**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:**

**High School Guitar II**

**Elective Course**

**Prerequisite: High School Guitar I**

| **Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| --- | --- | --- | --- |
| ***QUARTER 1*** |  |  |  |
| **PERFORM** |  |  |  |
| Play | Play arpeggios in first and second positions using all major keys and using the rest stroke and free stroke.  Play all the major and minor full bar chords on both sides of the neck of the guitar.  Play one octave major and relative minor scales in all keys in 1st, 2nd, 5th, and other positions. | Students should perform their pieces accurately and expressively for the teacher and in performances.  Students should sing all songs that have words. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Guitar Sightreader (EFMGS1)  [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** |  |  |  |
| Arrange | Develop criteria to evaluate the quality and effectiveness of musical performances.  Arrange and compose melodies using the first, second, third and fourth string. | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (EFM1001)  Complete Guide for the Guitar  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  [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. |
| **RESPOND** |  |  |  |
| Write | Write a biography of a jazz, pop, or rock guitarist. | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Advancing Classical Guitarist (EFM2001, 2002)  [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** |  |  |  |
| **Cultures** | Read the “History of Jazz, Pop and Rock Guitar and Guitarists”  Solo and ensemble pieces including patriotic, classical, pop, rock and jazz. | Students should write a reflection of their performances, bot solo and ensembles. | Patriotic Guitar (EFM P1)  Romantic Guitar (EFM R1)  Special Supplement (EFM SS1)  The Guitar Sightreader (EFM GS1)  Classical Guitar (EFM CG1)  [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. |
| ***QUARTER 2*** |  |  |  |
| **PERFORM** | . |  |  |
| Play | Perform classical repertoire, argeggios and exercises.  Play I-IV-V-I chord progressions in C, F, and G with intervals and chord inversions.  Play moving bar chords, chord voicings and advanced chords in all places on the neck of the guitar. | Students should perform their pieces accurately and expressively for the teacher and in performances.  Students should sing all songs that have words. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Guitar Sightreader (EFMGS1)  [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** |  |  |  |
| Improvise | Improvise over 12 bar blues and the pentatonic scale in c and a minor. | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (EFM1001)  Complete Guide for the Guitar  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **RESPOND** |  |  |  |
| Arrange | Write, arrange, and perform original melodies for lead, rhythm, and bass guitar incorporating modulation and transposition.  Continue to develop audience and performance etiquette | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Advancing Classical Guitarist (EFM2001, 2002)  [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 | Perform solo and ensemble pieces including patriotic, classical, pop, rock and jazz. | Students should write a reflection of their performances, bot solo and ensembles. | Patriotic Guitar (EFM P1)  Romantic Guitar (EFM R1)  Special Supplement (EFM SS1)  The Guitar Sightreader (EFM GS1)  Classical Guitar (EFM CG1)  [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. |
| ***QUARTER 3*** |  |  |  |
| **PERFORM** |  |  |  |
| **Sing / Play** | Perform classical repertoire, arpeggios and exercises.  Perform musical advancing rhythms and syncopations.  Play ascending and descending slurs and sightreading exercises.  Demonstrate two octave major and relative minor scales in all major keys in first, second and other positions. | Students should perform their pieces accurately and expressively for the teacher and in performances.  Students should sing all songs that have words. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Guitar Sightreader (EFMGS1)  [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** |  |  |  |
| **Improvise / Compose** | Write, arrange and perform original melodies for solo, duet, trio, quartet or ensemble. | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (EFM1001)  Complete Guide for the Guitar  [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. |
| **RESPOND** |  |  |  |
| **Analyze** | Listen to, analyze, and describe music using the technical vocabulary of music.  Evaluate the quality and effectiveness of their own and other’s performances. | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Advancing Classical Guitarist (EFM2001, 2002)  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/) **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.  [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** |  |  |  |
| **Cultures** | Learn to play pieces representing a variety of styles and cultures including 12 bar blues, American, Spanish, Jewish, Irish folk songs, Spirituals, classical and jazz.  Study the life and compositions of Carcassi, Mozart, Puccini and Brahms. | Students should write a reflection of their performances, bot solo and ensembles. | Patriotic Guitar (EFM P1)  Romantic Guitar (EFM R1)  Special Supplement (EFM SS1)  The Guitar Sightreader (EFM GS1)  Classical Guitar (EFM CG1)  [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. |
| ***QUARTER 4*** |  |  |  |
| **PERFORM** |  |  |  |
| **Play** | Perform classical repertoire, arpeggios and exercises. | Students should perform their pieces accurately and expressively for the teacher and in performances.  Students should sing all songs that have words. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Guitar Sightreader (EFMGS1)  [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** |  |  |  |
| **Transcribe** | Play alternate scales and use in improvisation.  Write, arrange, perform and conduct original melodies for solo, duet, trio, quartet or ensemble in classical and jazz idioms. | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (EFM1001)  Complete Guide for the Guitar  [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. |
| **RESPOND** |  |  |  |
| **Improvise** | Perform drop “D” tuning in “The Habanera” (from Bizet’s “Carmen”, arranged by C. Ellis) | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Complete Guide for the Guitar: (EFM 1001, 1002)  The Advancing Classical Guitarist (EFM2001, 2002)  [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. |
| **CONNECT** |  |  |  |
| **Sightread** | Perform solo and ensemble pieces including patriotic, classical, pop, rock and jazz and perform at the end of the year concert. | Students should write a reflection of their performances, bot solo and ensembles. | Patriotic Guitar (EFM P1)  Romantic Guitar (EFM R1)  Special Supplement (EFM SS1)  The Guitar Sightreader (EFM GS1)  Classical Guitar (EFM CG1)  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** 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. |