

Orange Unified School District  
**Advanced Guitar**  
Year Course

**GRADE LEVEL:** (6) 7-8

**PREREQUISITES:** Beginning Guitar or teacher approval

**INTRODUCTION TO THE SUBJECT:**

Advanced Guitar is a yearlong course in which students with the basic music theory and performance skills learned in Beginning Guitar can advance their knowledge and skills further by studying more difficult playing styles, theories, and techniques. Students will continue to explore and perform a variety of musical pieces using a range of styles. Students will improve and add to their knowledge of music vocabulary, playing techniques, and music theory in order to apply them to playing musical pieces on guitar. Students will learn connections to the other arts and subject areas, and study the types of careers that are available to them through music.

**COURSE OBJECTIVES:**

**BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Advanced Guitar students will meet the following music standards of grades (6) 7-8 as set forth by the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve:

**Standard 1.0 Artistic Perception:**

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music**

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. (Level of difficulty 2-3: scale of 1-6)

**Standard 2.0 Creative Expression**

**Creating, Performing, and Participating in Music**

Students apply instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. (Level of difficulty 2-3: scale of 1-6)

**Standard 3.0 Historical and Cultural Context**

**Understanding the Historical Contributions and Cultural Dimensions of Music**

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

### **Standard 4.0 Aesthetic Valuing**

#### **Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

### **Standard 5.0 Connections, Relationships, Applications**

#### **Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

### **COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

All skills taught in Advanced Guitar are used on an ongoing basis. Although a unit may be taught at the beginning of the year, the skills from that unit increase in difficulty throughout the year. All knowledge is continually built upon and referenced all year long, so there are no time suggestions placed on the units.

- I. Review of Basic Playing Technique
  - A. Hand position
  - B. Finger picking and pick technique
  - C. Chord hand positions
  - D. Music theory
  - E. Music reading in the first position
  - F. Classical guitar playing techniques
  - G. Tuning
  
- II. Expand on Musical Elements
  - A. Pitch
  - B. Rhythm
  - C. Tempo
  - D. Dynamics
  - E. Song form
  
- III. Music Notation
  - A. Reading and writing single note melodies
  - B. Reading and writing chord charts
  - C. Composition of musical pieces
  - D. Sight reading strategies

IV. Music Ensemble Performance

- A. Variety of Guitar Orchestra pieces performed of different eras, cultures, difficulty, and styles
- B. Large group performance at least two times per year
  1. Performance etiquette
  2. Dress
  3. Set-up/Clean-up
  4. Introduction of pieces (public speaking)

V. Solo Music Performance

- A. Ongoing assessment of solo performance skills
  5. Pitch accuracy
  6. Rhythm
- B. In-class solos

VI. Listening

- A. Listen to recorded musical works and evaluate them based on musical elements
- B. Assess class performances with a rubric

VII. Historical and Multicultural Connections

- A. Connect playing styles/genres with culture of origin
- B. Learn historical or cultural context of pieces
- C. Compare cultures based on musical contributions

Specific Units / Skills Taught

- Musical Genre Units: Classical, Spanish, Rock, Blues
- Chord Playing Technique – Strum patterns and styles, using the pick, bar chords, power chords, open chords, reading and writing different types of chord charts
- Single Note/Lead Guitar Playing – Blues improvisation, pentatonic scale pattern in every key, rock guitar lead playing, performing lead guitar in a small group setting
- Classical/Spanish Style Technique – Reading classical guitar music, right hand finger plucking patterns, classical techniques
- Small Ensemble Projects – Students work in groups of 2-3 to learn and perform a piece of music, each student is responsible for a different and specific part of the piece
- Composition – Students will compose chord and single note compositions demonstrating their understanding of basic music theory
- Assessment Skills – Students will assess musical performances with a rubric

**DATE OF LAST CONTENT REVISION:** March 2009

**DATE OF BOARD APPROVAL:** March 12, 2009