Course Name: Guitar	Teachers: **Bautista**	**School Year 2022-2023**
Course Summary: Guitar I is open to all students. A book must be purchased from Instructor at the beginning of the year. A limited number of school-owned guitars are available for student rental. The curriculum includes open chords, note reading, rhythm reading, tablature, strumming patterns, fingerstyle, ensemble playing, bass lines, power chords and barre chords. Students who want to pursue guitar performance who already have a thorough understanding of these concepts should ask the instructor for approval to join Gig Band.		

Unit Title: Rhythm Guitar **Unit Summary: Students will learn how to play rhythm guitar using Unit 1 of the First Year Guitar book by Nancy Marsters**	**Unit Length (weeks):** 7 weeks
Priority Standards	• **Music 1.1 Performance: Perform contrasting pieces of music, making interpretive and expressive choices** • **Music 1.3 Self-Improvement: Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance** • **Music 3.1 Music Theory: Read and notate level-appropriate music accurately and expressively**

	• **Music 4.1 Evaluation: Evaluate and assess the quality of musical performances or compositions and defend those aesthetic choices using valid criteria**
Statement of Inquiry (MYP) / Guiding Question	Statement of Inquiry: Aesthetics can be expressed through one's role and via practice and competency.
Curriculum Resources (Textbooks, novels, labs, music, etc.)	"First Year Guitar" by Nancy Marsters
Performance Tasks	Music reading, performing, evaluation and notation exercises from textbook and other similar sources.

Unit Title: Playing the Melody **Unit Summary:** Students will learn how to play the melody guitar using Unit 2 of the First Year Guitar book by Nancy Marsters	**Unit Length (weeks):** 4 weeks
Priority Standards	• **Music 1.1 Performance: Perform contrasting pieces of music, making interpretive and expressive choices** • **Music 1.3 Self-Improvement: Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance** • **Music 3.1 Music Theory: Read and notate level-appropriate music accurately and expressively** • **Music 4.1 Evaluation: Evaluate and assess the quality of musical performances or compositions and defend those aesthetic choices using valid criteria**

Statement of Inquiry (MYP) / Guiding Question	Statement of Inquiry: Development may occur through play and presenting one's human capabilities.
Curriculum Resources (Textbooks, novels, labs, music, etc.)	"First Year Guitar" by Nancy Marsters
Performance Tasks	Music reading, performing, evaluation and notation exercises from textbook and other similar sources.

Unit Title: Playing R-5 Bass **Unit Summary:** Students will learn how to play the R-5 Bass and the three person combo using Unit 3 of the First Year Guitar book by Nancy Marsters	**Unit Length (weeks):** 2 weeks
Priority Standards	• **Music 1.1 Performance: Perform contrasting pieces of music, making interpretive and expressive choices** • **Music 1.3 Self-Improvement: Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance** • **Music 3.1 Music Theory: Read and notate level-appropriate music accurately and expressively** • **Music 4.1 Evaluation: Evaluate and assess the quality of musical performances or compositions and defend those aesthetic choices using valid criteria**
Statement of Inquiry (MYP) / Guiding Question	Statement of Inquiry: Communication may be interpreted and expressed using frequency and variability.
Curriculum Resources (Textbooks, novels, labs, music, etc.)	"First Year Guitar" by Nancy Marsters

Performance Tasks	Music reading, performing, evaluation and notation exercises from textbook and other similar sources.

Unit Title: Barre Chords **Unit Summary:** Students will learn how to play Barre chords using Unit 4 of the First Year Guitar book by Nancy Marsters	**Unit Length (weeks):** 3 weeks
Priority Standards	• **Music 1.1 Performance: Perform contrasting pieces of music, making interpretive and expressive choices** • **Music 1.3 Self-Improvement: Synthesize multiple sources of feedback to develop and implement personal practice cycles to refine performance** • **Music 3.1 Music Theory: Read and notate level-appropriate music accurately and expressively** • **Music 4.1 Evaluation: Evaluate and assess the quality of musical performances or compositions and defend those aesthetic choices using valid criteria**
Statement of Inquiry (MYP) / Guiding Question	Statement of Inquiry: Change may occur through a narrative of human nature and human dignity to the audience.
Curriculum Resources (Textbooks, novels, labs, music, etc.)	“First Year Guitar” by Nancy Marsters
Performance Tasks	Music reading, performing, evaluation and notation exercises from textbook and other similar sources.

**Content and pacing has been submitted at the beginning of the 2021-2022 school year and is subject to change based on need, pacing, and/or professional judgment.*