

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. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. 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: perform, 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 indicators 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:

Intermediate Guitar/Instrumental Music II – Year 2-4

Elective Course

Prerequisite: Elementary Guitar I

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
QUARTER 1			
<p>PERFORM</p> <p>Foundation P1 Select, analyze, and interpret artistic work for performance. 4.GM.P1.B Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. 4.GM.P1.C Explain how context (such as social and cultural) informs a performance. 4.GM.P1.D When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.</p> <p>5.GM.P1.A Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. 5.GM.P1.B Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. 5.GM.P1.C Explain how context (such as social, cultural, and historical) informs performances. 5.GM.P1.D When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p> <p>Foundation P2 Develop and refine artistic techniques and work for performance. 4.GM.P2.A Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances. 4.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>5.GM.P2.A Apply established criteria to judge student rehearsal and/or performance. 5.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p> <p>Foundation P3 Convey and express meaning through the presentation of artistic work. 4.and 5 GM.P3.A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation* 4.and 5 GM.P3.B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation* 4.and 5 GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. 4.and 5 GM.P3.D Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Play	<p>Perform on the guitar using correct hand positions.</p> <p>Perform notated rhythms and simple melodies using open strings.</p> <p>Perform pieces using chords in the 1st position including A, D, E, Am, Dm, Eb, C, F, and G chords.</p> <p>Perform simple melodies in solo and ensemble settings</p>	<p>Students should perform their pieces accurately and expressively for the teacher and in performances both individually and as a class.</p>	<p>The Middle School Edition (EFM 3001 JM)</p> <p>The Complete Guide for Guitar (EFM 1001)</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.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</p>

Knowledge and Skills

Activities/Outcomes

Assessments

Resources

CREATE**Foundation Cr1****Generate and conceptualize artistic ideas and work.**

4.GM.Cr1.A Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).

4.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade-appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set.

5.GM.Cr1.A Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).

5.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set.

Foundation Cr2**Organize and develop artistic ideas and work.**

4. and 5 GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.

4. and 5 GM.Cr2.B Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).

Foundation Cr3**Refine and complete artistic work.**

4.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence,

4.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.

5.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music.

5.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Write	Write a biography of a famous guitarist and share it with the class.	Quizzes and worksheets should be used to assess knowledge and understanding of note and rest values, note placement on the treble staff, guitar frames and basic chords.	History of the Guitar (Complete Guide) CCSS.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.

Knowledge and Skills

Activities/Outcomes

Assessments

Resources

RESPOND**Foundation R1****Perceive and analyze artistic work.**

- 4.GM.R1.A Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).
- 4.GM.R1.B Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).
- 4.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).

- 5.GM.R1.A Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 5.GM.R1.B Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).
- 5.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).

Foundation R2**Interpret intent and meaning in artistic work.**

- 4.GM.R2.A Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).
- 5.GM.R2.A Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).

Foundation R3**Apply criteria to evaluate artistic work.**

- 4.GM.R3.A Evaluate musical works and performances, applying established criteria.
- 5.GM.R3.A Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Intonation	Tune the guitar by pitch matching Identify basic musical symbols	Students will be evaluated using modeling, observation, peer assessment, performance assessment, performance test, instrumental practice, self evaluation, collaborative pairs, peer tutoring, and class responses.	Guitar Sightreader (EFM GS1) Romantic Guitar (RG1) Vol. 1 Patriotic Guitar (PG1) Vol. CCSS.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

Foundation Cn1
Synthesize and relate knowledge and personal experiences to artistic endeavors.
 4.and 5 GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one’s family or how music is used in daily life).

Foundation Cn2
Relate artistic ideas and works with societal, cultural, and historical context.
 4.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).

 5.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Concert	Perform in fall guitar festival or community venue.	Use state assessment rubrics for students to assess their performances.	Wtsboa.com CCSS.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 melodies using sharps and flats in 1 st position and using standard notation including repeat signs, first and second endings, del signo, sharps, flats, and key signatures.	Students should perform their pieces accurately and expressively for the teacher and in performances both individually and as a class.	The Middle School Edition (EFM 3001 JM) The Complete Guide for Guitar (EFM 1001) CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.
CREATE			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Assessment rubric	Perform solos in class for peers where students grade using their own rubrics	Quizzes and worksheets should be used to assess knowledge and understanding of note and rest values, note placement on the treble staff, guitar frames and basic chords.	History of the Guitar (Complete Guide) CCSS.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.
RESPOND			
Intonation	Continue learning how to tune their guitar using tuners and ear-training Use correct PIMA fingerstyle when playing apiece	Students will be evaluated using modeling, observation, peer assessment, performance assessment, performance test, instrumental practice, self evaluation, collaborative pairs, peer tutoring, and class responses.	Guitar Sightreader (EFM GS1) Romantic Guitar (RG1) Vol. 1 Patriotic Guitar (PG1) Vol. 1 CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONNECT			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Perform	<p>Perform different genres of music, including "Rock and Roll" and "The Ballad"</p> <p>Perform in winter guitar festival and/or winter concert</p>	Use state assessment rubrics for students to assess their performances.	<p>Wtsboa.com</p> <p>CCSS.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.</p>
QUARTER 3			
PERFORM			
Sing / Play	<p>Play sight reading exercises and songs</p> <p>Sing on pitch and play the guitar at the same time.</p>	Students should perform their pieces accurately and expressively for the teacher and in performances both individually and as a class.	<p>The Middle School Edition (EFM 3001 JM)</p> <p>The Complete Guide for Guitar (EFM 1001)</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
CREATE			
Notate	<p>Perform music using previously learned notation and adding more advanced musical notation and terms.</p>	Quizzes and worksheets should be used to assess knowledge and understanding of note and rest values, note placement on the treble staff, guitar frames and basic chords.	<p>History of the Guitar (Complete Guide)</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

SCS Instructional Map

Elementary Guitar II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
RESPOND			
Intonation	Continue learning how to tune their guitar using electronic tuners. Use correct PIMA fingerings	Students will be evaluated using modeling, observation, peer assessment, performance assessment, performance test, instrumental practice, self evaluation, collaborative pairs, peer tutoring, and class responses.	Guitar Sightreader (EFM GS1) Romantic Guitar (RG1) Vol. 1 Patriotic Guitar (PG1) Vol. 1 CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONNECT			
Perform	Perform solo and ensemble pieces from the classical, jazz, pop and rock idioms at the spring concert	Use state assessment rubrics for students to assess their performances.	Wtsboa.com CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. CCSS.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			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Tune	Play arpeggios in C Major and a minor Play all major scales and their relative minor scales, one octave.	Students should perform their pieces accurately and expressively for the teacher and in performances both individually and as a class.	The Middle School Edition (EFM 3001 JM) The Complete Guide for Guitar (EFM 1001) CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.
CREATE			
Write	Use strums with a variety of rhythms and use a variety of time signatures	Quizzes and worksheets should be used to assess knowledge and understanding of note and rest values, note placement on the treble staff, guitar frames and basic chords.	History of the Guitar (Complete Guide) CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RESPOND			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Memorize</p>	<p>Write a paper on how to copyright a song</p>	<p>Students will be evaluated using modeling, observation, peer assessment, performance assessment, performance test, instrumental practice, self evaluation, collaborative pairs, peer tutoring, and class responses.</p>	<p>Guitar Sightreader (EFM GS1) Romantic Guitar (RG1) Vol. 1 Patriotic Guitar (PG1) Vol. 1 CCSS.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.</p>
<p>CONNECT</p>			
<p>Sightread</p>	<p>Ensemble pieces including Patriotic, Classical Pop, Rock and jazz Perform in a spring festival</p>	<p>Use state assessment rubrics for students to assess their performances.</p>	<p>Wtsboa.com CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. CCSS.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</p>