

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.3.4.2)</li> <li>2. Identify frets in 1<sup>st</sup>., 4<sup>th</sup>., 7<sup>th</sup>., and 9<sup>th</sup>., position by letter name and their relative intervals. (MU.A.3.4.2)</li> <li>3. Define the function of the two numbers in the time signatures of simple, compound and mixed meters. (MU.A.3.4.2)</li> <li>4. Describe whole steps and half steps in all scales. (MU.A.3.4.2)</li> <li>5. Identify visually and aurally differences in successive rhythmic patterns in simple, compound and mixed meters. (MU.A.3.4.2)(MU.D.1.4.2)</li> <li>6. Identify and describe the values of the whole, half, quarter, eighth, and dotted notes and their corresponding rests. (MU.A.3.4.2)</li> <li>7. Identify and explain the function of symbols indicating chromatic alternations: sharps, flats, and naturals. (MU.A.3.4.2)</li> <li>8. Identify key signature in all keys. (MU.A.3.4.2)</li> <li>9. Identify discrepancies in pitch, duration, and meter between aurally presented passages and notation. (MU.D.1.4.2)</li> <li>10. Imitate on the guitar, short step-wise melodic fragments, ascending and descending. (MU.D.1.4.1)(MU.A.2.4.4)</li> <li>11. Spell all chords in all keys. (MU.A.3.4.2)</li> <li>12. Identify chords by their letter names, Roman Numerals, and notation. (MU.A.3.4.2)</li> <li>13. Identify barre chords. (MU.A.3.4.2)</li> <li>14. Adjust tone and pitch for intonation. (MU.A.2.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform from notation simple melodies in first, fourth, seventh and ninth position and chord progressions in all keys. (MU.A.2.4.2)</li> <li>B. The student can analyze melodic, rhythmic, and harmonic patterns in the literature performed. (MU.D.1.4.2)</li> <li>C. The student can identify and define symbols and vocabulary specific to the guitar. (MU.A.3.4.2)</li> <li>D. The student can sight read pitch and rhythmic patterns, and chord progressions of advanced difficulty on the guitar. (MU.A.3.4.1)</li> <li>E. The student can prepare independently and perform at least three stylistically contrasting guitar selections. (MU.A.2.4.2)</li> <li>F. The student can play guitar selections from memory. (MU.A.2.4.2)</li> <li>G. The student can demonstrate 2 or more styles of improvisation. (MU.B.1.4.1)(MU.B.1.4.2)</li> </ol>

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<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Identify and execute dynamic markings: pp, p, mp, fm, f, ff, crescendo and decrescendo. (MU.C.1.4.3)</li> <li>2. Distinguish aurally, crescendo from decrescendo and piano from forte. (MU.D.1.4.1)</li> <li>3. Define, identify and execute common tempo markings (andante, allegro, ritardando, rallentando, and accelerando). (MU.D.1.4.1)(MU.A.3.4.2)</li> <li>4. Perform chords and melodies at different dynamic levels. (MU.D.1.4.3)</li> <li>5. Adjust individual dynamic level to achieve ensemble balance. (MU.D.1.4.3)(MU.A.2.4.3)</li> <li>6. Relate different strumming patterns and fingering techniques to appropriate styles such as folk, pop, classical, jazz, etc. (MU.A.2.4.2)</li> <li>7. Execute a variety of accompaniments using different strums and fingering techniques such as folk, pop, classical, jazz, etc. (MU.A.2.4.2)</li> <li>8. Identify and analyze examples of “guitar” literature representative of a variety of periods and styles including jazz. (MU.C.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform and visually identify dynamic, tempo, and other expressive markings in music performed. (MU.D.1.4.3)</li> <li>B. The student can follow conducting gestures for dynamics, tempos and other expressive characteristics. (MU.D.1.4.3)(MU.A.2.4.3)</li> <li>C. The student can create a stylistic chord accompaniment to a melody using appropriate strumming techniques, finger picking, articulations and other expressive characteristics. (MU.B.1.4.1)</li> <li>D. Analyze guitar literature in terms of style, historical period and form. (MU.C.1.4.1)(MU.C.1.4.3)(MU.D.1.4.2)</li> </ol>
<p>III Technique</p>	<ol style="list-style-type: none"> <li>1. Demonstrate correct performance posture. (MU.A.2.4.1)</li> <li>2. Perform chord progressions in tempo using I, IV, V, V7, vi, and ii chords in 8 keys. (MU.A.2.4.2)</li> <li>3. Tune the guitar to itself and other instruments. (MU.A.2.4.1)(MU.A.2.4.3)</li> <li>4. Demonstrate correct fingerings for the instrument being studied. (MU.A.2.4.1)</li> <li>5. Identify and perform a two octave chromatic scale. (MU.A.2.4.1)</li> <li>6. Perform one octave ascending and descending scales in all keys. (MU.A.2.4.2)</li> <li>7. Demonstrate correct left and right hand positions. (MU.A.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform compositions at sight using correct fingering and hand positions. (MU.A.3.4.1)</li> <li>B. The student can perform and demonstrate I, IV, V, V7, vi, ii chord patterns in literature performed. (MU.A.2.4.2)</li> <li>C. The student can perform a two octave chromatic using all strings, starting on 6<sup>th</sup>. String A and one octave ascending and descending scales in all keys. (MU.A.2.4.2)</li> </ol>

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IV Forms and Structures	<ol style="list-style-type: none"> <li>8. Use appropriate right hand finger sequence: Thumb, 1<sup>st</sup>., 2<sup>nd</sup>., and 3<sup>rd</sup>., fingers. (MU.A.2.4.1)</li> <li>9. Select correct strumming technique for stated meter and rhythm pattern of song. (MU.A.2.4.1)(MU.B.1.4.1)</li> <li>10. Demonstrate correct position for barre chords. (MU.A.2.4.2)</li> </ol> <ol style="list-style-type: none"> <li>1. Explain the organization of an instrumental score. (MU.A.3.4.2)</li> <li>2. Analyze and visually identify potential rhythmic problems. (MU.D.1.4.2)</li> <li>3. Analyze and visually identify potential melodic problems. (MU.D.1.4.2)</li> <li>4. Recognize aurally and visually a musical phrase. (MU.D.1.4.1)</li> <li>5. Identify and define markings and symbols that affect form: repeat signs, first and second endings, da capo, dal segno. (MU.A.3.4.2)</li> <li>6. Identify aurally and visually a melody, counter melody, counter melody, bass line and themes of literature performed. (MU.D.1.4.1)</li> <li>7. Recognizes aurally various sections of composition (e.g., introduction, trio, strain, coda ). (MU.D.1.4.1)</li> </ol>	<p>D. The student can tune the guitar with itself and other guitars in an ensemble. (MU.A.2.4.1)(MU.A.2.4.3)</p> <p>A. The student can analyze and describe the forms and structures of the works being rehearsed and performed. (MU.D.1.4.2)</p> <p>B. The student can follow an assigned part and perform an independent melodic or harmonic line in an ensemble. (MU.A.2.4.3)</p> <p>C. The student can analyze an instrumental score with regard to instrumentation and potential performance problems. (MU.D.1.4.2)</p>
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.1.4.1)</li> <li>2. Evaluate performance of self and others. (MU.D.2.4.1)(MU.D.2.4.2)</li> <li>3. Participate in and contribute to music activities.</li> <li>4. Demonstrate proper concert etiquette.</li> </ol>	<p>A. The student can describe and justify personal preferences in music listening and performing using appropriate vocabulary. (MU.E.2.4.2)</p>

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<p>VI Instrument Care</p>	<ol style="list-style-type: none"> <li>5. Analyze and describe the cultural context of the literature performed. (MU.C.1.4.1) (MU.C.1.4.3) (MU.E.1.4.2)</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.</li> <li>2. Maintain the instrument properly (pegs, strings and wood).</li> <li>3. Clean the instrument properly with the proper accessories.</li> <li>4. Place the instrument in the case properly.</li> </ol>	<ol style="list-style-type: none"> <li>B. The student can make an objective evaluation of self and other musical performances using criteria such as posture, strumming techniques, pitch, rhythm and harmony. (MU.D.2.4.1) (MU.D.2.4.2)</li> <li>C. The student can compare the similarities and differences of music, ensembles, ethnic and cultural styles and musical eras. (MU.E.2.4.2) (MU.C.1.4.1) (MU.C.1.4.3)</li> <li>D. The student can participate in all music activities and contribute to the performance of the total group.</li> <li>E. <i>The student 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.</li> </ol>