

| COMPONENT | OBJECTIVES | COMPETENCY |
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| <p>I Music Literacy</p> | <ol style="list-style-type: none"> 1. Identify the lines and spaces on the staff. (MU.A.3.3.2) 2. Identify by letter name, the frets in first position and their relative intervals. (MU.A.3.3.2) 3. Define the function of the two numbers in the time signatures of 2/4, 3/4, and 4/4. (MU.A.3.3.2) 4. Describe whole steps and half steps in major scales. (MU.A.3.3.2) 5. Identify visually and aurally differences in successive simple rhythmic patterns. (MU.A.3.3.3) 6. Spell I, IV, and V chord in the keys of C, G, and D. (MU.D.1.3.2) 7. Identify chords by their letter names, Roman numerals, and notes. (MU.D.1.3.2) 8. Identify and describe the values of the whole, half, quarter, eighth, dotted-half notes and their corresponding rest. (MU.A.3.3.2) 9. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, and naturals. (MU.A.3.3.2) 10. Identify key signature in the keys of C, G, and D. (MU.A.3.3.2) 11. Identify discrepancies in pitch and duration between aurally presented passages, notation and meter (4/4, 3/4, and 2/4). (MU.D.1.3.2) | <ol style="list-style-type: none"> A. The student can perform from notation simple melodies in first position and chord progressions of I, IV, and V in 3 different keys. (MU.A.2.3.1) B. The student can identify tonal and rhythmic patterns in the literature performed. (MU.A.2.3.3) C. The student can identify and define symbols and vocabulary specific to the guitar. (MU.A.3.3.2) D. The student can sight read simple pitch and rhythmic patterns by singing, clapping or playing on the guitar. (MU.A.3.3.1) |

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| <p>II Expressive and Stylistic Characteristics</p> | <p>12. Imitate on the guitar, short step-wise melodic fragments, ascending and descending. (MU.A.2.3.1)</p> <p>1. Identify and execute dynamic markings: p, mp, mf, f, crescendo and decrescendo. (MU.A.3.3.2)</p> <p>2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.D.1.3.3)</p> <p>3. Perform chords and melody at different dynamic levels. (MU.A.2.3.3)</p> <p>4. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.D.2.3.3)</p> <p>5. Relate different strumming patterns and finger techniques to appropriate styles. (MU.A.2.3.1)</p> <p>6. Execute a variety of accompaniments using different strums and fingering techniques. (MU.A.2.3.1)</p> | <p>A. The student can perform dynamic variations, and consistent tempo in music performed. (MU.A.2.3.3)</p> <p>B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.A.2.3.3)</p> <p>C. The student can create a stylistic chord accompaniment to a melody using appropriate strumming techniques and finger picking. (MU.A.2.3.1) (MU.B.1.3.1)</p> |
| <p>III Technique</p> | <p>1. Demonstrate correct posture in relation to classical style guitar, making use of the foot stool and proper positioning of the right hand. (MU.A.2.3.1)</p> <p>2. Perform chord progressions in tempo using I, IV, and V chords in 3 keys. (MU.A.2.3.1)</p> | <p>A. The student can perform compositions at sight using correct fingering and hand positions, rhythm pattern groups, and strumming technique. (MU.2.3.1)</p> |

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| IV Forms and Structures | <ol style="list-style-type: none"> 3. Tune the guitar by pitch matching. (MU.A.2.3.3) 4. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1) 5. Identify, and perform a two octave chromatic scale across the fret board and up and down the fret board. (MU.A.2.3.1) 6. Demonstrate correct left and right hand positions with regard to musical style. (MU.A.2.3.1) 7. Use appropriate right hand finger sequence: Thumb, 1st, 2nd, and 3rd fingers. (MU.A.2.3.1) 8. Select correct strumming technique for stated meter and rhythm pattern of song. (MU.A.2.3.1) <ol style="list-style-type: none"> 1. Explain the organization of an instrumental score. (MU.D.1.3.2) 2. Analyze and visually identify potential rhythmic problems. (MU.D.1.3.2) 3. Analyze and visually identify potential melodic problems. (MU.D.1.3.2) 4. Recognize aurally and visually a musical phrase. (MU.D.1.3.2) 5. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.4.2) | <ol style="list-style-type: none"> B. The student can incorporate I, IV, V chord progressions in literature performed. (MU.A.2.3.1) C. The student can perform a two octave chromatic scale in first position starting on any open string. (MU.A.2.3.1) D. The student can tune the guitar by pitch matching. (MU.A.2.3.3) <ol style="list-style-type: none"> A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.3.2) B. The student can follow an assigned part and perform an independent melodic and harmonic line in an ensemble. (MU.D.2.3.3) C. The student can analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.3.2) |

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| <p>V Personal/Social Musical Development and Life Long Learning</p> | <ol style="list-style-type: none"> 6. Identify aurally and visually recognize a melody, counter melody, counter melody and bass line. (MU.D.1.3.2) 7. Recognizes aurally various sections of composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1) 1. Describe the musical differences in literature representative of a variety of styles and genre (e.g., classical, flamenco, country, rock, etc). (MU.C.1.3.1) 2. Evaluate performance of self and others. (MU.D.2.3.2) 3. Participate in and contribute to music activities. (MU.A.2.3.3) 4. Demonstrate proper concert etiquette. (MU.D.2.3.1) 5. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1) 6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1) 7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3) 8. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1) 9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3) | <ol style="list-style-type: none"> A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary using established criteria. (MU.E.2.3.2) B. The student can make an objective evaluation of self and other musical performances using technical criteria such as posture, strumming techniques. (MU.D.2.3.2) C. The student can compare the similarities and differences of music, ensembles, ethnic and cultural styles and musical eras. (MU.C.1.3.1) D. The student can participate in all music activities and contribute to the performance of the total group. (MU.A.2.3.1) E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) |

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| <p>VI Instrument Care</p> | <ol style="list-style-type: none"> 1. Pick up the instrument properly from the case. (MU.A.2.3.1) 2. Maintain the instrument properly (pegs, strings and wood). (MU.A.2.3.1) 3. Clean the instrument properly with the proper accessories. (MU.A.2.3.1) 4. Place the instrument in the case properly. (MU.A.2.3.1) 5. Explain parts of the guitar and its accessories. (MU.A.2.3.1) | <p>G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</p> <p>A. The student can maintain a musical instrument. (MU.A.2.3.1)</p> |