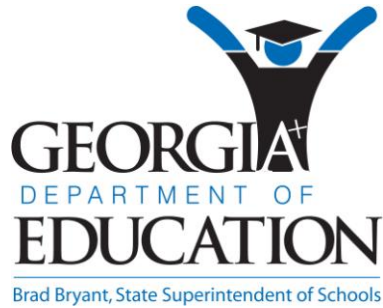


Georgia Department of Education



**FINE ARTS EDUCATION**  
**GEORGIA PERFORMANCE STANDARDS**  
**Guitar**  
**(Grades 6-12)**

**Georgia Department of Education**

**Guitar Georgia Performance Standards**

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# Georgia Department of Education

## I. Acknowledgements

<u>Name</u>	<u>Committee</u>	<u>Representing</u>
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Robert Andrews	Advisory	Gwinnett County Schools

Many thanks to all of the teachers and administrators from Carroll County, Cobb County, Gwinnett County, Morgan County, Wayne County, and Berry College who served as volunteers in writing these standards.

The following individuals were volunteers and either wrote or served as advisors on the Georgia Performance Standards (GPS) for Middle and High School Music.

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## II. Introduction

The Georgia Performance Standards for Fine Arts courses are based on The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. The National Standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Association, through a grant administered by The National Association for Music Education (MENC).

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### Guitar Introduction

The Georgia Performance Standards for Guitar are designed to be used in homogeneous, group-instruction acoustic guitar classes in grades six through twelve. The standards are based on the MENC National Standards for Music Education and are designed to provide a sequential and developmental framework for students from beginning through the mastery level. They are arranged in four major categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigate and Cultural and Historical Context. The standards are organized into the following grades and levels:

6<sup>th</sup> – 8<sup>th</sup> Grade: Beginning, Intermediate, and Advanced

9<sup>th</sup> – 12<sup>th</sup> Grade: Beginning, Intermediate, Advanced, and Mastery

Some guitar programs in Georgia are “exploratory” and give students only a nine-week or one-semester introduction to guitar. Other programs build skills each semester and students have the opportunity to continue studying guitar in higher level courses and therefore reach much higher levels of playing and musicianship.

Guitar is unique as an instrument in that it may be played either right-handed or left-handed. In these standards, the terms “right” and “left” should be reversed if a student is playing a left-handed on a guitar set up for the player.

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### GRADE: 6 – 8 MUSIC – BEGINNING GUITAR

#### A. Skills and Techniques/Performance

MMSBG.1 - Singing, alone and with others, a varied repertoire of music

- a. Utilize aural skills to match pitch.
- b. Utilize aural skills to sing simple phrases.

MMSBG.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of solo guitar and guitar ensemble literature with a level of difficulty of 1 on a scale of 1 to 4.
- b. Perform music from a variety of musical genres, such as blues, rock, jazz, classical, American and international folk styles.
- c. Demonstrate correct left hand position and finger placement, right hand strumming position with thumb and with pick, posture and instrument position.
- d. Produce a characteristic sound strumming multiple or single strings using a guitar pick and right thumb.
- e. Perform basic chord progressions - D, A, E, G, C, em, and am, using I, IV, and V7 chords.
- f. Perform natural notes in first position from low E to high G on the high E string.
- g. Perform simple melodies in C Major and a minor.
- h. Perform twelve-bar blues in the key of G.
- i. Recognize awareness of individual and group roles within the ensemble relating to correct note-playing, tone, ensemble, balance, tempo, and pulse.

MMSBG.3 - Reading and notating music

- a. Identify notes in the staff and on ledger lines in treble clef.
- b. Read and notate notes in first position without sharps and flats.
- c. Read and notate rhythms containing quarter notes, half notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
- d. Read and perform basic rhythm guitar using D, D7, dm, A, A7, am, E, E7, em, G, G7, B7, C, and F chords in first position.
- e. Recognize and execute symbols for basic dynamics, tempo, articulation and expression as used in corresponding literature.
- f. Sight-read, accurately and expressively, simple musical phrases and lines with only natural notes.
- g. Read and write guitar tabs.

#### B. Creation

MMSBG.4 - Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and chord progressions.
- b. Improvise simple melodies from a given range of pitches.

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- c. Improvise simple harmonic accompaniment in the keys of D, A, E, G, C, em, and am, using I, IV, and V7 chords.

MMSBG.5 - Composing and arranging music within specified guidelines

- a. Create simple, original strumming patterns in 4/4 time.
- b. Compose simple guitar “riffs” using simple first position chords.
- c. Compose simple melodies in the key of C using natural notes.

### C. Critical Analysis/Investigate

MMSBG.6 - Listening to, analyzing, and describing music

- a. Explain basic principles relating to meter, rhythm, tonality, style, and instrumentation in selected aural examples.
- b. Identify basic formal structure in aural examples, e.g. verse, chorus, bridge in rock and pop songs, AB and ABA form in folk music.

MMSBG.7 - Evaluating music and music performances

- a. Evaluate the accuracy of rhythm and notes for individual and ensemble playing.
- b. Assess the quality of performance in correct notes, tone, ensemble, balance, precision, and rhythm.

### D. Cultural and Historical Context

MMSBG.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Explain how music contributes to a well-rounded education.
- b. Recognize that many subjects are related to music, e.g. math, physics, literature, visual art, history.

MMSBG.9 - Understanding music in relation to history and culture

- a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Demonstrate stylistic characteristics of a varied repertoire through guitar performance.
- c. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.
- d. Explore various career paths in music and guitar.
- e. Compare playing and composing styles of performers of guitar from different genres.
- f. Identify sources of American music genres, e.g. blues, trace the evolution of those genres, and cite well-known musicians associated with them.

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### GRADE: 6 - 8 MUSIC – INTERMEDIATE GUITAR

#### A. Skills and Techniques/Performance

MMSIG.1 - Singing, alone and with others, a varied repertoire of music

- a. Utilize aural skills to match pitch.
- b. Utilize aural skills to sing simple phrases.

MMSIG.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of solo guitar and guitar ensemble literature with a level of difficulty of 1-2 on a scale of 1 to 4.
- b. Perform music from a variety of musical genres, such as blues, rock, classical, jazz, American and international folk styles, and world.
- c. Demonstrate correct left hand position and finger placement, right hand strumming position with thumb and with pick, posture and instrument position.
- d. Produce a characteristic sound strumming multiple or single strings using a guitar pick and right thumb.
- e. Perform natural note (all natural notes from low E up to G above the staff in treble clef), chromatic (all notes from low E up to G# above the staff in treble clef), and basic blues scales.
- f. Perform simple melodies in C Major and a minor.
- g. Perform basic chord progressions - D, A, E, G, C, em, and am, using I, IV, and V7 chords.
- h. Perform twelve-bar blues in various keys (by strumming chords or by arpeggiating chords).
- i. Perform power chords with roots on E and A strings.
- j. Recognize individual and group roles within the ensemble relating to correct note-playing, tone, ensemble, balance, tempo, and pulse.

MMSIG.3 - Reading and notating music

- a. Identify notes in the staff and on ledger lines in treble clef.
- b. Read and notate notes with or without sharps and flats.
- c. Read and notate rhythms containing quarter notes, half notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
- d. Read and perform basic rhythm guitar using D, D7, dm, A, A7, am, E, E7, em, G, G7, B7, C, and F chords in first position.
- e. Read and correctly interpret guitar tablature.
- f. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.
- g. Sight-read, accurately and expressively, simple musical phrases and lines with only natural notes.
- h. Read and write guitar tabs.

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### B. Creation

MMSIG.4 - Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and chord progressions.
- b. Improvise simple melodies from a given range of pitches, for example, the blues scale over twelve-bar blues.
- c. Improvise harmonic accompaniment in the keys of D, A, E, G, C, em, and am, using I, IV, and V7 chords.

MMSIG.5 - Composing and arranging music within specified guidelines

- a. Create simple, original strumming patterns in 4/4 time.
- b. Compose simple guitar “riffs” using simple first position chords and/or power chords.
- c. Compose simple melodies in the key of C or am using natural notes.

### C. Critical Analysis/Investigate

MMSIG.6 - Listening to, analyzing, and describing music

- a. Explain basic principles relating to meter, rhythm, tonality, style, and instrumentation in selected aural examples.
- b. Identify basic formal structure in aural examples, e.g. verse, chorus, bridge in rock and pop songs.

MMSIG.7 - Evaluating music and music performances

- a. Evaluate the accuracy of rhythm and notes for individual and ensemble playing.
- b. Assess the quality of performance in correct notes, tone, ensemble, balance, precision, and rhythm.

### D. Cultural and Historical Context

MMSIG.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Explain how music contributes to a well-rounded education.
- b. Recognize that many subjects are related to music, e.g. math, physics, literature, visual art, history.

MMSIG.9 - Understanding music in relation to history and culture

- a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Demonstrate stylistic characteristics of a varied repertoire through guitar performance.
- c. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.
- d. Explore various career paths in music and guitar.
- e. Compare playing and composing styles of performers of guitar from different genres.
- f. Identify sources of American music genres, e.g. blues, trace the evolution of those genres, and cite well-known musicians associated with them.



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### GRADE: 6 – 8 MUSIC – ADVANCED GUITAR

#### A. Skills and Techniques/Performance

MMSAG.1 - Singing, alone and with others, a varied repertoire of music

- a. Utilize aural skills to match pitch.
- b. Utilize aural skills to sing simple phrases.

MMSAG.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of solo guitar and guitar ensemble literature with a level of difficulty of 2-3 on a scale of 1 to 4.
- b. Perform music from a variety of musical genres, such as blues, rock, pop, folk, bluegrass, punk, classical, Latin, mariachi, and world.
- c. Demonstrate correct left hand position and finger placement, right hand strumming position with thumb and with pick, posture and instrument position while increasing the level of technical difficulty.
- d. Produce a characteristic sound strumming multiple or single strings using a guitar pick, right thumb, and right fingers (pulgar, indicio, medio, and anular).
- e. Demonstrate the ability to tune guitar from a given low E or from a given first string.
- f. Demonstrate the ability to change a guitar string on both classical and steel string acoustic guitars.
- g. Perform natural note (all natural notes from low E up to G above the staff in treble clef), chromatic (all notes from low E up to G# above the staff in treble clef), and basic blues scales.
- h. Perform basic first position chords with greater fluency.
- i. Perform barre chords using the nine basic forms (E, em, E7, em7, A, am, A7, am7, AM7).
- j. Perform power chords with roots on E and A strings with greater fluency.
- k. Perform basic bass guitar skills.
- l. Recognize individual and group roles within the ensemble relating to correct note-playing, tone, ensemble, balance, tempo, and pulse.

MMSAG.3 - Reading and notating music

- a. Identify notes in the staff and on ledger lines in treble clef.
- b. Read and notate notes with and without sharps and flats.
- c. Read and notate intermediate rhythms containing quarter notes, half notes, dotted half notes, dotted quarter notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, 3/8, 6/4, and mixed meter.
- d. Read and perform basic rhythm guitar using D, D7, dm, A, A7, am, E, E7, em, G, G7, B7, C, and F chords in first position with greater fluency.
- e. Read and correctly interpret guitar tablature.

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- f. Recognize and execute symbols for dynamics, tempo, articulation and expression (including key signature) as used in corresponding literature, including terminology used specifically in classical guitar.
- g. Sight-read, accurately and expressively, more complex musical phrases and lines with natural notes and also notes with sharps and flats.
- h. Read and write guitar tabs.

### **B. Creation**

MMSAG.4 - Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and chord progressions.
- b. Improvise simple melodies from a given range of pitches.
- c. Improvise harmonic accompaniment in the keys of D, A, E, G, C, em, and am, using I, IV, and V7 chords in different styles, such as classical, rock, or folk.

MMSAG.5 - Composing and arranging music within specified guidelines

- a. Create simple, original strumming patterns in 4/4 time.
- b. Compose simple guitar “riffs” using simple first position chords, power chords, and barre chords.
- c. Compose simple melodies using natural notes and notes with sharps or flats
- d. Compose original songs alone and with others.
- e. Arrange and perform popular songs/pieces for small guitar ensembles.

### **C. Critical Analysis/Investigate**

MMSAG.6 - Listening to, analyzing, and describing music

- a. Explain basic principles relating to meter, rhythm, tonality, style, and instrumentation in selected aural examples.
- b. Identify basic formal structure in aural examples, e.g. verse, chorus, bridge in rock and pop songs.

MMSAG.7 - Evaluating music and music performances

- a. Evaluate the accuracy of rhythm and notes for individual and ensemble playing.
- b. Assess the quality of performance in correct notes, tone, ensemble, balance, precision, and rhythm.
- c. Critique performances of the guitar ensemble, other guitar students, and self, and make suggestions for improvement.
- d. Compare and contrast performances by various guitarists and groups.
- e. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

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### D. Cultural and Historical Context

MMSAG.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Explain how music contributes to a well-rounded education.
- b. Recognize that many subjects are related to music, e.g. math, physics, literature, visual art, history.
- c. Explore various references to the guitar in art, literature, and pop culture.

MMSAG.9 - Understanding music in relation to history and culture

- a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Demonstrate stylistic characteristics of a varied repertoire through guitar performance.
- c. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.
- d. Compare various career paths in music and guitar.
- e. Compare playing and composing styles of performers of guitar from different genres.
- f. Identify sources of American music genres, e.g. blues, trace the evolution of those genres, and cite well-known musicians associated with them.

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### GRADE: 9 – 12 MUSIC – BEGINNING GUITAR

#### A. Skills and Techniques/Performance

MHSBG.1 - Singing, alone and with others, a varied repertoire of music

- a. Utilize aural skills to match pitch.
- b. Utilize aural skills to sing simple phrases.

MHSBG.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of solo guitar and guitar ensemble literature with a level of difficulty of 1 on a scale of 1 to 4.
- b. Perform music from a variety of musical genres, such as blues, rock, folk, or punk.
- c. Demonstrate correct left hand position and finger placement, right hand strumming position with thumb and with pick, posture and instrument position.
- d. Produce a characteristic sound strumming multiple or single strings using a guitar pick and right thumb.
- e. Perform natural note (all natural notes from low E up to G above the staff in treble clef), chromatic (all notes from low E up to G# above the staff in treble clef), and basic blues scales.
- f. Perform basic chord progressions - D, A, E, G, C, em, and am, using I, IV, and V7 chords.
- g. Perform twelve-bar blues in various keys.
- h. Perform power chords with roots on E and A strings.
- i. Demonstrate awareness of individual and group roles within the ensemble relating to correct note-playing, tone, ensemble, balance, tempo, and pulse.

MHSBG.3 - Reading and notating music

- a. Identify notes in the staff and on ledger lines in treble clef.
- b. Read and notate notes without sharps and flats.
- c. Read and notate rhythms containing quarter notes, half notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
- d. Read and perform basic rhythm guitar using D, D7, dm, A, A7, am, E, E7, em, G, G7, B7, C, and F chords in first position.
- e. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.
- f. Sight-read, accurately and expressively, simple musical phrases and lines with only natural notes.

#### B. Creation

MHSBG.4 - Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and chord progressions.
- b. Improvise simple melodies from a given range of pitches, for example, the blues scale over twelve-bar blues.

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- c. Improvise harmonic accompaniment in the keys of D, A, E, G, C, em, and am, using I, IV, and V7 chords.

MHSBG.5 - Composing and arranging music within specified guidelines

- a. Create simple, original strumming patterns in 4/4 time.
- b. Compose simple guitar “riffs” using simple first position chords and/or power chords.
- c. Compose simple melodies in the key of C or am using natural notes.

### C. Critical Analysis/Investigate

MHSBG.6 - Listening to, analyzing, and describing music

- a. Explain basic principles relating to meter, rhythm, tonality, style, and instrumentation in selected aural examples.
- b. Identify basic formal structure in aural examples, e.g. verse, chorus, bridge in rock and pop songs.

MHSBG.7 - Evaluating music and music performances

- a. Evaluate the accuracy of rhythm and notes for individual and ensemble playing.
- b. Assess the quality of performance in correct notes, tone, ensemble, balance, precision, and rhythm.

### D. Cultural and Historical Context

MHSBG.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Explain how music contributes to a well-rounded education.
- b. Recognize awareness that many subjects are related to music, e.g. math, physics, literature, visual art, history.

MHSBG.9 - Understanding music in relation to history and culture

- a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Demonstrate stylistic characteristics of a varied repertoire through guitar performance.
- c. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.
- d. Compare various career paths in music and guitar.
- e. Compare playing and composing styles of performers of guitar from different genres.
- f. Identify sources of American music genres, e.g. blues, trace the evolution of those genres, and cite well-known musicians associated with them.

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### GRADE: 9 – 12 MUSIC – INTERMEDIATE GUITAR

#### A. Skills and Techniques/Performance

MHSIG.1 - Singing, alone and with others, a varied repertoire of music

- a. Utilize aural skills to match pitch.
- b. Utilize aural skills to sing simple phrases.

MHSIG.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of solo guitar and guitar ensemble literature with a level of difficulty of 2 on a scale of 1 to 4.
- b. Perform music from a variety of musical genres, such as blues, rock, pop, folk, bluegrass, punk, classical, Latin, and mariachi.
- c. Demonstrate correct left hand position and finger placement, right hand strumming position with thumb and with pick, posture and instrument position while increasing the level of technical difficulty.
- d. Produce a characteristic sound strumming multiple or single strings using a guitar pick, right thumb, and right fingers (pulgar, indicio, medio, and anular).
- e. Demonstrate the ability to tune guitar from a given low E.
- f. Demonstrate the ability to change a guitar string.
- g. Perform natural note (all natural notes from low E up to G above the staff in treble clef), chromatic (all notes from low E up to G# above the staff in treble clef), and basic blues scales.
- h. Perform basic first position chords with greater fluency.
- i. Perform barre chords using the nine basic forms (E, em, E7, em7, A, am, A7, am7, AM7).
- j. Perform power chords with roots on E and A strings with greater fluency.
- k. Perform basic bass guitar skills.
- l. Demonstrate awareness of individual and group roles within the ensemble relating to correct note-playing, tone, ensemble, balance, tempo, and pulse.

MHSIG.3 - Reading and notating music

- a. Identify notes in the staff and on ledger lines in treble clef.
- b. Read and notate notes with and without sharps and flats.
- c. Read and notate intermediate rhythms containing quarter notes, half notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, 3/8, 6/4, and mixed meter.
- d. Read and perform basic rhythm guitar using D, D7, dm, A, A7, am, E, E7, em, G, G7, B7, C, and F chords in first position with greater fluency.
- e. Read and correctly interpret guitar tablature.
- f. Recognize and execute symbols for dynamics, tempo, articulation and expression (including key signature) as used in corresponding literature, including terminology used specifically in classical guitar.
- g. Sight-read, accurately and expressively, more complex musical phrases and lines with natural notes and also notes with sharps and flats.

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### B. Creation

MHSIG.4 - Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and chord progressions.
- b. Improvise simple melodies from a given range of pitches.
- c. Improvise harmonic accompaniment in the keys of D, A, E, G, C, em, and am, using I, IV, and V7 chords in different styles, such as classical, rock, or folk.

MHSIG.5 - Composing and arranging music within specified guidelines

- a. Create simple, original strumming patterns in 4/4 time.
- b. Compose simple guitar “riffs” using simple first position chords, power chords, and barre chords.
- c. Compose simple melodies using natural notes and notes with sharps or flats.

### C. Critical Analysis/Investigate

MHSIG.6 - Listening to, analyzing, and describing music

- a. Explain basic principles relating to meter, rhythm, tonality, style, and instrumentation in selected aural examples.
- b. Identify basic formal structure in aural examples, e.g. verse, chorus, bridge in rock and pop songs.

MHSIG.7 - Evaluating music and music performances

- a. Evaluate the accuracy of rhythm and notes for individual and ensemble playing.
- b. Assess the quality of performance in correct notes, tone, ensemble, balance, precision, and rhythm.
- c. Critique music performed by guitar ensemble and make suggestions for improvement.

### D. Cultural and Historical Context

MHSIG.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Explain how music contributes to a well-rounded education.
- b. Recognize awareness that many subjects are related to music, e.g. math, physics, literature, visual art, history.
- c. Explore various references to the guitar in art, literature, and pop culture.

MHSIG.9 - Understanding music in relation to history and culture

- a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Demonstrate stylistic characteristics of a varied repertoire through guitar performance.
- c. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.
- d. Compare various career paths in music and guitar.

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- e. Compare playing and composing styles of performers of guitar from different genres.
- f. Identify sources of American music genres, e.g. blues, trace the evolution of those genres, and cite well-known musicians associated with them.



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### GRADE: 9 – 12 MUSIC – ADVANCED GUITAR

#### A. Skills and Techniques/Performance

MHSAG.1 - Singing, alone and with others, a varied repertoire of music

- a. Utilize aural skills to match pitch.
- b. Utilize aural skills to sing more complex musical phrases selected from the music being performed by the guitar class.

MHSAG.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of solo guitar and guitar ensemble literature with a level of difficulty of 3 on a scale of 1 to 4.
- b. Perform music from a variety of musical genres, such as blues, rock, pop, folk, bluegrass, punk, classical, Latin, and mariachi.
- c. Demonstrate correct left hand position and finger placement, right hand strumming position with thumb and with pick, posture and instrument position while increasing the level of technical difficulty.
- d. Produce a characteristic sound strumming multiple strings using a guitar pick, right thumb, and right fingers (pulgar, indicio, medio, and anular).
- e. Demonstrate the ability to tune guitar from a given low E.
- f. Demonstrate the ability to change a guitar string.
- g. Utilize correct finger patterns in performing scales and repertoire in the major keys of C, G, D, A, E, the minor keys of a, e, b and any other keys used in music being performed.
- h. Perform moveable scale patterns from memory.
- i. Perform Major and minor scales in low positions from memory.
- j. Demonstrate the ability to play in positions other than first position and use those positions when performing selected music.
- k. Perform basic first position chords with great fluency.
- l. Perform barre chords using the nine basic forms (E, em, E7, em7, A, am, A7, am7, AM7) with great fluency.
- m. Perform power chords with roots on E and A strings with great fluency.
- n. Perform advanced, moveable jazz/pop chords.
- o. Perform diminished chords.
- p. Perform more advanced bass guitar skills.
- q. Recognize awareness of individual and group roles within the ensemble relating to correct note-playing, tone, ensemble, balance, tempo, and pulse.

MHSAG.3 - Reading and notating music

- a. Identify notes in the staff and on ledger lines in treble clef.
- b. Identify notes in the staff and on ledger lines in bass clef.
- c. Read and notate notes with and without sharps and flats.

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- d. Read and notate advanced rhythms containing quarter notes, half notes, whole notes, dotted half notes, sixteenth notes, eighth notes, dotted quarter notes, dotted eighth notes, and relative rest values in the time signatures of 4/4, 3/4, 2/4, 6/8, 3/8, 6/4, 2/2, and mixed meter.
- e. Read and perform advanced rhythm guitar using many different kinds of chords, such as simple, barre, power, jazz, etc.
- f. Recognize and execute symbols for dynamics, tempo, articulation and expression (including key signature) as used in corresponding literature, including terminology used specifically in classical guitar.
- g. Sight-read, accurately and expressively, more complex musical phrases and lines with natural notes and also notes with sharps and flats.
- h. Identify and execute keys appropriate to the music being performed.
- i. Identify, construct, and name intervals from minor 2nd up to perfect octave.
- j. Construct and notate Major, minor, Augmented, and diminished triads.
- k. Construct and notate Major and minor scales.
- l. Construct 7 chords (M7, Mm7, m7, half-diminished 7, and diminished 7).

### B. Creation

#### MHSAG.4 - Improvising melodies, variations, and accompaniments

- a. Play by ear more complex melodies and chord progressions and provide rhythmic and melodic variations based on these melodies or chord progressions.
- b. Improvise original melodies from a given range of pitches or within a given key.
- c. Improvise harmonic accompaniments in different styles, such as classical, rock, or folk.

#### MHSAG.5 - Composing and arranging music within specified guidelines

- a. Create more complex, original strumming patterns in different time signatures and mixed meters.
- b. Compose original songs alone and with others.
- c. Compose more complex melodies using natural notes and notes with sharps or flats.
- d. Transcribe music for guitar from other instrumentations.
- e. Arrange and perform popular songs/pieces for small guitar ensembles.

### C. Critical Analysis/Investigate

#### MHSAG.6 - Listening to, analyzing, and describing music

- a. Explain advanced principles relating to meter, rhythm, tonality, style, and instrumentation in selected aural examples.
- b. Identify basic formal structure in aural examples, e.g. verse, chorus, bridge in rock and pop songs.

#### MHSAG.7 - Evaluating music and music performances

- a. Evaluate the accuracy of rhythm and notes for individual and ensemble playing.
- b. Assess the quality of performance in correct notes, tone, ensemble, balance, precision, and rhythm.

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- c. Critique performances of the guitar ensemble, other guitar students, and self, and make suggestions for improvement.
- d. Compare and contrast performances by various guitarists and groups.
- e. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

### **D. Cultural and Historical Context**

MHSAG.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Explain how music contributes to a well-rounded education.
- b. Recognize that many subjects are related to music, e.g. math, physics, literature, visual art, history.
- c. Explore various references to the guitar in art, literature, and pop culture.

MHSAG.9 - Understanding music in relation to history and culture

- a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Demonstrate stylistic characteristics of a varied repertoire through guitar performance.
- c. Classify aural examples of music by style, genre, or culture and explain the reason behind this classification.
- d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.
- e. Compare various career paths in music and guitar.
- f. Compare playing and composing styles of performers of guitar from different genres.
- g. Identify sources of American music genres, e.g. blues, trace the evolution of those genres, and cite well-known musicians associated with them.

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### GRADE: 9 – 12 MUSIC – MASTERY GUITAR

#### A. Skills and Techniques/Performance

MHSMG.1 - Singing, alone and with others, a varied repertoire of music

- a. Utilize aural skills to match pitch.
- b. Utilize aural skills to sing complex musical phrases selected from the music being performed by the guitar class.
- c. Recognize phrasing through singing melodies.

MHSMG.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of solo guitar and guitar ensemble literature with a level of difficulty of 4 on a scale of 1 to 4.
- b. Perform music from a variety of musical genres, such as blues, rock, pop, folk, bluegrass, punk, classical, Latin, and mariachi indicating a deep understanding of stylistic differences and techniques.
- c. Demonstrate impeccable left hand position and finger placement, right hand strumming position with thumb and with pick, posture and instrument position at a high level of technical difficulty.
- d. Produce a characteristic and advanced sound strumming multiple strings using a guitar pick, right thumb, and right fingers (pulgar, indicio, medio, and anular).
- e. Demonstrate the ability to quickly tune guitar from a given low E.
- f. Demonstrate the ability to quickly change a guitar string.
- g. Utilize correct finger patterns in performing scales and repertoire in all major and minor keys.
- h. Perform moveable scale and mode patterns from memory.
- i. Demonstrate the ability to play in all positions when performing selected music.
- j. Perform first position, barre, power, jazz, pop, diminished and other chord forms with expertise.
- k. Demonstrate awareness of individual and group roles within the ensemble relating to correct note-playing, tone, ensemble, balance, tempo, and pulse.

MHSMG.3 - Reading and notating music

- a. Identify notes in the staff and on ledger lines in both treble and bass clefs.
- b. Create alto and tenor clefs and explain their function.
- c. Read and notate notes in the clefs used and the keys used in music being performed.
- d. Read and notate advanced rhythms (using any type of notes or rests) in all time signatures.
- e. Read and perform advanced rhythm guitar using many different kinds of chords, such as simple, barre, power, jazz, etc.
- f. Recognize and execute symbols for dynamics, tempo, articulation and expression (including key signature) as used in corresponding literature, including terminology used specifically in classical guitar.

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- g. Sight-read, accurately and expressively, complex musical phrases and lines with natural notes and also notes with sharps and flats.
- h. Identify and execute keys appropriate to the music being performed.
- i. Identify, construct, and name all intervals.
- j. Construct and notate Major, minor, Augmented, and diminished triads.
- k. Recognize chordal structure and relate to key and scale in music being performed.
- l. Construct and notate Major and minor scales.
- m. Construct 7 chords (M7, Mm7, m7, half-diminished 7, and diminished 7).
- n. Construct 9 and 13 chords.

### B. Creation

MHSMG.4 - Improvising melodies, variations, and accompaniments

- a. Play by ear complex melodies and chord progressions and provide rhythmic and melodic variations based on these melodies or chord progressions.
- b. Improvise original melodies from a given range of pitches or within a given key.
- c. Improvise harmonic accompaniments in different styles, such as classical, rock, or folk.

MHSMG.5 - Composing and arranging music within specified guidelines

- a. Create complex, original strumming patterns in different time signatures and mixed meters.
- b. Compose original songs alone and with others.
- c. Compose complex melodies using natural notes and notes with sharps or flats.
- d. Transcribe music for guitar from other instrumentations.
- e. Arrange and perform popular songs/pieces for small guitar ensembles.
- f. Compose a piece for guitar ensemble.

### C. Critical Analysis/Investigate

MHSMG.6 - Listening to, analyzing, and describing music

- a. Explain advanced principles relating to meter, rhythm, tonality, style, and instrumentation in selected aural examples.
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- g. Identify sources of American music genres, e.g. blues, trace the evolution of those genres, and cite well-known musicians associated with them.