

**Effective Date:**

## **Hamburg Area School District**

**Name of Course: Beginning Guitar**  
**Department: Music**

**Grade Level: 9-12**  
**Instructional Time: 41 minutes**  
**Length of Course: 1 semester**  
**Period Per Cycle: 6**  
**Length of Period: 41 minutes**

### **Texts and Resources:**

Chords for Keyboard and Guitar  
The Art of Guitar, Grant Gustafson  
The Guitar Handbook, Ralph Denyer  
Old Town School of Folk Music Songbook  
Beginning Guitar Superbook, Will Schmid  
[www.ultimateguitar.com](http://www.ultimateguitar.com)

### **Assessments:**

Playing tests focusing on performance concepts  
learned at the end of each unit  
Written tests focusing on music theory concepts  
learned in each unit  
Individual in class performances  
Cumulative composition project

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**  
**Unit: Parts of the Guitar**

**Time Line: 3 class periods**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What are some different types of guitars?	A. Be able to identify different types of guitars. B. Be able to identify the music genres and artists each type of guitar is used in. C. Be able to identify the differences in design for each type of guitar and how they affect the sound of the guitar.	Grade 9-12 8. b, 8.e 9.a, 9.b, 9.c. 9.d, 9.e
What are the different parts of the guitar and their function?	A. Be able to identify the basic parts of a six string, classical acoustic guitar. B. Be able to describe the function as each part of the guitar as it pertains to the design and acoustic properties of the instrument. C. Be able to identify the difference in parts on different types of guitars.	Grade 9-12 8. a, 8.c 9. b

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Playing position, posture and music notation basics**

**Time Line: 3 class periods**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the proper playing position when holding guitar?	<ul style="list-style-type: none"><li>A. Be able to demonstrate tension free body posture when holding the guitar.</li><li>B. Be able to demonstrate proper left and right hand position when producing tones on the guitar.</li><li>C. Be able to demonstrate proper pick hand technique.</li><li>D. Be able to create clear tones on the instrument.</li></ul>	Grade 9-12 2. a
What is the proper seated position when playing guitar?	<ul style="list-style-type: none"><li>A. Be able to demonstrate a seated posture that provides a tension free playing position.</li><li>B. Be able to demonstrate proper guitar posture in terms of the angle of the neck and face of the guitar.</li></ul>	Grade 9-12 2. a
What are the basics of music notation?	<ul style="list-style-type: none"><li>A. Be able to identify a music staff and understand its function.</li><li>B. Be able to identify a treble clef and identify the notes names it designates to the lines and spaces on the staff.</li><li>C. Be able to describe a time signature and apply it to rhythmic notation.</li><li>D. Be able to identify different rhythmic notations and their relationships to one another.</li></ul>	Grade 9-12 5. a

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**  
**Unit: Tuning**

**Time Line: 1 Cycle**  
\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is the importance of tuning a guitar?	A. Be able to identify the difference in pitch between guitar strings B. Be able to identify the function of frets in relation to intervals. C. Be able to explain the importance of proper tuning in regard to chord structure.	Grade 9-12 2. a, 2.b
What does it mean to be in tune?	A. Be able to match a give pitch by vocalizing on the syllable 'la' B. Be able to identify differences in pitch as being higher or lower. C. Be able to identify how being out of tune will affect musical performances.	Grade 9-12 1. c 7. a
How do you tune a guitar using the relative tuning process?	A. Be able to adjust the tuning of the strings to match a given pitch source. B. Be able to explain the relative tuning process. C. Be able to demonstrate mastery of the relative tuning process by identifying out of tune strings and tuning a guitar.	Grade 9-12 2.b 6.b7.b

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Notes on the 1<sup>st</sup> string**

**Time Line: 3 class periods**

*\*depending on mastery*

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What pitches are played on the 1 <sup>st</sup> string of the guitar?	<ul style="list-style-type: none"><li>A. Be able to identify the pitches E5, F5 and G5 on a music staff.</li><li>B. Be able to identify the string/fret combinations that produce the notes E5, F5 and G5 on the 1<sup>st</sup> string.</li><li>C. Be able to identify rhythmic values of notes.</li><li>D. Be able to accurately perform, alone and in a group, exercises using notes on the 1<sup>st</sup> string.</li><li>E. Be able to produce a proper tone while maintain proper posture and playing position.</li></ul>	Grades 9-12 2.b,2.c 5.a

**Hamburg Area School District**  
**Course Plan**  
**(Music)**

**Course Name: Beginning Guitar**  
**Unit: Notes on the 2<sup>nd</sup> string/Chords**

**Time Line: 1 cycle**  
\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What pitches are played on the 2 <sup>nd</sup> string?	A. Be able to identify the pitches B4, C5 and D5 on a music staff. B. Be able to identify the string/fret combinations that produce the notes, B4, C5 and D5 on the 2 <sup>nd</sup> string. C. Be able to identify rhythmic values of notes. D. Be able to accurately perform, alone and in a group, exercises using notes on the 1 <sup>st</sup> and 2 <sup>nd</sup> strings. E. Be able to produce a proper tone while maintain proper posture and playing position.	Grades 9-12 2.a, 2.c 5.a 6.b
What is the proper technique when moving from string to string?	A. Be able to identify open string positions. B. Be able to display finger planting and looking ahead in left hand position. C. Be able use proper left hand technique when moving from string to string. D. Be able to accurately perform a piece of music using notes on the 1 <sup>st</sup> and 2 <sup>nd</sup> strings with pitch and rhythmic accuracy while demonstration proper technique.	Grades 9-12 2.a, 2.c 5.a 6.b
What is the function of chord symbol notation?	A. Be able to identify chord symbols in a piece of guitar music. B. Be able to identify duration of chords in a piece of guitar music. C. Be able to accurately interpret chord changes.	Grades 9-12 2.a, 2.c 5.a 6.b, 6.c

**Hamburg Area School District  
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**Course Name: Beginning Guitar**  
**Unit: Notes on the 2<sup>nd</sup> string/Chords**

**Time Line: 1 cycle**  
\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How are the C and G7 chords played?	<ul style="list-style-type: none"><li>A. Be able to read and understand chord diagrams.</li><li>B. Be able to accurately describe the left hand position for C and G7 chords.</li><li>C. Be able to perform C and G7 chords with quality tone, observing proper technique and posture.</li><li>D. Be able to fluently change between C and G7 chords using a quarter note strumming pattern.</li></ul>	Grades 9-12 2.a, 2.c 5.a 6.b, 6.c

**Hamburg Area School District**  
**Course Plan**  
**(Music)**

**Course Name: Beginning Guitar**

**Unit: Notes on the 3<sup>rd</sup> string/ Major Scales**

**Time Line: 1 cycle**

*\*depending on mastery*

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What pitches are played on the 3 <sup>rd</sup> string?	<ul style="list-style-type: none"> <li>A. Be able to identify the pitches G3 and A3 on a music staff.</li> <li>B. Be able to identify the string/fret combinations that produce the notes, G3 and A5 on the 3<sup>rd</sup> string.</li> <li>C. Be able to identify the interval of an octave between 3<sup>rd</sup> string G and 1<sup>st</sup> string G.</li> <li>D. Be able to identify rhythmic values of notes.</li> <li>E. Be able to accurately perform, alone and in a group, exercises using notes on the 3<sup>rd</sup> string, while speaking pitch names out loud.</li> <li>F. Be able to produce a proper tone while maintain proper posture and playing position.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.b
What are accidentals and their functions in musical notation?	<ul style="list-style-type: none"> <li>A. Be able to identify sharp, flat and natural accidental symbols.</li> <li>B. Be able to accurately interpret the function of accidentals in terms of how they alter pitch.</li> </ul>	Grades 9-12 5.a 6.b, 6.c
What are the characteristics of a major scale?	<ul style="list-style-type: none"> <li>A. Be able to identify the three main characteristics of major scales.</li> <li>B. Be able to identify whole and half step intervals.</li> <li>C. Be able to use accidentals to alter pitches in order to form a major scale.</li> <li>D. Be able to perform, from memory, a G major scale.</li> </ul>	Grades 9-12 4.c 5.a 6.b, 6.c 7.b



**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: E, E7 and Amin chords**

**Time Line: 3 class periods**

*\*depending on mastery*

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How are the chords E, E7 and A minor related?	<ul style="list-style-type: none"><li>A. Be able to interpret a chord diagram for E, E7 and A min chords.</li><li>B. Be able to display accurate position and posture in the left hand for E, E7 and A min chords.</li><li>C. Be able to perform, with accuracy and good tone quality, E, E7 and A min chords.</li><li>D. Be able to identify the common elements in the chord shapes of E, E7 and A min.</li><li>E. Be able to accurately perform chords in a piece of music that uses E, E7, A min and previously learned chords.</li></ul>	Grades 9-12 2.a, 2.c 5.a 6.b, 6.c

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit:  $\frac{3}{4}$  time signatures/dotted rhythms**

**Time Line: 3 class periods**

\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What does a $\frac{3}{4}$ time signature indicate?	<ul style="list-style-type: none"> <li>A. Be able to explain the functions of the top and bottom number of a time signature.</li> <li>B. Be able to interpret the meaning of a <math>\frac{3}{4}</math> time signature.</li> <li>C. Be able to identify rhythmic values in terms of their ratio to each other and numeric value based on time signature.</li> </ul>	Grades 9-12 5.a 6.b
What are dotted rhythms?	<ul style="list-style-type: none"> <li>A. Be able to identify the use of rhythmic durations in a measure of music.</li> <li>B. Be able to explain the use of dotted rhythms in <math>\frac{3}{4}</math> time; specifically dotted half notes.</li> <li>C. Be able to identify other types of dotted rhythms and their durations.</li> </ul>	Grades 9-12 5.a 6.b
How is a song using a $\frac{3}{4}$ time signature different from one that uses a $\frac{4}{4}$ time signature?	<ul style="list-style-type: none"> <li>A. Be able to accurately identify rhythmic notations and their numeric values based on a time signature.</li> <li>B. Be able to identify the recurring strong beats of a steady pulse and how they relate to rhythmic notations used in a <math>\frac{3}{4}</math> time signature.</li> <li>C. Be able to perform various rhythmic figures in a <math>\frac{3}{4}</math> time signature while counting steady, recurring beats.</li> <li>D. Be able to accurately perform a piece of music using a <math>\frac{3}{4}</math> time signature while observing proper technique and posture.</li> </ul>	Grades 9-12 2.a, 2.b, 2.c 5.a 6.b 7.a

**Hamburg Area School District  
Course Plan  
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**Course Name: Beginning Guitar**  
**Unit: 3 string chords/chord structure**

**Time Line: 3 Class Periods**

\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How do the 'small' (3 string chords) G, G7 and C chords relate to the full, open position versions?	<ul style="list-style-type: none"> <li>A. Be able to demonstrate the proper left hand position for the full, open position version of G, G7 and C chords.</li> <li>B. Be able to identify the voicing of the 3 string G, G7 and C in relation to the full, open position version.</li> </ul>	Grades 9-12 2.a, 2.b, 2.c 5.a, 5.c 6.b, 6.f 7.b
How are 3 string chords notated in guitar music?	<ul style="list-style-type: none"> <li>A. Be able to explain the structure of triads and 7<sup>th</sup> chords.</li> <li>B. Be able to identify the pitches that comprise the 3 string G, G7 and C chords.</li> <li>C. Be able to accurately identify notation, chord diagram and chord name of the 3 string G, G7 and C chords when given one of the 3 pieces of information.</li> <li>D. Be able to accurately perform a piece of music that contains fully notated 3 string G, G7 and C chords as well as previously learned concepts.</li> </ul>	Grades 9-12 2.a, 2.b, 2.c 5.a 6.b, 6.c

**Hamburg Area School District**  
**Course Plan**  
**(Music)**

**Course Name: Beginning Guitar**

**Unit: Notes on the 4<sup>th</sup> string/pick up notes**

**Time Line: 3 Class Periods**

*\*depending on mastery*

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What pitches are played on the 4 <sup>th</sup> string?	<ul style="list-style-type: none"> <li>A. Be able to identify the pitches D3, E3 and F3 on a music staff.</li> <li>B. Be able to identify the string/fret combinations that produce the notes, D3, E3 and F3 on the 4<sup>th</sup> string.</li> <li>C. Be able to identify the interval of an octave between 4<sup>th</sup> string D, E and F and 2<sup>nd</sup>/1<sup>st</sup> string D, E and F.</li> <li>D. Be able to identify rhythmic values of notes.</li> <li>E. Be able to accurately perform, alone and in a group, exercises using notes on the 4<sup>th</sup> string, while speaking pitch names out loud.</li> <li>F. Be able to produce a proper tone while maintain proper posture and playing position.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.b
What is a pick up note?	<ul style="list-style-type: none"> <li>A. Be able to identify the function of pick up notes by definition and their use in a piece of music.</li> <li>B. Be able to identify pick up notes in a piece of music, both as a start to a song and as a start to a phrase within a piece of music.</li> <li>C. Be able to play one-note exercises that utilize pick up notes on various counts.</li> <li>D. Be able to accurately perform a piece of music using pick up notes and previously learned techniques/concepts while counting a recurring pulse out loud.</li> </ul>	Grades 9-12 2.a, 2.b, 2.c 5.a 6.b, 6.c

**Hamburg Area School District**  
**Course Plan**  
**(Music)**

**Course Name: Beginning Guitar**

**Unit: Chords-A, A7, E7, F/mid-semester**

**Time Line: 1 cycle**

*\*depending on mastery*

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How are the A, A and E7 chords played?	<ul style="list-style-type: none"> <li>A. Be able to read and understand chord diagrams.</li> <li>B. Be able to accurately describe the left hand position for A, A7 and E7 chords.</li> <li>C. Be able to identify the common relationship of left hand chord shapes compared to previously learned chords (a minor and E)</li> <li>D. Be able to perform A, A7 and E7 chords with quality tone, observing proper technique and posture.</li> <li>E. Be able to fluently transition between chords used in common progressions.</li> </ul>	Grades 9-12 2.a 5.a, 5.c 6.b 6.c
What is barring technique?	<ul style="list-style-type: none"> <li>A. Be able to analyze a chord diagram and identify the notation for barring strings.</li> <li>B. Be able to use simple barring technique of strings 1 and 2 while maintaining proper tone quality.</li> <li>C. Be able to apply barring technique when playing the F chord.</li> <li>D. Be able to perform the F chord in common progressions while maintaining proper tone quality.</li> </ul>	Grades 9-12 2.a 5.a, 5.c 6.b 6.c

**Hamburg Area School District**  
**Course Plan**  
**(Music)**

**Course Name: Beginning Guitar**

**Unit: Chords-A, A7, E7, F/mid-semester**

**Time Line: 1 cycle**

*\*depending on mastery*

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Cumulative assessment of techniques learned.	<ul style="list-style-type: none"><li>A. Be able to accurately perform, with proper technique, posture and tone quality, a melody using notes on strings 1-4, dotted rhythms and pick up notes.</li><li>B. Be able to accurately perform, with proper technique, posture and tone quality, a piece of music using previously learned chords and progressions.</li><li>C. Be able to identify note names and the corresponding string/fret used to play pitches on strings 1-4</li><li>D. Be able to identify the parts of the guitar and their functions.</li><li>E. Be able to describe the relative tuning process as it applies to tuning a guitar.</li><li>F. Be able to identify and describe open and 3 string chords when given the chord name or chord diagram.</li></ul>	Grades 9-12 2.a, 2.c 5.a 6.b 7.a

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Ties and slurs**

**Time Line: 3 class periods**

*\*depending on mastery*

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the musical notation for ties/slurs and how are they interpreted differently?	<ul style="list-style-type: none"><li>A. Be able to identify the difference between and tie and slur.</li><li>B. Be able to identify durations of tied rhythmic figures.</li><li>C. Be able to accurately count tied rhythmic figures out loud.</li><li>D. Be able to accurately perform tied rhythmic figures in varying time signatures.</li><li>E. Be able to perform a piece of music that uses tied rhythms while counting out loud, using proper posture, technique and tone quality.</li></ul>	Grades 9-12 2.a, 2.c 5.a 6.a, 6.b

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Notes on the 5<sup>th</sup> String/d minor chord**

**Time Line: 1 Cycle**

*\*depending on mastery*

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is a ledger line?	<ul style="list-style-type: none"> <li>A. Be able to interpret pitches that fall beyond the range of a music staff.</li> <li>B. Be able to read pitches using ledger lines.</li> </ul>	Grades 9-12 5.a 6.b
What pitches are played on the 5 <sup>th</sup> string?	<ul style="list-style-type: none"> <li>A. Be able to identify the pitches A3, B3 and C4 on a music staff.</li> <li>B. Be able to identify the string/fret combinations that produce the notes, A3, B3 and C4 on the 5<sup>th</sup> string.</li> <li>C. Be able to identify the interval of an octave between 5<sup>th</sup> string A, B and C and 3rd/2nd string A, B and C.</li> <li>D. Be able to identify rhythmic values of notes.</li> <li>E. Be able to accurately perform, alone and in a group, exercises using notes on the 5<sup>th</sup> string, while speaking pitch names out loud.</li> <li>F. Be able to produce a proper tone while maintain proper posture and playing position.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.b
How is a d minor chord played?	<ul style="list-style-type: none"> <li>A. Be able to read and understand chord diagrams.</li> <li>B. Be able to accurately describe the left hand position for the d minor chord.</li> <li>C. Be able to identify the common relationship of left hand chord shapes compared to previously learned chords (D and D7)</li> <li>D. Be able to perform a d minor chord with quality tone, observing proper technique and posture.</li> <li>E. Be able to fluently transition between chords used in common progressions.</li> </ul>	Grades 9-12 2.a 5.a, 5.c 6.b 6.c



**Hamburg Area School District**  
**Course Plan**  
**(Music)**

**Course Name: Beginning Guitar**

**Unit: Notes on the 6<sup>th</sup> string/power chords**

**Time Line: 3 class periods**

\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What pitches are played in the 6 <sup>th</sup> string?	<ul style="list-style-type: none"> <li>A. Be able to identify the pitches E3, F3 and G3 on a music staff.</li> <li>B. Be able to identify the string/fret combinations that produce the notes, E3, F3 and G3 on the 6<sup>th</sup> string.</li> <li>C. Be able to identify the interval of an octave between 6<sup>th</sup> string E, F and G and E, F and G on 4<sup>th</sup>/3<sup>rd</sup> string and 1<sup>st</sup> string.</li> <li>D. Be able to identify rhythmic values of notes.</li> <li>E. Be able to accurately perform, alone and in a group, exercises using notes on the 6<sup>th</sup> string, while speaking pitch names out loud.</li> <li>F. Be able to produce a proper tone while maintain proper posture and playing position.</li> <li>G. Be able to accurately perform a piece of music using notes on the 6<sup>th</sup> string while being accompanied by a chord progression.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.b
What are power chords?	<ul style="list-style-type: none"> <li>A. Be able to explain and demonstrate the left hand formation used to play moveable power chords.</li> <li>B. Be able to explain the harmonic structure of power chords.</li> <li>C. Be able to perform moveable power chords using 5<sup>th</sup> and 6<sup>th</sup> string roots.</li> <li>D. Be able to name power chords by identifying the root note on the 5<sup>th</sup> and 6<sup>th</sup> string.</li> <li>E. Be able to perform a piece of music using power chords.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.b, 6.c. 6.f

**Hamburg Area School District**  
**Course Plan**  
**(Music)**

**Course Name: Beginning Guitar**

**Unit: F#/ key signature/ counterpoint harmony**

**Time Line: 1 cycle**

\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are accidentals and their functions in musical notation? (review)	<ul style="list-style-type: none"> <li>A. Be able to identify sharp, flat and natural accidental symbols.</li> <li>B. Be able to accurately interpret the function of accidentals in terms of how they alter pitch.</li> </ul>	Grades 9-12 5.a 6.b, 6.c
How is F# played on strings 1, 4 and 6?	<ul style="list-style-type: none"> <li>A. Be able to identify F# in a piece of music using accidentals.</li> <li>B. Be able to accurately perform F# on strings 1, 4 and 6 in a piece of music, using proper left hand technique, tone and posture.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.a, 6.b, 6.c
What is a key signature?	<ul style="list-style-type: none"> <li>A. Be able to explain the function of accidentals in terms of how they alter pitch.</li> <li>B. Be able to accurately explain and demonstrate a G major scale.</li> <li>C. Be able to identify accidentals as they are used to establish a key signature.</li> <li>D. Be able to accurately perform a piece of music using a key signature.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.a, 6.b, 6.c
What is counterpoint harmony?	<ul style="list-style-type: none"> <li>A. Be able to accurately define the characteristics of counterpoint harmony.</li> <li>B. Be able to identify examples of counterpoint harmony used in a piece of music.</li> <li>C. Be able to identify the differences between choral and counterpoint harmony.</li> <li>D. Be able to accurately perform a duet using counterpoint harmony while demonstrating previously learned concepts and techniques.</li> </ul>	Grades 9-12 2.a, 2.c 5.a 6.a, 6.b, 6.c, 6.d, 6.f 7.a, 7.b 8.b

**Hamburg Area School District  
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(Music)**

**Course Name: Beginning Guitar**  
**Unit: Rests and eighth notes**

**Time Line: 3 class periods**  
\*depending on mastery

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are rests in musical notation?	<ul style="list-style-type: none"><li>A. Be able to identify the notation symbols used to designate rests in music.</li><li>B. Be able to explain the hierarchy of rests in relation to the ratio of values.</li><li>C. Be able to define rests as moments of silence in music and relate their values/functions to notes.</li><li>D. Be able to accurately perform a piece of music using rests while counting a steady pulse out loud.</li></ul>	Grades 9-12 2.a 5.a 6.a,6.b
What are eighth notes?	<ul style="list-style-type: none"><li>A. Be able to identify the notation symbols used for eighth notes.</li><li>B. Be able to explain the hierarchy of rhythmic values in relation to the ratio of values.</li><li>C. Be able to explain how eighth note rhythms related to a steady beat.</li><li>D. Be able to accurately perform a piece of music using eighth note rhythms while maintaining a steady pulse.</li></ul>	Grades 9-12 2.a 5.a 6.a,6.b

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Composition Project-chord analysis**

**Time Line: 3 class periods**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How are chords structured?	A. Be able to describe the structures that comprise harmonies of triads and 7 <sup>th</sup> chords. B. Be able to identify the characteristics, written and aural, unique to major, minor and 7 <sup>th</sup> chords.	Grades 9-12 5.a 6.a, 6.b, 6.c, 6.e, 6.f 7.a
What pitches are used in open position guitar chords?	A. Be able to translate left hand positions of previously learned open position chords into pitch notation on a musical staff.	Grades 9-12 5.a 6.b

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Composition Project-writing a chord progression**

**Time Line: 1 cycle**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is a chord progression?	<ul style="list-style-type: none"> <li>A. Be able to explain the theoretical concepts of chord progressions as they relate to major and minor keys.</li> <li>B. Be able identify chord progressions using Roman numeral analysis.</li> <li>C. Be able to accurately perform I IV V7 I chord progressions in various keys.</li> </ul>	Grades 9-12 5.a, 5.c, 5.d 6.a, 6.b, 6.c, 6.e, 6.f 7.a, 7.b, 7.c
How do you write a chord progression?	<ul style="list-style-type: none"> <li>A. Be able to identify examples of common chord progressions in previously learned songs.</li> <li>B. Be able to explain chord movement tendencies in major keys.</li> </ul>	Grades 9-12 5.a, 5.c, 5.d 6.a, 6.b, 6.c, 6.e, 6.f 7.a, 7.b, 7.c
Writing a chord progression.	<ul style="list-style-type: none"> <li>A. Be able to compose a progression using at least four unique chords.</li> <li>B. Be able to compose a chord progression that follows the basic theoretical guidelines of chord progressions.</li> <li>C. Be able to notate a chord progression using standard Roman numeral chord symbols.</li> <li>D. Be able to accurately perform a composed chord progression using a unique strumming pattern, maintaining proper tone, posture and technique.</li> </ul>	Grades 9-12 2.a, 2.c 3.a, 3.d 4.d 5.a, 5.c, 5.d 6.a, 6.b, 6.c, 6.e, 6.f 7.a, 7.b, 7.c

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Composition Project- writing a melody**

**Time Line: 1 cycle**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is harmony? (review)	<ul style="list-style-type: none"> <li>A. Be able to identify the characteristics of harmony-consonance and dissonance.</li> <li>B. Be able to identify melodic pitches that will harmonize with specific chords, using a chord analysis sheet.</li> </ul>	Grades 9-12 5.a, 5.c, 5.d 6.a, 6.b, 6.c, 6.e, 6.f 7.a, 7.b, 7.c
What are non-chord tones?	<ul style="list-style-type: none"> <li>A. Be able to describe the characteristics of harmony-consonance, dissonance and tendency tones.</li> <li>B. Be able to identify and describe the characteristics of common non-chord tones such as passing and neighbor tones.</li> <li>C. Be able to identify and describe the characteristics of less-common non-chord tones such as escape tones and appoggiaturas.</li> </ul>	Grades 9-12 5.a, 5.c, 5.d 6.a, 6.b, 6.c, 6.e, 6.f 7.a, 7.b, 7.c
Writing a melody.	<ul style="list-style-type: none"> <li>A. Be able to compose a melody that harmonizes with a previously written chord progression.</li> <li>B. Be able to properly use examples of non-chord tones in a composition while maintaining the tonal center of the piece.</li> <li>C. Be able to notate the melody using proper, traditional music notation.</li> <li>D. Be able to accurately perform a melody along with a chord progression, observing proper tone, technique and posture.</li> </ul>	Grades 9-12 2.a, 2.c 3.a, 3.d 4.d 5.a, 5.c, 5.d 6.a, 6.b, 6.c, 6.e, 6.f 7.a, 7.b, 7.c

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Composition Project- perform/record**

**Time Line: 1 cycle**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Performing an original composition	<ul style="list-style-type: none"><li>A. Be able to accurately perform an original musical composition, performing with one or more other musicians.</li><li>B. Be able to identify musical elements unique to different original compositions.</li></ul>	Grades 9-12 2.a, 2.b, 2.c, 2.d 5.a, 5.b 6.a, 6.b, 6.c, 6.d, 6.e, 6.f 7.a, 7.b, 7.c
Recording an original composition	<ul style="list-style-type: none"><li>A. Be able to accurately perform both chord progression and melody into separate tracks using digital audio software.</li><li>B. Be able to edit recordings using digital audio software, fixing timing, pitch, entrances and cut-offs.</li><li>C. Be able to manipulate the timbre, instrumentation, tempo, pitch and style of the original composition to create a unique sounded arrangement using digital audio software.</li></ul>	Grades 9-12 2.a, 2.b, 2.c, 2.d 4.b, 4.c, 4.d 5.a, 5.b 6.a, 6.b, 6.c, 6.d, 6.e, 6.f 7.a, 7.b, 7.c

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: Beginning Guitar**

**Unit: Guitar tablature**

**Time Line: ongoing throughout the course**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is tablature notation?	A. Be able to identify examples of guitar tablature, including string/fret and chord symbol notations. B. Be able to find examples of guitar tablature notation in books and online.	Grades 9-12 5.a, 5.d 6.b
What are the pros and cons of guitar tablature?	A. Be able to cite specific examples that favor the use of guitar tablature. B. Be able to cite specific examples that favor the use of traditional musical notation over guitar tablature.	Grades 9-12 5.a, 5.b, 5.d 6.b, 6.e
How is guitar tablature interpreted?	A. Be able to identify the symbols used in guitar tablature. B. Be able to identify the pitches produced when playing string/fret combinations in a guitar tablature and notate it using traditional musical notation. C. Be able to accurately perform a piece of music using guitar tablature, listening to a recording in order to imitate melodic rhythm, strum pattern and other nuances that are not indicated in the tablature. D. Be able to identify similarities and differences between what is written in a specific guitar tablature and the actual recording of the same song.	Grades 9-12 2.a, 2.c, 2.b 5.a, 5.b, 5.d 6.a, 6.b, 6.e, 6.f 7.a, 7.b, 7.c