### High School Guitar
#### Year at a Glance 2021-2022

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<th>HS Guitar</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>End of Unit Assessment(s)</th>
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</thead>
</table>
| Creating  | Recursive| State Anchor Standards: 1, 2, 3, 5, 6, 7, 8, 10, 11 | • Creative ideas are generated and inspired by a variety of sources.  
• Creative decisions are influenced by specific intent in style and mood.  
• Musical intent is communicated through the use of musical symbols and markings.  
• Musicians connect personal experiences and ideas to creating, performing, and responding.  
• The creative ideas and concepts that influence musicians’ work emerge from a variety of sources.  
• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
• Musicians’ presentation of creative work is the culmination of creation and communication.  
• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
• Musical and technical studies/etudes can serve multiple purposes.  
• Musical performances are the result of simultaneously combining multiple skills that have been refined and perfected individually.  
• The ability to identify, extrapolate, and isolate specific musical and technical skills from a musical work is integral to refining and improving musicianship.  
• Musicians’ creative choices are influenced by their expertise, context, expressive intent, and feedback from others.  
• Through use of musical symbols and markings composers provide clues to expressive intent.  
• Musicians connect personal experiences, ideas and knowledge to creating, performing, and responding.  
• Creative ideas come from, and are inspired by, a variety of sources. | • How do musicians generate creative ideas?  
• How do musicians make creative decisions?  
• How do composers convey musical intent?  
• When is creative work ready to share?  
• How do musicians improve the quality of their creative work?  
• How do musicians improve the quality of their performance?  
• How does the ability to visually analyze and study a piece of music impact the preparation of it?  
• How does understanding the structure and content of musical works inform its preparation and performance?  
• How do composers generate interest in the listener?  
• Do all warm-ups and exercises have to directly relate to a musical work?  
• Are exercises musical?  
• Are exercises compositions?  
• How difficult should an exercise be?  
• What is the difference between an exercise and an etude?  
• How does structure and form influence musical composition?  
• How do context and the manner in which musical work | Required Assessments  
• Anatomy of the Guitar  
• Posture Palooza  
Additional Summative Assessments  
• Out of the Ordinary  
• Rock-a-by-Blues  
• What Comes Next |
<table>
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<th>Performing</th>
<th>Recursive</th>
<th><strong>State Anchor Standards:</strong> 4, 5, 6, 7, 9, 10, 11</th>
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|            | Duration  | Assessed Standards                           | *Creative choices are influenced by specific intent in style and mood.*  
*Music can be scientifically engineered to evoke a specific emotional response from the listener.*  
*While the perception of music is influenced by personal experience, there are still universal responses to certain elements.*  
*Context, setting, and other external stimuli can heighten and intensify the emotional impact of a piece.*  
*Understanding instinctual response and scientific rationale behind human emotions can help composers maximize the emotional impact of their compositions.*  
*Composers often follow a formula as a starting point for creative composition.*  
*Finished compositions are the result of several ideas, drafts, and revisions.*  
*Aural skills are an integral skill for composers to continually refine and develop as musicians.* | *How do musicians improve the quality of their performance?*  
*How do we judge the quality of musical performances?*  
*When is a piece considered “performance ready”?*  
*How do musicians make meaningful connections to performing, and responding?*  
*What practice strategies are the most effective?*  
*How do musicians determine their most effective approach to practicing?*  
*Is it more effective to wait until a piece is performance ready to receive feedback, or is it better to receive feedback earlier?* | Required Assessments  
- Various Performance Tests and Playing Assessments as determined by the teacher.  
- Guitar Ensembles  
- Power Chords  
- Rhythm  
- Tuning  
- Take it up a Notch  
Additional Summative Assessments  
- Progressive Progressions |
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| **Responding** | Recursive | State Anchor Standards: 3, 4, 5, 7, 8, 9 | • Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.  
• Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.  
• Performers make interpretive decisions based on their understanding of context and expressive intent.  
• Musicians judge performance based on criteria that vary across time, place, and cultures. | to seek feedback throughout practice and preparation?  
• How do performers select repertoire?  
• How does understanding the structure and context of musical works inform performance?  
• How do performers interpret musical works?  
• When is a performance judged ready to present?  
• How do context and the manner in which musical work is presented influence audience response? |  |
| **Connecting** | Recursive | State Anchor Standards: 2, 4, 7, 8, 10, 11 | • Musicians evaluate their work through application of appropriate criteria.  
• To express musical ideas, musicians analyze musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
• Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | • What criteria do we use to evaluate a performance?  
• How do musicians improve the quality of their performance?  
• How do we judge the quality of musical work(s) and performance(s)?  
• How do individuals develop musical preferences?  
• Who determines the artistic value of musical works? |  |

### Required Assessments
- Scales
- Notes and TAB
- Dissecting Chord Diagrams
- The Foundations of Music

### Additional Summative Assessments
- Historical Fiction
- Critically Speaking
- Guitarist Profile

### Required Assessments
- Maintenance
- Perfect Performance Pizzazz
### Big Ideas

- Musicians connect their personal interests, experiences, ideas, and knowledge while responding to music.
- Understanding connections to varied contexts and daily life enhances musicians’ response to music.
- Aural recognition and identification of musical elements can enhance the listener’s experience, understanding, and enjoyment of music.
- Exposure to music that is deeply personal to someone can facilitate understanding and foster connections between people.
- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

### Essential Questions

- How do our personal experiences impact our interpretation of music?
- How do context, setting, and other musical elements impact our perception of intent?
- How do musicians make meaningful connections while responding to music?
- How do the other arts, other disciplines, contexts, and daily life inform responding to music?
- How can music play a part in imprinting memories on our brain?
- How does music bring people together and help form interpersonal bonds?
- Why is music able to instantly trigger a memory or emotion?
- Why is music an integral part of the human experience?
- How does music function as a form of expression?
- Does music need meaning in order to be enjoyed?
- How does cultural background influence interpretation of music?
- How is music a universal language?
- How do the other arts, other disciplines, contexts, and daily life inform creating.

### End of Unit Assessment(s)

- Instrument Upgrade
- Connecting Careers in the Music Industry
- Maintenance
- Additional Summative Assessments
  - Classical Guitar Composer Slam Dunk
  - History of Classical Guitar Slam Dunk
  - History of Electric Guitar Slam Dunk
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