

## Nine-Week Guitar for Middle School – Class Meets daily or on block rotation

	Skills/Topics	Assessment/EQ	Activities for learning
Week 1	<ul style="list-style-type: none"> <li>○ Establish routines and procedures</li> <li>○ Parts of the guitar</li> <li>○ Left and Right Hand Fingers</li> <li>○ String Names/Numbers</li> <li>○ Rhythmic notation</li> <li>○ First songs – C and G7</li> <li>○ Reading notes on strings 1 and 2</li> <li>○ Posture</li> <li>○ Sound Production with thumb</li> <li>○ I-V chord progression</li> </ul>	<p><b>Assessment</b> – Parts of guitar, Standard Notation, String Number/Letter, C and G7 Playing, Sound Production</p> <p><b>*EQ:</b> <u>How do musicians improve the quality of their performance? How do we judge the quality of musical works and performances?</u></p>	<ul style="list-style-type: none"> <li>-Guitar orientation</li> <li>-Procedures, rules and class expectations</li> <li>-staff and note games</li> <li>-rhythm games</li> <li>-collaborative string study</li> <li>-chord songs for practicing first chords</li> <li>-melody for notes on strings 1-2</li> <li>-how guitars are made video</li> <li>-famous guitarist of the week</li> <li>-play first 5 notes of C scale</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>○ Introduce notes on string 3</li> <li>○ Play melodies with notes on strings 1,2 and 3 – combined rhythms to eighth notes</li> <li>○ Introduce Am, E and Em chords</li> <li>○ Am – E (I – V progression)</li> <li>○ Minor vs. Major sounds</li> </ul>	<p><b>Assessment</b> – Playing Am, E and Em chords, rhythm counting, note recognition,</p> <p><b>*EQ:</b> <u>How does understanding the structure and context of the musical works inform performance? How do the arts and other disciplines, contexts and daily life inform creating, performing and responding to music?</u></p>	<ul style="list-style-type: none"> <li>-Chord exploration</li> <li>-new chord songs for new chords</li> <li>-I-V exploration/experiment/concept develop</li> <li>-simple melodies on strings 1, 2, 3 to play as class</li> <li>-explore how major and minor sounds change the feeling of a work</li> <li>-play first five notes of Am scale</li> <li>-guitarist of the week</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>○ E and A chords with I-V songs</li> <li>○ Notes on string 3 and 4</li> <li>○ Play melodies on 1, 2, 3, 4 strings to include eighth notes</li> <li>○ Introduce tablature</li> </ul>	<p><b>Assessment</b> – Playing E and A Chords, I-V theory, playing student selected melody, rhythmic notation, tablature</p> <p><b>EQ:</b> <u>How do performers select repertoire? How does understanding the structure and context of musical works inform performances?</u></p>	<ul style="list-style-type: none"> <li>-chord exploration</li> <li>-new chord songs for new chords</li> <li>-I-V reinforcement</li> <li>-simple melodies on strings 1-4 with chordal accompaniment (2 part)</li> <li>-partners select piece for informal class performance</li> <li>-tablature melodies/ensemble</li> <li>-guitarist of the week</li> </ul>

Week 4	<ul style="list-style-type: none"> <li>○ Introduce D chord and G or simple G</li> <li>○ Combine G, C, D chords I-IV-V</li> <li>○ Down and up strumming patterns</li> </ul>	<p><b>Assessment</b> – Playing D and G Chords, I-IV-V progression, Down and up strumming patterns, Ensemble playing, accompany melody</p> <p><b>EQ:</b> <u>How do performers interpret musical works?</u></p>	<ul style="list-style-type: none"> <li>-new songs for D and G</li> <li>-new songs in key of D, G</li> <li>-I-IV-V theory</li> <li>-distribute picks</li> <li>-new ensemble music for large group</li> <li>-what's the accompaniment worksheet (written melody to figure out accompaniment)</li> <li>-guitarist of the week</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>○ Introduce Am, Em, E7</li> <li>○ Combine A, D, E chords I-IV-V</li> <li>○ Chord/Melody arrangements</li> <li>○ Two part songs</li> <li>○ Playing Root-Strum patterns in 3 and 4 meter</li> <li>○ Note reading on strings 1, 2, 3, 4</li> <li>○ Introduce accidentals #</li> </ul>	<p><b>Assessment:</b> Am, Em, E7 Chords, I-IV-V chords, Root Chord Note Identification, writing rhythms in 3 and 4 beat meter, playing 2 part piece</p> <p><b>EQ:</b> <u>How do performers interpret musical works? How do musicians improve the quality of their performance?</u></p>	<ul style="list-style-type: none"> <li>-New chord songs for A</li> <li>-melodies in key of G with (f#)</li> <li>-songs in 3 and 4 meter</li> <li>-strumming patters for 3 meter</li> <li>-playing root only</li> <li>-note id game</li> <li>-establish criteria to judge performances</li> <li>-create a rubric with students for performances</li> <li>-guitarist of the week</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>○ Introduce D, G, A progression</li> <li>○ Introduce G, Em, C, D progression</li> <li>○ Introduce notes on strings 5 and 6</li> <li>○ Play melodies on all 6 strings</li> <li>○ Root note/bass playing</li> <li>○ Introduce <i>b</i></li> </ul>	<p>Assess: Playing All chords, Notes on all strings, accidentals, rhythms and note reading, progression for melody, create harmony/melody</p> <p><b>EQ:</b> <u>How do we discern the musical creators' and performers' expressive intent? How do musicians generate creative ideas? When is creative work ready to share?</u></p>	<ul style="list-style-type: none"> <li>-new chord songs</li> <li>-new ensemble song – all 6 strings!</li> <li>-3 part arrangements, bass, chord, melody</li> <li>-compose simple melody/chord accompaniment</li> <li>-listening/song reflection (can be done as HW weekly)</li> <li>-revise melody/accompaniment</li> <li>-students plan performance</li> <li>-choose theme, music, parts, timeline</li> <li>-compare 3 arrangements of same song</li> <li>-guitarist of the week</li> </ul>

Week 7	<ul style="list-style-type: none"> <li>○ A5, D5, E5 – 12 Bar Blues Shuffle pattern</li> <li>○ Am pentatonic pattern</li> <li>○ Beginning improvisation</li> </ul>	<p>Assess: Pentatonic scale</p> <p><b>EQ:</b> <u>How do musicians generate creative ideas? How do musicians make creative decisions?</u></p>	<ul style="list-style-type: none"> <li>-12 bar blues worksheet, in A with pentatonic scale pattern</li> <li>-electric guitar petting zoo</li> <li>-ready riffs</li> <li>-songs with improvised sections</li> <li>-partner improvisation</li> <li>-a lot of echo playing</li> <li>-guitarist of the week</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>○ 3-part ensembles</li> <li>○ Chord/Melody Arrangements in keys of: G, D, and A. (I-IV-V)</li> <li>○ A on first string</li> </ul>	<p><b>Assess:</b> Student chosen piece</p> <p><b>EQ:</b> <u>How do individuals choose music to experience? How does understanding the structure and context of music inform a response? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</u></p>	<ul style="list-style-type: none"> <li>-refine chosen ensemble for performance</li> <li>-students present composition</li> <li>-student created rubric for creation</li> <li>-use student created rubric and teacher criteria to refine work</li> <li>-student feedback forms for "dress rehearsal"</li> <li>-guitarist of the week</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>○ Performance/Informance</li> </ul>	<p>EQ: <u>How do we discern the musical creators' and performers expressive intent? How do we judge the quality of musical work and performance?</u></p>	<ul style="list-style-type: none"> <li>-perform works for an audience or record</li> <li>-student created rubric for performance</li> <li>-performance reflection</li> </ul>