

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> <li>1. Identify the lines and spaces on the staff for the full range of the guitar. (MU.A.3.3.2)</li> <li>2. Identify by letter name, the frets in first and fourth position and their relative intervals. (MU.A.3.3.2)</li> <li>3. Define the function of the two numbers in the time signatures of 2/4, 3/4, and 4/4, alla breve, 3/8, and 6/8. (MU.A.3.3.2)</li> <li>4. Describe whole steps and half steps in major scales. (MU.A.3.3.2)</li> <li>5. Identify visually and aurally differences in successive simple rhythmic patterns in duple and triple meters. (MU.A.3.3.3)</li> <li>6. Spell I, IV, and V, V7, vi, ii chord in the keys of C, D, E, F, G, A. (MU.D.1.3.2)</li> <li>7. Identify chords by their letter names, Roman numerals, and notes. (MU.D.1.3.2)</li> <li>8. Identify and describe the values of the whole, half, quarter, eighth, dotted-half notes and their corresponding rest. (MU.A.3.3.2)</li> <li>9. Identify and explain the function of symbols indicating chromatic alterations: sharps, flats, and naturals. (MU.A.3.3.2)</li> <li>10. Identify key signature in the keys of C, D, E, F, G, A. (MU.A.3.3.2)</li> <li>11. Identify discrepancies in pitch and duration between aurally presented passages, notation and meter (4/4, 3/4, 2/4, alla breve, 3/8, and 6/8). (MU.D.1.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform from notation simple melodies beyond first position and chord progressions of I, IV, V7, vi, and ii in 6 different keys including Barre. (MU.A.2.3.1)</li> <li>B. The student can identify tonal and rhythmic patterns in the literature performed. (MU.A.2.3.3)</li> <li>C. The student can identify and define symbols and vocabulary specific to the guitar. (MU.A.3.3.2)</li> <li>D. The student can sight read simple pitch and rhythmic patterns and chord progressions on the guitar. (MU.A.3.3.1)</li> <li>E. The student can independently prepare and perform a simple solo and a simple accompaniment. (MU.A.3.3.1)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<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>13. Identify barre chords. (MU.D.1.3.2)</p> <p>1. Identify and execute dynamic markings: pp, p, mp, mf, f, ff, 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. Define, identify and execute common tempo markings (andante, allegro, ritardando, rallentando, and accelerando). (MU.A.3.3.2)</p> <p>4. Perform chords and melody at different dynamic levels. (MU.A.2.3.3)</p> <p>5. Adjust personal dynamic level to the ensemble balance with the conductor's assistance. (MU.D.2.3.3)</p> <p>6. Relate different strumming patterns and finger techniques to appropriate styles. (MU.A.2.3.1)</p> <p>7. Execute a variety of accompaniments using different strums and fingering techniques including direction change and broken chords. (MU.A.2.3.1)</p>	<p>A. The student can perform and visually identify dynamic variations, tempo, and other expressive markings 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>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Technique</p>	<ol style="list-style-type: none"> <li>1. Demonstrate correct performance posture in relation to classical style guitar. (MU.A.2.3.1)</li> <li>2. Perform chord progressions in tempo using I, IV, V, V7, vi and ii chords in 5 keys. (MU.A.2.3.1)</li> <li>3. Tune the guitar to itself and other instruments. (MU.A.2.3.3)</li> <li>4. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.3.1)</li> <li>5. Identify, and perform a two octave chromatic scale on all strings, and major scales in the keys of C, G, D, A, E and F. (MU.A.2.3.1)</li> <li>6. Demonstrate correct left and right hand positions. (MU.A.2.3.1)</li> <li>7. Use appropriate right hand finger sequence: Thumb, 1st, 2nd, and 3rd fingers. (MU.A.2.3.1)</li> <li>8. Select correct strumming technique for stated meter and rhythm pattern of song. (MU.A.2.3.1)</li> <li>9. Demonstrate left hand position for one pattern of barre chords. (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform compositions at sight using correct fingering and hand positions, rhythm pattern groups, and strumming technique including one pattern of barre chords. (MU.A.2.3.1)</li> <li>B. The student can incorporate I, IV, V, V7, vi, and ii chord progressions in literature performed. (MU.A.2.3.1)</li> <li>C. The student can perform a two octave chromatic scale in first position starting on any open string and one octave major scales in 5 keys. (MU.A.2.3.1)</li> <li>D. The student can tune the guitar with itself and other guitars in an ensemble. (MU.A.2.3.3)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
IV Forms and Structures	<ol style="list-style-type: none"> <li>1. Explain the organization of an instrumental score. (MU.D.1.3.2)</li> <li>2. Analyze and visually identify potential rhythmic problems. (MU.D.1.3.2)</li> <li>3. Analyze and visually identify potential melodic problems. (MU.D.1.3.2)</li> <li>4. Recognize aurally and visually a musical phrase. (MU.D.1.3.1)</li> <li>5. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.3.2)</li> <li>6. Identify aurally and visually recognize a melody, counter melody, counter melody and bass line. (MU.D.1.3.2)</li> <li>7. Recognizes aurally various sections of composition (e.g., introduction, trio, strain, coda). (MU.D.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.3.2)</li> <li>B. The student can follow an assigned part and perform an independent melodic and harmonic line in an ensemble. (MU.A.2.3.3)</li> <li>C. The student can analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.3.2)</li> </ol>
V Personal/Social Musical Development and Life Long Learning	<ol style="list-style-type: none"> <li>1. Describe the musical differences in literature representative of a variety of styles and genre. (MU.C.1.3.1)</li> <li>2. Evaluate performance of self and others. (MU.D.2.3.2)</li> <li>3. Participate in and contribute to music activities. (MU.A.2.3.3)</li> <li>4. Demonstrate proper concert etiquette. (MU.D.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary and established criteria. (MU.E.2.3.2)</li> <li>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)</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> <li>5. Analyze and describe the cultural context of the literature performed. (MU.C.1.3.1)</li> <li>6. <i>List factors to be considered in choosing a career in music.</i> (MU.E.2.3.1)</li> <li>7. <i>Analyze the discipline, knowledge, and skills required for career preparation in music.</i> (MU.E.2.3.3)</li> <li>8. <i>Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts.</i> (MU.E.2.3.1)</li> <li>9. <i>Prepare a budget for a concert.</i> (MU.E.2.3.3)</li> </ol> <ol style="list-style-type: none"> <li>1. Pick up the instrument properly from the case. (MU.A.2.3.1)</li> <li>2. Maintain the instrument properly (pegs, strings and wood). (MU.A.2.3.1)</li> <li>3. Clean the instrument properly with the proper accessories. (MU.A.2.3.1)</li> <li>4. Place the instrument in the case properly. (MU.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>C. The student can compare the similarities and differences of music, ensembles, ethnic and cultural styles and musical eras. (MU.C.1.3.1)</li> <li>D. The student can participate in all music activities and contribute to the performance of the total group. (MU.A.2.3.1)</li> <li>E. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1)</li> <li>F. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3)</li> <li>G. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can maintain a musical instrument. (MU.A.2.3.1)</li> </ol>
VI Instrument Care		