**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:**

**Middle School Guitar III**

**Elective Course**

**Prerequisite: Middle School Guitar II**

| **Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| --- | --- | --- | --- |
| ***QUARTER 1*** |  |  |  |
| **PERFORM** |  |  |  |
| Play | Classical Repertoire, arpeggios and exercises.Play the Carassi 25 study No. 3Play advanced sightreading exercises.Pizzicato exercises | Students should perform their pieces accurately and expressively for the teacher and in performances.Students should sing all songs that have words. | The Middle School Edition (EFM 3001 JM)The Complete Guide for Guitar (EFM 1001)[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**  |  |  |  |
| Write | C Major blues scale, exercises and improvisation.Write, arrange, perform and conduct original melodies for solo and duet | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (Complete Guide)[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** |  |  |  |
| Improvise | Improvise over the Eb Major and c minor pentatonic scales | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Guitar Sightreader (EFM GS1)Romantic Guitar (RG1) Vol. 1Patriotic Guitar (PG1) Vol. 1[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. |
| **Connect** |  |  |  |
| **Concert** | Solo and ensemble pieces including patriotic, classical, pop, rock and jazz. | Students should write a reflection of their performances, bot solo and ensembles. | Wtsboa.com[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 2*** |  |  |  |
| **PERFORM** | . |  |  |
| Play | Perform classical repertoire, arpeggios, and exercises.Perform the Carcassi 25 studies No. 7Play advanced sight reading exercises | Students should perform their pieces accurately and expressively for the teacher and in performances.Students should sing all songs that have words. | The Middle School Edition (EFM 3001 JM)The Complete Guide for Guitar (EFM 1001)[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**  |  |  |  |
| Improvise | C major blues scale and improvisation. | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (Complete Guide)[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** |  |  |  |
| Transcribe | Transcribe a jazz solo and arrange it for guitar and trioImprovise over blues scales. | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Guitar Sightreader (EFM GS1)Romantic Guitar (RG1) Vol. 1Patriotic Guitar (PG1) Vol. 1[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. |
| **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. | Wtsboa.com[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. |
| ***QUARTER 3*** |  |  |  |
| **PERFORM** |  |  |  |
| **Sing / Play** | Perform classical repertoire, arpeggios and exercises.Play the Carcassi 25 studies No. 4 and 8.Play advancing sight reading exercies | Students should perform their pieces accurately and expressively for the teacher and in performances.Students should sing all songs that have words. | The Middle School Edition (EFM 3001 JM)The Complete Guide for Guitar (EFM 1001)[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**  |  |  |  |
| **Improvise** | Play the c minor blues scale, exercises and improvisationImprovise over all modes | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (Complete Guide)[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** |  |  |  |
| **Transcribe** | Transcribe a jazz solo or write an original piece and arrange it for guitar quartet. | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Guitar Sightreader (EFM GS1)Romantic Guitar (RG1) Vol. 1Patriotic Guitar (PG1) Vol. 1[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 from the classical, jazz, pop and rock idioms at the spring concert. | Students should write a reflection of their performances, bot solo and ensembles. | Wtsboa.com[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** |  |  |  |
| **Play** | Perform classical repertoire, arpeggios and exercises.Play the Carcassi 25 studies and the Segovia Studies of Fernando Sor.Play sight reading exercisesPlay studies from sagreras Book IV | Students should perform their pieces accurately and expressively for the teacher and in performances.Students should sing all songs that have words. | The Middle School Edition (EFM 3001 JM)The Complete Guide for Guitar (EFM 1001)[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** | Transcribe a jazz solo and arrange it for guitar ensemble. | Quizzes and worksheets should be used to assess knowledge and understanding. | History of the Guitar (Complete Guide)[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** | Improvise using the Dorian, Lydian and Mixolydian modes. | Students are evaluated using modeling, observation, peer assessment, performance assessment, tests, practice, collaborative pairs, cooperative learning, and class responses. | Guitar Sightreader (EFM GS1)Romantic Guitar (RG1) Vol. 1Patriotic Guitar (PG1) Vol. 1[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. |
| **CONNECT** |  |  |  |
| **Sightread** | Ensemble pieces including patriotic, classical pop, rock and jazzPerform in spring festival and / or concert. | Students should write a reflection of their performances, bot solo and ensembles. | Wtsboa.com[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 |