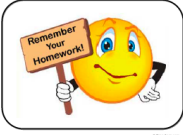


Guitar Lesson Package Featuring Eliza Doyle

Written by Kendra Worman ©2023

In collaboration with the Saskatchewan Music Educators' Association

All videos of Eliza Doyle are produced by the SMEA and are subject to copyright as such

 Note. From 5 Smiley Signs for the Classroom [Clip Art], by freeology, 2023, Freeology (https://freeology.com/quote-posters/5-smiley-signs-for-the-classroom/). CC BY-NC-SA 3.0 US	Prior to beginning these learning packages, teachers should view the following video: Eliza Doyle & Holly Yuzicapi Introduction For All Of The Videos Eliza & Holly explain the purpose of the video series and who can use them
 Note. From Animated School – Schoolhouse Clip Art [Clip Art], by Clip Art Max 2023, Clip Art Max (https://www.clipartmax.com/middle/m2K9A0A0A0d3b175_animated-school-schoolhouse-clipart/). Title 17, U.S. Code	Grade 8 Grade 9
 Note. From music-clock-cliparts [Clip Art], by Callea Design 2023, Clipart Library (https://clipart-library.com/clipart/music-clock-cliparts_8.htm). Non Commercial	Timeframe: Several hours - Teachers should read the entire plan & watch videos prior to teaching so they know what to anticipate beforehand. - There are a few things teachers may want to prep or review before working through it with students. Please see the tips and troubleshooting section for details on these suggestions.
 Note. From Cutlery Kitchen Set – Free Tools and Utensils Icons [Clip Art], by Flaticon 2023, Flaticon (https://www.flaticon.com/free-icon/cutlery-kitchen-set_45478).	Equipment: - Internet access - Speakers - Projector - Music Stands - Pencils, paper, or notebook - Acoustic Guitars - Guitar straps & picks (optional) - Recording device such as a cell phone - Tuners (phone app or physical device)



Note. From *Curriculum* [Clip Art], by Nick Youngson 2023, Alpha Stock Images (<https://www.picserver.org/c/curriculum.html>). CC BY-SA 3.0

CP8.7

Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles (Saskatchewan Curriculum, 2023).

CH8.1

Research and share insights about arts expressions that incorporate social commentary (Saskatchewan Curriculum, 2023).

CP9.7

Use voice, instruments, and technologies to express musical ideas (Saskatchewan Curriculum, 2023).

CH9.1

Investigate and discuss the role of artists in raising awareness or taking action on topics of concern (Saskatchewan Curriculum, 2023).



From *Signpost with 5 Arrows – Steps* [Clip Art], by PX Media, Adobe Stock, 2023 (https://stock.adobe.com/ca/search?filters%5Bcontent_type%3Aphoto%5D=1&filters%5Bcontent_type%3Aillustration%5D=1&filters%5Bcontent_type%3Avector%5D=1&filters%5Bcontent_type%3Avideo%5D=1&filters%5Bcontent_type%3Atemplate%5D=1&filters%5Bcontent_type%3Adownload%5D=1&filters%5Bcontent_type%3Aimage%5D=1&k=step+1+step+2+step+3+step+4+step+5+sign&order=relevance&safe_search=1&limit=100&search_page=1&search_type=usertyped&acq=&acq=step+1+step+2+step+3+step+4+step+5+sign&get_facets=0&asset_id=171212142).

Learning Plan:

Purpose:

- Introduce how to play guitar
- Investigate how artists can influence social change
- Learn to play basic chords
- Learn to play cover songs using basic chords
- Learn how to read chord charts for independent learning of new chords
- A list of terminology used throughout the plan is included below if needed.
- Assessment rubrics are provided below for each outcome. They can be edited as needed.

Step 1

Getting Inspired:

- Let us learn about Saskatchewan musician, [Eliza Doyle](#).

Getting started:

- Hand out and review **Parts of the Guitar** (attached)
- Hand out and review **The Piano Keyboard** (attached)
- Hand out and review the **Treble Clef Note Names** and the **Bass Clef Note Names** (attached). Explain that it isn't necessary now to know and read the notes on the musical staff as pictured, but rather to understand that some notes on guitar are in treble clef (higher) and others are in bass clef (lower).
- Hand out and review **Open String Names** (attached). Notice how these correlate to the piano keyboard.
- Hand out and review **Frets and Fingers** (attached)
- Hand out and review **Playing Position** (attached)
- Watch [Left Hand Position](#) (Studio33Guitar, 2015)
- Practice finding left hand finger positions by calling out such examples as: "find 1st string 1st fret, find 2nd string 2nd fret, find 3rd string 1st fret, etc." Have students check their neighbors or a partner to make sure they agree. When the teacher is confident students understand how to find left hand fingering, hand out **12 Beginner Guitar Chords** (attached) and find the fingerings for our first chord D.

	● Note: There are various alternate fingerings for some chords. The chart provided uses fingerings which may be more difficult to place initially but will foster easier movement between common chords and will force strength building in weak fingers such as the pinky. Teachers can use discretion in this area. ● D Chord: Have students look at the chart and try to find where each finger goes. Have students compare with partners and correct as needed. When all students have their fingers placed, try strumming (using down strokes only) the chord D in time, counting 1-2-3-4 (and repeat). Provide reminders regarding hand position and technique as needed. ● G Chord: Have students look at the chart and try to find where each finger goes. Have students compare with partners and correct as needed. When all students have their fingers placed, try strumming (using down strokes only) the chord G in time, counting 1-2-3-4 (and repeat). Provide reminders regarding hand position and technique as needed. ● Chord Transitions: Using down strokes, practice playing the G chord for 1-2-3-4-1-2-3-4 and then switching to the D chord for 1-2-3-4-1-2-3-4. Try not to stop or pause while transitioning between the chords by maintaining the beat in the strumming hand. Think about placing one finger at a time in the left while maintaining the strum (it may take a couple of beats before all fingers are in place). Practice this pattern going back and forth between G and C until this gets more comfortable. Keep the tempo slow initially to allow time for the chord transitions. ● A Chord: Have students look at the chart and try to find where each finger goes. Have students compare with partners and correct as needed. When all students have their fingers placed, try strumming (using down strokes only) the chord A in time, counting 1-2-3-4 (and repeat). Provide reminders regarding hand position and technique as needed. Add the A chord into the chord transition pattern from above and practice moving between G, D, and A. ● Provide students time to practice with a partner on these chord changes. Review and practice all of the above as needed.
Step 2 (Insert this step when you think it is best)	Tuning the Guitar– Tuning takes time and practice. Be sure to have tuners available either on an app or in physical form. There are many free and paid tuning apps available. A good list of options can be found here. If you are using physical tuners, Snark tuners work well and clip right onto the instrument. ● Watch How To Tune a Guitar (Musora, 2014) ● Some guitars come with a built in tuner. If yours do not have this feature, you will need to use a digital or physical tuner instead. Digital tuners need to be held near the instrument, a Snark or clip-on tuner can be clipped to the head stock. <i>Teachers will need to determine whether they want students to adjust the tuning pegs themselves (knowing that overtightening can break strings) or if the teacher or other adults will tune the instruments for the students.</i> ● If the students learn to do their own tuning, have the class work together to get everyone's 6th (top) string in tune. When tuning, there are two things to watch on the tuner. Is the correct note name showing for the string you are tuning? Is the note flat, sharp, or correctly in tune? If the note showing is not the note you are aiming for, a larger adjustment on the peg will be needed until the tuner does show the correct note name. Use the musical alphabet (ABCDEFGF) to determine if the note name identified on the tuner is too high or too low. Students should use the piano keyboard handout (attached) for a visual of where each note name sits

	in relation to others. Watch the tuner while you move the peg and pluck the string at the same time. Stop turning the peg when the pitch is correct on the tuner. - Working through one student at a time, have each student pluck their low E string, have all students watch the tuner and decide if the correct note is identified and then determine if it is flat (too low), sharp (too high), or in tune (just right). This process will show students how the tuner works and will attempt to keep the class engaged while they wait for their turn. - Once all students have their top string in tune, have students work together in pairs or small groups to tune each of the remaining strings A (5th string), D (4th string), G (3rd string), B (2nd string), and E (1st string). If the tuners are too sensitive to the sounds around them, students may have to spread out more in order for the tuners to get accurate readings. If this isn't possible, students may have to revert to tuning the remaining strings as a class just as you did the low E string. - Instrument's tuning should be checked and adjusted each time they are played. While this process will take time for the first while, eventually it should only take a few minutes as students get better at it.
Step 3	First Song – Bad Moon Rising by CCR (Creedence Clearwater Revival) Creedence Clearwater Revival (CCR) was an American rock band from 1967-1972. Their styles included roots rock, swamp rock, blues rock, southern rock, country rock, and blue-eyed soul. The band wrote songs that focused on politics and social issues such as The Vietnam War. The band was inducted into the Rock and Roll Hall of Fame in 1993 and can still be heard on the radio today. - Listen to the original recording of Bad Moon Rising (Creedence Clearwater Revival, 2012) and follow along on the sheet music (Ultimate Guitar, 2020) - To start learning to play this song, don't worry about matching the strumming pattern, just make it a priority to strum together at the same time, using down strokes. - Ideally, if someone can sing the song then you can start to play along at a slower tempo and you can just play through one section at a time. Have students simply make as many of the chord changes as they can while playing together through the song. Start, stop, repeat as needed. Learning the song will take time and practice to get the changes smooth and in time. If no one can/will sing, then play along to the recording as best as possible, which will be at a fast tempo. - Practice as a class, have students practice in small groups or partners Assessment/Exit Slip – Complete the Self-Assessment (attached)
Step 4 (Incorporate this section while also continuing on to the next step with new chords)	Artist Influence: Investigate how musicians can use music to inspire change. Find and examine an example of a CCR song that expressed the bands' thoughts on the Vietnam War. - What other bands used their music during the 60's & 70's to express their political views (often referred to as Protest Songs)? - What artists today use their music to influence change? Listen to Billie Holiday sing Strange Fruit (ReelinInTheYears66, 2018). - What do the lyrics (Genius, 2023) tell us? - Investigate the meaning and history of the song. - Why would this song have been controversial at the time? - What other songs have been considered controversial?

	Listen to the song Beneficiary by Wintersleep (2019) and read the lyrics (Guvna Guitar, 2023) • What topic(s) do the lyrics identify? • What does this song suggest about colonization? • How does this song inspire change? • What other songs can we find to help us understand our history? Have students research and respond in their notebooks
Step 5	New Chords: • As a class or in partners, review the chords GDA and practice transitioning through them • C chord: Have students use the chord chart to find where each finger goes to make the C chord shape. Have students compare with partners and correct as needed. When all students have their fingers placed, try strumming (using down strokes only) the chord C in time, counting 1-2-3-4 (and repeat). Provide reminders regarding hand position and technique as needed. Add the C chord into the chord transition pattern from above and practice moving between G, D, A, and C. • Em chord: Have students use the chord chart to find where each finger goes to make the Em chord shape. Have students compare with partners and correct as needed. When all students have their fingers placed, try strumming (using down strokes only) the chord Em in time, counting 1-2-3-4 (and repeat). Provide reminders regarding hand position and technique as needed. Add the Em chord into the chord transition pattern from above and practice moving between G, D, A, C, and Em. • Strumming: Watch Eliza introduce how to develop strumming patterns • Incorporate strumming patterns into chord transition practice
Step 6	We Will Rock You: • Hand out or read the We Will Rock You Teacher Resource • Hand out the sheet music for We Will Rock You • Listen to a recording of Queen – We Will Rock You (Queen Official, 2008) • Watch Eliza teach how to play We Will Rock You • Practice as a class or in small groups • Assessment/Exit Slip – Complete the Self-Assessment (attached)
Step 7	Sweet Child of Mine: • Hand out or read the Sweet Child of Mine Teacher Resource • Hand out the sheet music for Sweet Child of Mine • Listen to a recording of Sweet Child of Mine (Guns N’ Roses, 2009) • Watch Eliza teach how to play Sweet Child of Mine • For more advanced students or those who may already know how to read tablature, the tabs Eliza refers to are included below in the Support Documents section • Practice as a class or in small groups • Assessment/Exit Slip – Complete the Self-Assessment (attached)
Step 8	Jambalaya: • Hand out or read the Jambalaya Teacher Resource • Hand out the sheet music for Jambalaya • Listen to a recording of Jambalaya by Hank Williams (2018) • Listen to Harry Connick Jr.’s version of Jambalaya (2016)

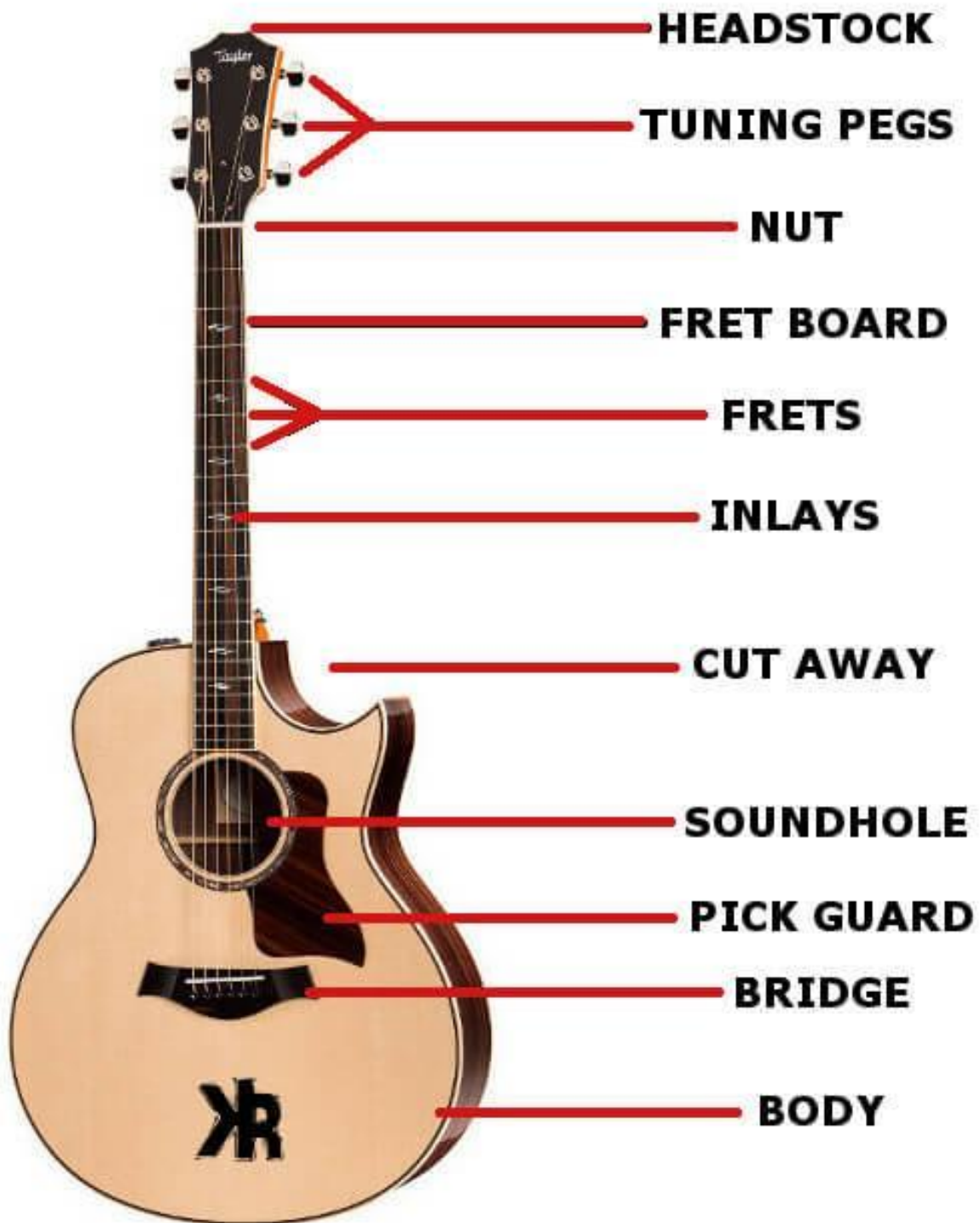
	• Watch Eliza teach how to play Jambalaya • Practice as a class or in small groups • Assessment/Exit Slip – Complete the Self-Assessment (attached)
Step 9	New Chord: • Am chord: Have students use the chord chart to find where each finger goes to make the Am chord shape. Have students compare with partners and correct as needed. When all students have their fingers placed, try strumming (using down strokes only) the chord Am in time, counting 1-2-3-4 (and repeat). Provide reminders regarding hand position and technique as needed. Add the Am chord into the chord transition pattern from above and practice moving between G, D, A, C, Em, and Am.
Step 10	Lost Boy: • Hand out or read the Lost Boy Teacher Resource • Hand out the sheet music for Lost Boy by Ruth Berhe • Listen to a recording of Lost Boy by Ruth B. (2016) • Watch Eliza teach how to play Lost Boy • Practice as a class or in small groups • Assessment/Exit Slip – Complete the Self-Assessment (attached)
Step 11	Proud Mary: • Hand out or read the Proud Mary Teacher Resource • Hand out the sheet music for Proud Mary (Easy) and for Proud Mary (Hard) • Listen to a recording of Proud Mary by Creedence Clearwater Revival (2014) • Watch Eliza teach how to play Proud Mary • Practice as a class or in small groups • Assessment/Exit Slip – Complete the Self-Assessment (attached)
Step 12	Sharing our Learning: • Introduce the Cover Song Project (attached). Have students form groups of three and select a song to cover as described in the handout. It is suggested to choose a song from the 1960-1990 eras because there are many songs from these time periods which use few chords and will be feasible for learning guitarists to pick up, however, teachers can use discretion on this. • Hand out the cover song assessment rubric as well so that students know what they will be assessed on, so they can strive towards this as they learn.
 From Contact – Talk Shop Clipart [Clip Art], by PinClipart, PinClipart (https://www.pinclipart.com/pin-detail/hoxwmx_contact-talk-shop-clipart/). Title 17, U.S. Code	Terminology: • Chord – Multiple notes played at the same time • Musical Alphabet - ABCDEFG • Frets – The individual notes on the neck of the guitar • In-Time – Play together at the same time & maintain a steady beat • Beat – A steady pulse • Tempo – Speed of the beat • Chord Transitions/Changes - Moving between chords
 From Problem Solving – Clipart Problem Solving, HD PNG Download [Clip	Tips, Tricks, & Troubleshooting • Teacher prep – Prior to beginning teaching, watch Eliza Doyle explain her method of introducing guitar • Practice, Review, Practice – Take time to practice and review each step as necessary. Move on as students are ready

Art], by Lulia Caraiman 2023, PNG Item (https://www.pngitem.com/middle/iibbRwJ_problem-clipart-transparent-clip-art-problem-solving-hd/).	● Tuning – It would be wise for the teacher to practice tuning themselves prior to introducing this to students. While this process is time consuming and challenging there is great value in students learning to tune the instruments themselves at some point. If the teacher initially decides to tune all the instruments prior to class for the sake of getting started, be sure to introduce tuning to the students later so they can eventually learn to do it themselves. ● A note about tuning – I prefer to teach students how to tune their own instrument rather than me doing it for them. However, a lesson on tuning is not a thrilling way to start, so I teach tuning later so that students can start playing as soon as possible. Teachers can use discretion as to when they introduce this skill. ● Yes, Jimi Hendrix played a “left-handed” guitar, but to do so the strings need to be removed and replaced in an opposite setup. Instruments are not considered to be left or right – handed. Much like driving a car, everyone generally learns to play the same way regardless of the dominant hand. Given that the left hand does all the hard work on guitar, left-handed people tend to have the advantage with a traditional guitar setup. Teachers can use discretion regarding this setup adjustment. ● Fingers will get sore quickly for new players. Try to break up playing with instruction to allow for frequent breaks in the early days. Once a thicker skin develops on the fingers, this soreness will disappear. ● Sound is not clean – Check hand positions and particularly where the fingers are sitting in relation to the fret. Fingers need to be near the fret wire but not on top of it, then roll onto the fingertips. Maintain a light strum with a loose wrist action, not a stiff, “digging in” style.
 From Assessment Concept [Clip Art], by Artistashmita 2023, Dreamstime (https://www.dreamstime.com/stock-illustration-assessment-concept-word-stamped-grunge-white-floor-little-men-looking-down-detail-image44848250).	Assessment: ● Skill List (attached) ● Self-Assessment form (attached) ● Cover Song Project with Assessment rubric (attached) ● Curriculum outcome assessment rubrics (attached)
 From Red Recommended Rubber Stamp Vector Illustration Isolated on White Background [Clip Art], by Arcady 2023, Shutterstock (https://www.shutterstock.com/image-vector/red-recommended-rubber-stamp-vector-illustration-511489888).	Next Steps: ● Introduce more strumming patterns. Some can be found at StringKick (2023) ● Introduce how to read tablature (Lee, 2022) ● Introduce new chords D7, Dm, E
	Support Documents: ● Parts of the Guitar (attached) ● The Piano Keyboard (attached) ● Treble Clef Note Names (attached) ● Bass Clef Note Names (attached)



- Open String Names (attached)
- Frets and Fingers (attached)
- Playing Position (attached)
- 12 Beginner Guitar Chords (attached)
- [We Will Rock You Teacher Resource](#)
- [We Will Rock You Sheet Music](#)
- [Sweet Child of Mine Easy Tabs](#)
- [Sweet Child of Mine Hard Tabs](#)
- [Sweet Child of Mine Teacher Resource](#)
- [Jambalaya Teacher Resource](#)
- [Jambalaya Sheet Music](#)
- [Lost Boy Teacher Resource](#)
- [Lost Boy Sheet Music](#)
- [Proud Mary Teacher Resource](#)
- [Proud Mary Sheet Music \(Easy\)](#)
- [Proud Mary Sheet Music \(Hard\)](#)

Parts of the Guitar

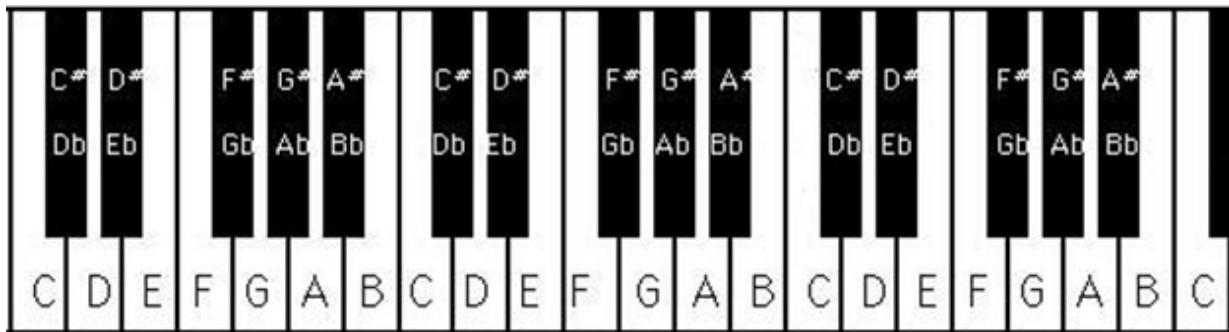


(East, 2023)

The Piano Keyboard

The note names on the piano correlate to other instruments. All note names will ascend alphabetically from A-G and then the order repeats itself. Note the black keys (sharps/flats) in between each letter name. Also note that the black keys can have two names (or two spellings) but will produce the same sound. I.e: C# is the same key and same sound as Db. # is the symbol for sharp and b is the symbol for flat.

It is helpful for students to have this piano picture handy until they get used to where the notes are on their instruments. We use the piano keyboard for this because we can easily see the black and white notes, which we cannot “see” on most other instruments. Have students use this as a reference until they can visualize it in their own heads.



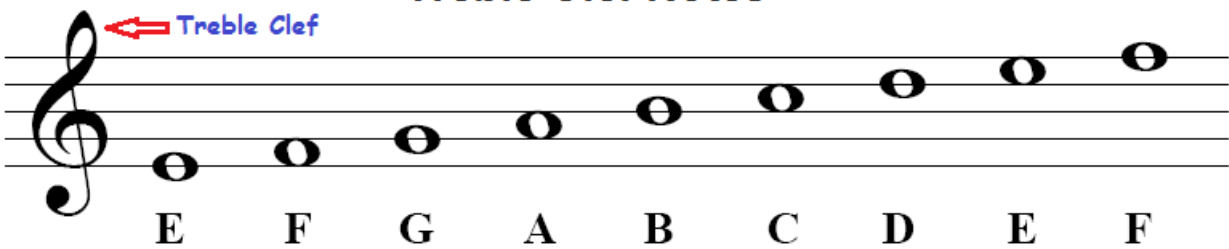
(Cazaubon, M., 2023)

Treble Clef Note Names

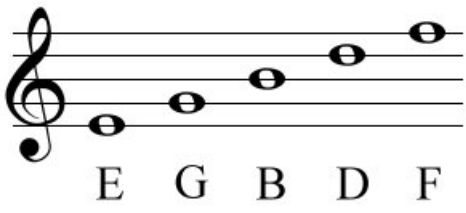
Lines on the treble (or G) clef are **E-G-B-D-F**. A good way to remember this is with the phrase, “Every Good Boy Does Fine”, “Every Green Bus Drives Fast” or “Every Good Boy Deserves Fudge”. You can use whichever one suits you. Lines are counted from the bottom to the top of the staff. The bottom line is the 1st line and the top line is the 5th.

The notes for the spaces of this clef are **F-A-C-E**. Clearly, it spells the word, “face” and is easy to remember. The four spaces are counted from bottom to the top of the staff.
(Cazaubon, M., 2023)

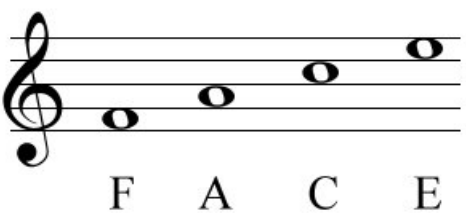
Treble Clef Notes



Line Notes



Space Notes



(Cazaubon, M., 2023)

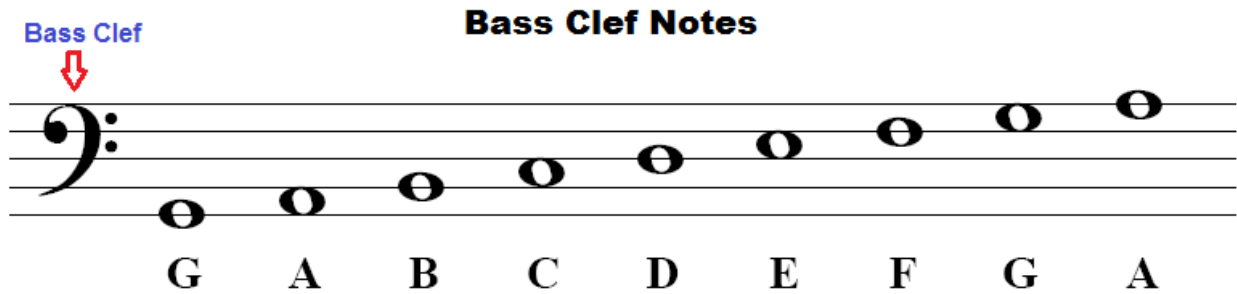
Bass Clef Note Names

The line notes from bottom to top (from the first line to the fifth line) of the bass staff are **G-B-D-F-A**. You can remember them with the phrases “Good Boys Do Fine Always” or “Great Big Dogs Fight Animals”. Or how about “Great Big Dragons Fly Around”. Everyone has their favorite.

The space notes from bottom to top (from the first space to the fourth space) of the bass staff are **A-C-E-G**. You can use the phrases “All Cows Eat Grass” or “All Cars Eat Gas” to remember the acronym. (Cazaubon, M., 2023)

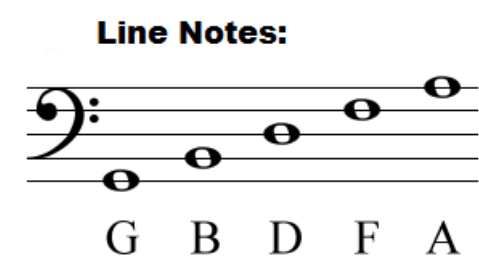
Bass Clef ↓

Bass Clef Notes



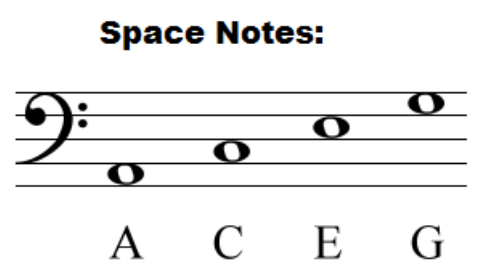
G A B C D E F G A

Line Notes:



G B D F A

Space Notes:

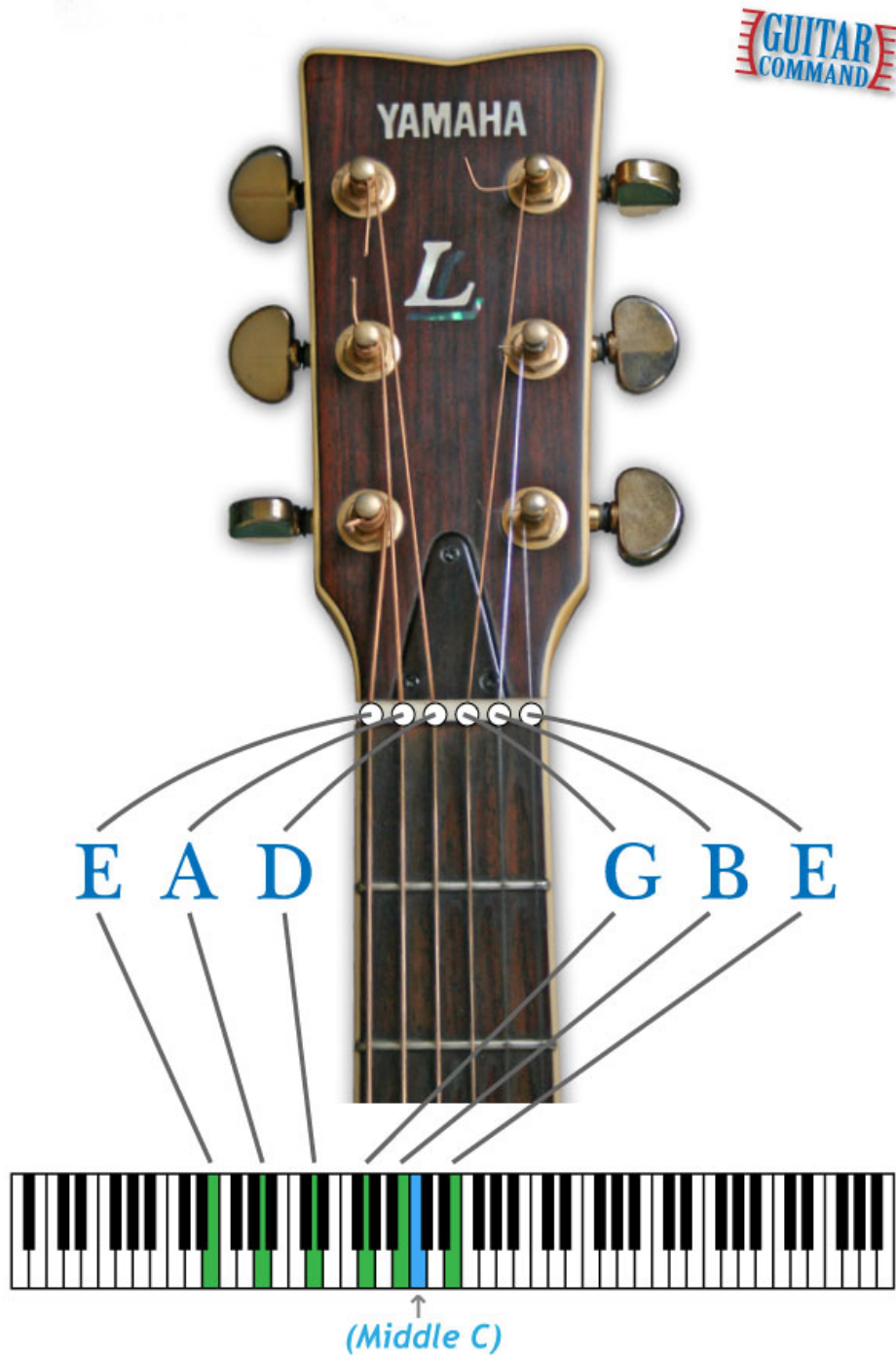


A C E G

(Cazaubon, M., 2023)

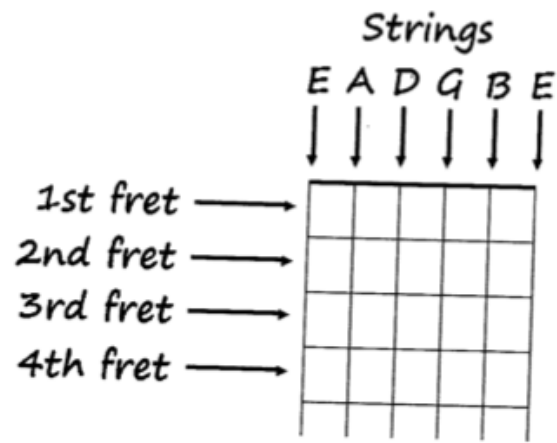
Open String Names

Notes below Middle C on the piano are Bass notes. The bass strings are E (6th string), A (5th string), D (4th string), G (3rd string), and B (2nd string). Notes above middle C on the piano are Treble notes, such as E (1st string).



(Guitar Command, 2023)

Frets and Fingers

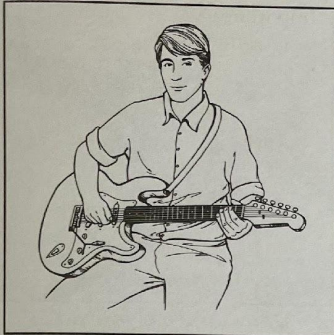


- ① = Index finger
- ② = Middle finger
- ③ = Ring finger
- ④ = pinky finger

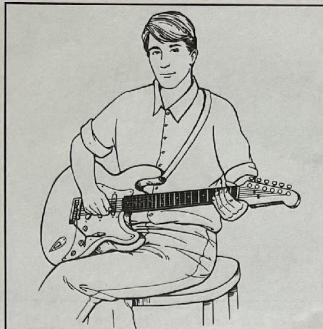
Playing Position (Manus & Manus, 1991)

GETTING
STARTED

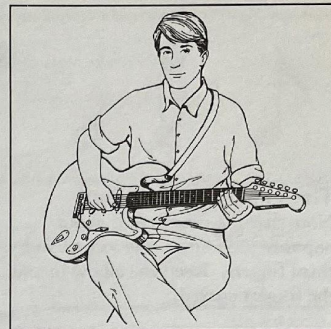
HOLDING THE GUITAR



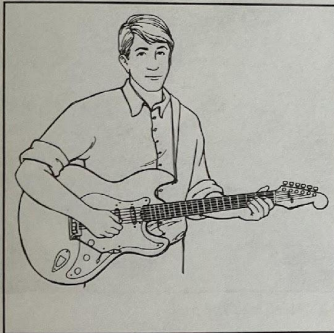
▲ *Sitting*



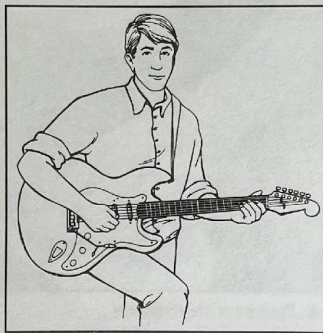
▲ *Sitting with left leg crossed over right*



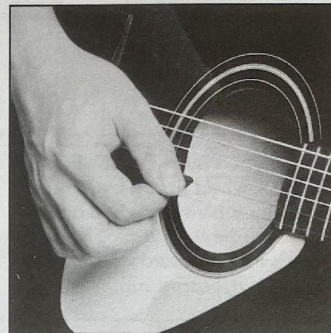
▲ *Sitting with right leg crossed over left*



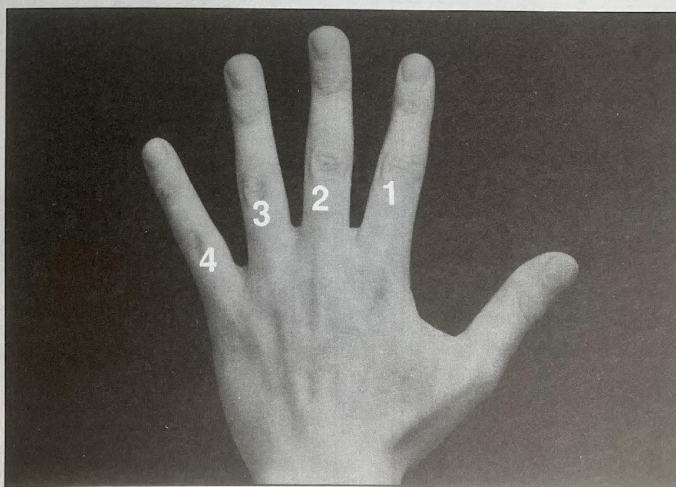
▲ *Standing, with strap*



▲ *Standing with foot on stool*



▲ *Holding the pick*



▲ *Numbering the left-hand fingers*

Playing Position Continued (Manus & Manus, 1991)

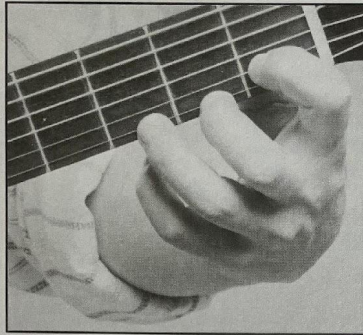
8 TEACH YOURSELF TO PLAY GUITAR

GETTING
STARTED

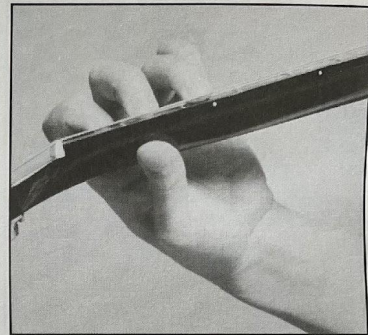
HOLDING THE GUITAR (cont'd.)

The Left-Hand Position

Note that the thumb falls about opposite the joint of the second and third fingers. Keep the elbow in and the fingers curved.



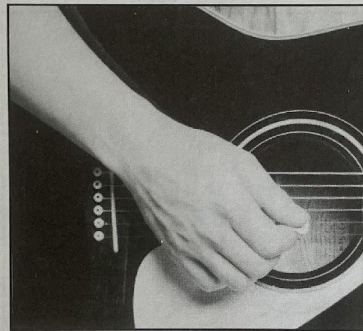
▲ The left hand position from the front



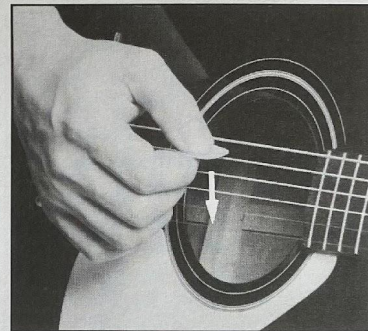
▲ The left hand position from the back

The Right-Hand Position

The pick is held firmly, but without squeezing it hard enough to cause tension in the right arm. The motion is a relaxed downward sweep of the wrist, not the entire arm.



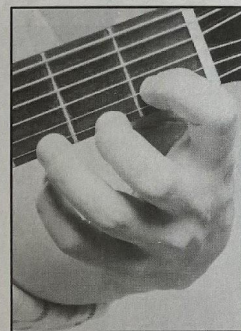
▲ Position of the right arm



▲ Motion of the pick

Placing the Finger on a String

When you place a left-hand finger on a string, make sure you press firmly and as close to the fret wire as you can without actually being right on it. This will ensure a clean, bright tone.



▲ THIS
Finger presses the string down near the fret without actually being on it.

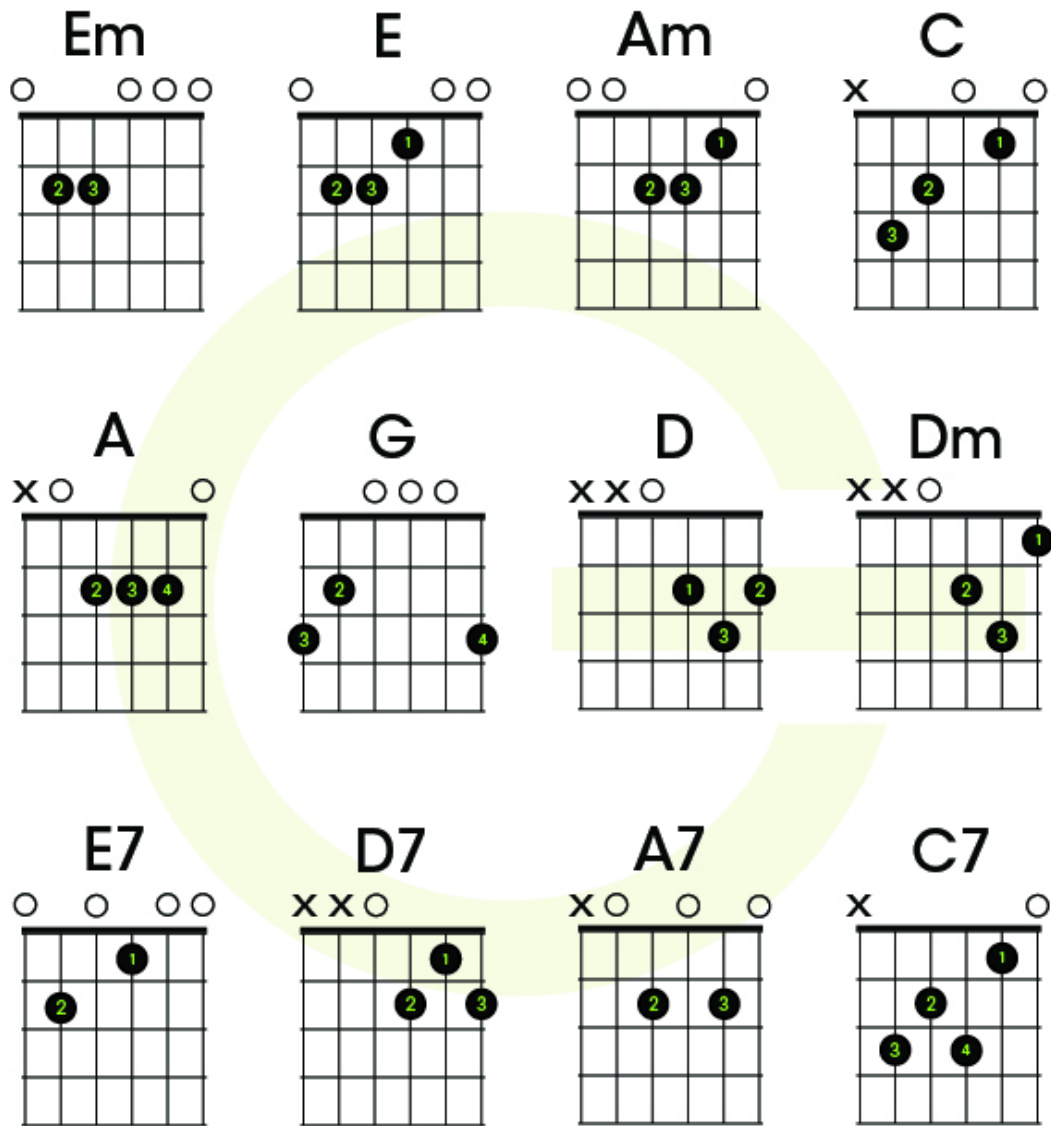


▲ NOT THIS
Finger is too far from fret wire; tone is "buzzy" and indefinite.



▲ NOT THIS
Finger is on top of fret wire; tone is muffled and unclear.

12 BEGINNER GUITAR CHORDS



Cover Song Project

What is a Cover Song?

A song that already exists, it has been written by someone other than you.

Instructions:

1. Select a song from the 1960's-1990's eras to learn to play. The song should reflect the composer's stance on a controversial political or societal topic from the time.
2. Research and prepare a presentation which includes your discoveries of the following:
 - How did the artist challenge thinking, ideas, and beliefs?
 - What message or issue is the artist raising awareness for?
 - What was controversial about the artists' views expressed in their music?
 - In what ways did this artist "break the rules" or challenge previous norms of what music should be?
3. Listen to original recordings of your song selection, practice the chord changes, and prepare to replicate the song via live performance or by video recording yourselves.

Curriculum Outcome Assessment

Outcome 8.7

Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles (Saskatchewan Curriculum, 2023).

Outcome 9.7

Use voice, instruments, and technologies to express musical ideas (Saskatchewan Curriculum, 2023).

Working Towards Proficiency Areas that need work	Proficient/Meeting	Beyond Expectations Evidence of exceeding
	Song selection clearly reflects a significant political or social issue from the era	
	Presented research reflects clear and thoughtful analysis of the artist's views, message, and impact on social change	
	Performance of complete song reflects smooth chord transitions, correct lyrics and/or melody, correct tempo, and smooth ensemble playing.	

Self-Assessment

Student Name _____

Song(s) for Group Practice: _____

What can I do well?

What do I need to work on?

Circle the smiley face which best describes your learning so far:



I can do this.



I am getting there.



I need help.

Music 8 & 9 SKILL LIST (Guitar)

Name: _____

Outcome 8.7

Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles (Saskatchewan Curriculum, 2023).

Outcome 9.7

Use voice, instruments, and technologies to express musical ideas (Saskatchewan Curriculum, 2023).

(Note: Some skills require less than a Mastery or Proficient level of learning and as such these achievement levels are blacked out).	Beginning	Approaching	Proficient	Mastery	Date:
Hand Positions					
Identify Strings by Musical Alphabet name & by number					
Tune guitar using electronic tuner					
Identify Frets by Musical Alphabet name & by number					
Demonstrate Chord transitions D G A					
Demonstrate Chord transitions G C D7 Em					
Demonstrate Chord transitions C F G7 Am					
Demonstrate strumming pattern: D DU UD 1&2&3&4&					
Demonstrate ability to play Bad Moon Rising					
Demonstrate ability to play We Will Rock You					
Demonstrate ability to play Sweet Child O Mine					
Demonstrate ability to play Jambalaya					
Demonstrate ability to play Lost Boy					
Demonstrate ability to play Proud Mary					

Date	Teacher Feedback

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Curriculum Outcomes:

CH8.1

Research and share insights about arts expressions that incorporate social commentary (Saskatchewan Curriculum, 2023).

CH9.1

Investigate and discuss the role of artists in raising awareness or taking action on topics of concern (Saskatchewan Curriculum, 2023).

Student Name: _____

	Not Meeting	Approaching	Meeting	Exceeding
Critical Thinking	Provides little information, demonstrates a lack of analysis and appropriate research.	Lacks some information, demonstrates a lack of trustworthy sources, lacks some evidence of clear analysis.	Provides sufficient information, demonstrates evidence of analysis, research reflects accurate sourcing.	Provides a depth of information from credible sources. Demonstrates deep analysis.
Personal Reflection	Makes little or no connection to the learning.	Makes some connections to the world and to their own life but lacks detail or depth.	Makes connections to the world around them. Makes personal connections to learning.	Makes deep connections to the world around them and to their own personal life.
Addressing Social Issues	A connection to social issues is not made	Some connection to and impact on social issues is evident, but lacks clarity and/or detail	Connection to and impact on social issues is clearly made	A deep analysis of artist impact and connection to social issues is evident

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