Westbrook Public Schools  
Westbrook High School Acoustic Guitar Curriculum  
Grades 9-12

Music Standard Addressed - #2 Students will play, alone and with others, a varied repertoire of instrumental music.

**Essential Question:** What is performance preparation?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill: Student will be able to...</th>
<th>Knowledge: Students will understand...</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Perform with expression and technical accuracy a large and varied repertoire of guitar literature with a level of difficulty of 1-3, on a scale of 1 to 6 | Perform with...  
- Accurate and consistent pitch  
- Appropriate tone  
- Technical fluency  
- Beginning ensemble skills  
- Expression  
- Attention to musical details (i.e., dynamics, articulation) | Posture  
- Left hand placement  
- Technique  
- Tempo  
- Beat  
- Pitch notation  
- Rhythmic notation  
- Chords  
- Strumming  
- Picking  
- I, IV, V progression | Observation  
- Performance tests  
- Recitals |  
First Year Guitar,  
Nancy Lee Marsters  
Standard guitar literature  
Recordings of literature  
CD  
Tuner  
Metronome |
| Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills | Demonstrate good listening (ensemble skills)  
- Blending  
- Matching | Who to listen to while playing  
- Articulations  
- Ensemble skills  
- Blending  
- Matching |  |
| Perform in small ensembles with one student on a part | Play with confidence  
- Hold his/her part | Who to listen to while playing  
- Stylistic leading/following  
- Dynamics  
- Phrasing  
- Articulation |  |

**Technology Integration:**  
- Online metronome

**Expectations for Student Learning Addressed:** Westbrook H.S. students will...  
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.

**Assessment Techniques:**  
- Performance Rubric  
- Teacher-created Criteria  
- School-wide Problem Solving Rubric
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Music Standard Addressed - **#5 Students will read and notate music.**

**Essential Question(s):** What is musical notation and how do you interpret notation?

| Performance Standards | Skill  
|-----------------------|--------|
| Sight-read, accurately and expressively, music with a level of difficulty of 1-2, on a scale of 1 to 6 | Demonstrate rhythmic precision  
Accurately read pitches |

| Knowledge  
|-----------------------|-----------------------------|
| Students will understand... | Rhythmic precision  
Pitch accuracy  
Intonation  
Sight reading techniques |

<table>
<thead>
<tr>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Teacher observation and evaluation  
Practice assignments and tests | First Year Guitar, Nancy Lee Marsters  
Finale music writing software |

**Technology Integration:**
- Finale music writing software

**Expectations for Student Learning Addressed:** *Westbrook H.S. students will...*
Communicate and process ideas and information effectively.

**Assessment Techniques:**
- Teacher-created Criteria  
- School-wide Communication Rubric
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Music Standard Addressed - #6 Students will listen to, describe and analyze music.

**Essential Questions:** What is musical form & structure?

How do you listen for musical elements?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Student will be able to...</th>
<th>Knowledge Students will understand...</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices | • Describe musical events in the music they hear or perform  
• Analyze music | • Musical form  
• Phrasing  
• Tonality  
• Meter  
• Genres  
• Diverse cultures  
• Elements of music  
  o Melody  
  o Dynamics  
  o Timbre  
  o Rhythm  
  o Harmony  
  o Texture  
  o Form  
• Expressive devices (i.e., dynamics, articulation and tone color) | • Teacher evaluation  
• Discussion  
• Observation | • *First Year Guitar*, Nancy Lee Marsters  
• Recordings  
• Scores  
• Worksheets |

| Demonstrate extensive knowledge of the technical vocabulary of music | • Demonstrate knowledge of musical terms (technical vocabulary) | • Elements of music:  
  o Melody  
  o Dynamics  
  o Timbre  
  o Rhythm  
  o Harmony  
  o Texture  
  o Form  
• Pitch  
• Key  
• Meter  
• Mode  
• Phrasing  
• Articulations  
• Dynamics  
• Blend  
• Balance  
• Intervals  
• Tonic  
• Dominant  
• Cadences  
• Form |
<table>
<thead>
<tr>
<th>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques</th>
<th>Identify various instruments and voices and their families given aural or visual examples</th>
<th>Identify the theme or melody in a composition</th>
<th>Instruments</th>
<th>Instrument families</th>
<th>Voice parts</th>
<th>Compositional devices/techniques (i.e., repeats and augmentation)</th>
<th>Unity/Variety</th>
<th>Tension/Release</th>
<th>Theme</th>
</tr>
</thead>
</table>

**Technology Integration:**
- Use of internet for listening samples, research, and retrieving cultural information

**Expectations for Student Learning Addressed:** *Westbrook H.S. students will...*
Communicate and process ideas and information effectively.

**Assessment Techniques:**
- Teacher-created Criteria
- School-wide Communication Rubric
## Westbrook Public Schools

**Westbrook High School Acoustic Guitar Curriculum**

**Grades 9-12**

### Music Standard Addressed

- **#7 Students will evaluate music and music performances.**

### Essential Question:

What is evaluation?

<table>
<thead>
<tr>
<th>Performance Standards</th>
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<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| **Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music** | • Design criteria to evaluate a performance's or composition's quality (technical and expressive) and effectiveness (expressive impact) | • Blend  
• Balance  
• Tone  
• Expression  
• How to listen to music | • Critical listening worksheets  
• Self-Evaluation  
• Open discussions | • *First Year Guitar,* Nancy Lee Marasters  
• Active listening, CD’s, MP3’s, etc.  
• Internet and other media |

| **Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models** | • Use supporting evidence to evaluate his/her performances or compositions and the performances and compositions of others  
• Appropriately identify the strengths and weaknesses of a performance or composition. | | | • Exemplary performances and compositions |

### Technology Integration:

- Internet and other media
- Recording devices

### Expectations for Student Learning Addressed:

*Westbrook H.S. students will...*

Communicate and process ideas and information effectively.

### Assessment Techniques:

- Teacher-created Criteria
- School-wide Communication Rubric
Music Standard Addressed - #8 Students will make connections between music, other disciplines and daily life.

**Essential Question:** How does the study of music relate to other disciplines in life?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples</td>
<td>Recognize the common elements of theme, line, rhythm, intensity, color, shape, direction and texture in each of the arts</td>
<td>Theme, Line, Rhythm, Intensity, Color, Shape, Direction, Texture, The connection between music and each of the arts</td>
<td>Open discussion</td>
<td>First Year Guitar, Nancy Lee Marsters, Media, Colleagues, Teacher knowledge, Recordings, Projector</td>
</tr>
<tr>
<td>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</td>
<td>Compare characteristics of the arts within a particular historical period or style</td>
<td>Artistic characteristics of historical periods, Artistic characteristics of specific styles, Cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</td>
<td>Explain the relationship between the principles and subject matter of various disciplines outside the arts with those of the arts</td>
<td>The relationship between music and...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Science
- Social Studies
- Language
- Technology
- Math
- Architecture
- Dance
<table>
<thead>
<tr>
<th>Apply music knowledge and skills to solve problems relevant to a variety of careers</th>
<th>Apply music knowledge and skills to solve problems relevant to a variety of careers</th>
<th>Variety of careers</th>
<th>Open discussion</th>
</tr>
</thead>
</table>

**Technology Integration:**
- Internet
- Smart board/projector

**Expectations for Student Learning Addressed:** *Westbrook H.S. students will...*
Develop an understanding of and appreciation for cultural, intellectual, and artistic accomplishments.

**Assessment Techniques:**
- Teacher-created Criteria
# Westbrook High School Acoustic Guitar Curriculum
## Grades 9-12

### Music Standard Addressed - #9 Students will understand music in relation to history and culture.

**Essential Question:** How does music reflect historical events and cultural ideas?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications</td>
<td>Identify and accurately classify by genre or style examples of music from a variety of historical periods and cultures</td>
<td>Characteristics of musical genres</td>
<td>Class discussion and tests</td>
<td></td>
</tr>
</tbody>
</table>
  - First Year Guitar, Nancy Lee Marsters  
  - Internet  
  - World news  
  - Teacher knowledge  
  - Colleagues |
| Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them | Identify sources of American music genres | American music genres  
  - Ragtime  
  - Jazz  
  - Blues  
  - Rock-n-Roll  
  - Major musical periods  
  - Major American composers from specific periods or styles |  |
| Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances | Identify and describe the roles of musicians in various music settings and cultures  
  - Identify musicians who have functioned in various roles | Musicians various roles, activities and performances |  |

**Technology Integration:**
- Internet news sources, local & national news, contemporary media

**Expectations for Student Learning Addressed:** *Westbrook H.S. students will...*
- Develop an understanding of and appreciation for cultural, intellectual, and artistic accomplishments.

**Assessment Techniques:**
- Teacher-created Criteria