. | The Adventures of Gilly, the Guitar – Book 3  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **CREATE** |  |  |  |
| **Color** | Color the Pictures of Gilly, The Guitar, Book 3  Draw and match the dots in Gilly, they Guitar, Book 3  Draw a treble clef | Students are evaluated using modeling, observation, performance, tests, practice, and self-evaluation. | The Adventures of Gilly, the Guitar – Book 3  [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| **RESPOND** |  |  |  |
| **Draw** | Draw the names of the lines and spaces, the staff, notes and rests. | Worksheets can be graded, as well as used for quiz/test grade. | [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **CONNECT** |  |  |  |
| **Perform** | Play and sing the songs from the book in a performance, including the spring concert. | Students will sing and play in a performance. | The Adventures of Gilly, the Guitar – Book 3 CD  [CCSS.ELALiteracy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively |
| ***QUARTER 4*** |  |  |  |
| **PERFORM** |  |  |  |
| **Tune** | Tune guitar using the keyboard  Demonstrate correct hand positions  Strum chord changes  Play chords and sing songs | Students are evaluated using modeling, observation, performance, tests, practice, and self-evaluation. | The Adventures of Gilly, the Guitar – Book 4  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **CREATE** |  |  |  |
| **Write** | Create words to a song using original chord changes | Students are evaluated using modeling, observation, performance, tests, practice, and self-evaluation. | The Adventures of Gilly, the Guitar – Book 4 CD  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| **RESPOND** |  |  |  |
| **Memorize** | Say the musical alphabet, lines and spaces  Play half steps, whole steps, and accidentals on the fingerboard | Quizzes and worksheets should be used to assess knowledge and understanding of standard music signs and symbols. | [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONNECT** |  |  |  |
| **Sightread** | Play sightreading exercises on the open strings and the first three notes on all six strings | Give a ‘sightreading’ concert in front of class/peers. | [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |