

# HIGH SCHOOL INTERMEDIATE GUITAR ACCOMPLISHED ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

*A 21<sup>st</sup> Century Learning Community*

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## Introduction to the Visual and Performing Arts Standards

The Catalina Foothills School District (CFSD) has a long-standing commitment to providing students with a comprehensive arts education. The adoption of the Visual and Performing Arts standards and programs signify CFSD's understanding that the Arts are an essential part of a total program of study, and also contribute to raising overall student achievement. Artistically literate graduates are well-equipped with the creativity, communication, critical thinking, problem solving, and collaborative skills necessary to live rich, meaningful lives.

The CFSD Visual and Performing Arts standards build upon the philosophy and goals of the 2014 National Core Arts Standards (NCAS) and the National Association for Music Education (NAfME) standards. The Arizona Academic Standards in the Arts (2015) are also referenced and used in the collective work. The standards provide a structure within which educators can provide all students with key arts experiences. Through creative practices (imagine, investigate, construct, reflect), these experiences help students to understand what it means to be artistically literate, and how that literacy prepares them for a lifetime of artistic pleasure and appreciation.

### Artistic Literacy

The CFSD Academic Standards in the Visual and Performing Arts embrace the idea of **artistic literacy** – the ability of students to create art, perform and present art, respond to or critique art, and connect art to their lives and the world around them. Developing artistic literacy in our students is the overarching goal of arts learning and programming in CFSD.

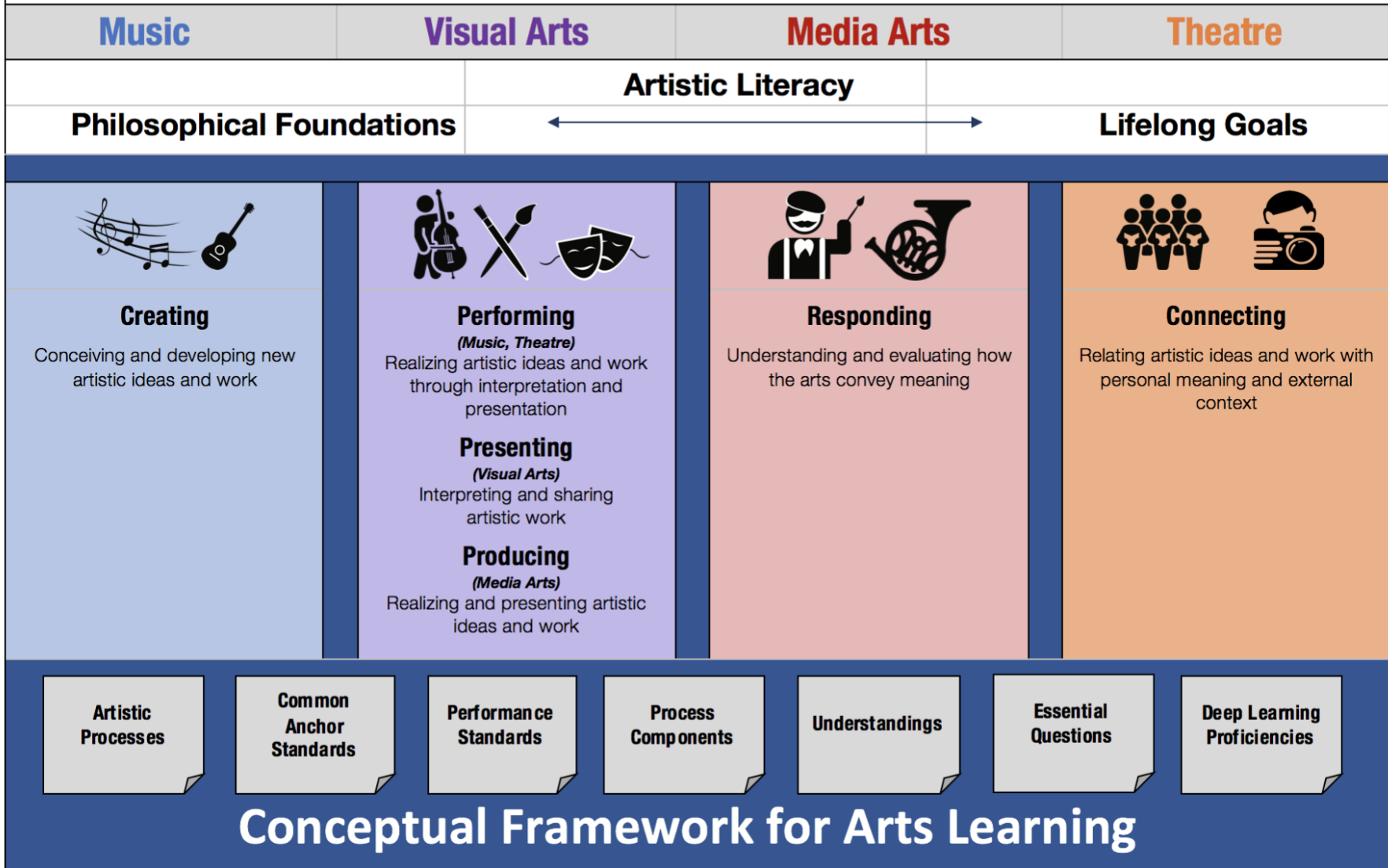
The following definition of artistic literacy from the National Coalition for Core Arts Standards (2014) guides the work:

#### ARTISTIC LITERACY

*Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.*

The **CFSD Conceptual Framework for Arts Learning**, found on the next page, communicates the purpose and relationship of the major elements of the new arts standards: Philosophical Foundations/Lifelong Goals, Artistic Processes, Anchor Standards, Performance Standards, Process Components, Understandings, Essential Questions, and Deep Learning Proficiencies. All of these elements are displayed visually to illustrate their role in the development of knowledge and skills for the arts disciplines studied, as well as their overarching function of cultivating the goal of artistic literacy.

# CFSD VISUAL & PERFORMING ARTS STANDARDS



## Conceptual Framework for Arts Learning

Philosophical Foundations and Lifelong Goals

The philosophical foundations and lifelong goals establish the basis for the new standards and illustrate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the arts disciplines.

Philosophical Foundation	Lifelong Goals
<b>The Arts as Communication</b>	
<p>In today’s multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).</p>	<p>Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</p>
<b>The Arts as Creative Personal Realization</b>	
<p>Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.</p>	<p>Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.</p>
<b>The Arts as Culture, History, and Connectors</b>	
<p>Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals’ own and others’ cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.</p>	<p>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</p>
<b>Arts as Means to Wellbeing</b>	
<p>Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.</p>	<p>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</p>
<b>The Arts as Community Engagement</b>	
<p>The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.</p>	<p>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</p>

## Visual and Performing Arts Core Belief Statements

The Catalina Foothills School District's Visual and Performing Arts program is organized around core beliefs that guide our actions with students and colleagues. Our commitment to students is to provide them with an exemplary student-centered arts education that enables them to participate actively as consumers and makers of the arts in the global community.

We believe. . .

- A quality visual and performing arts education is an essential part of a comprehensive academic program for all students.
- The arts foster lifelong learning skills such as creativity, collaboration, communication, critical thinking, and problem solving.
- Artistic literacy is the knowledge and understanding required to participate authentically in the arts.
- The arts educate, communicate, and inspire a deeper understanding of self, community, and cultures around the world.
- Education and engagement in the arts, delivered by highly skilled and qualified arts specialists, ensures the kind of rigor in arts study that leads to artistic literacy and independence.
- Creating and communicating through the arts is a uniquely human experience that resonates across cultures.
- Learning experiences in the arts includes a progressive development of skills, incorporating the latest research, practices, and technology.
- Artistic literacy cultivates connections among and between the arts and other disciplines.
- A successful arts program engages the community as an active partner in promoting and experiencing the arts.



*Art is not what you see, but what you make others see. – Degas*

*Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything. – Plato*

## Organization of the Standards

The organization of the standards reflects the importance of separate arts disciplines (e.g., music, theatre, visual arts, media arts) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. An essential goal of the standards is that all students have regular, sequential arts instruction throughout their K-12 education.

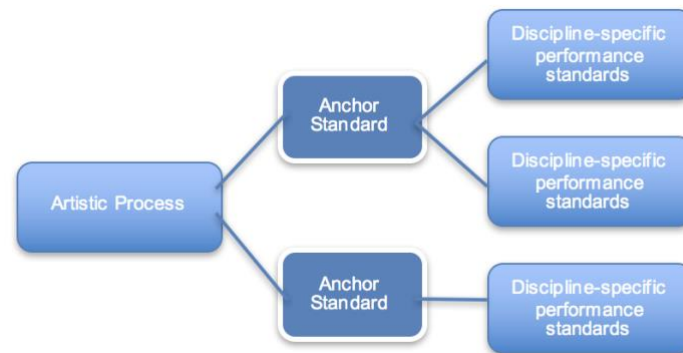
## Artistic Processes

The CFSD visual and performing arts standards are arranged under four actions or skill sets called **artistic processes**. They are Creating, Performing / Presenting / Producing, Responding, and Connecting. They are designed to answer the question, “What do artists do?” While the artistic processes are consistent across all arts disciplines, individual courses or grade levels will determine focus areas. For example, students in an ensemble course will spend more time in Performing, while students in a Composition and Theory course will experience more learning in the Creating and Responding processes.

- **Creating** involves conceiving and developing new artistic ideas and work in the arts disciplines, or it may involve improvising in music or theatre.
- **Performing/Presenting/Producing** is a multi-faceted process. **Performing** in music and theatre is the realization of artistic ideas and work through interpretation and presentation. **Presenting** in visual arts is the interpreting and sharing of artistic work. **Producing** in media arts is the realization and presenting of artistic ideas and work.
- **Responding** to the arts involves understanding and evaluating how the arts convey meaning.
- **Connecting** in the arts involves relating artistic ideas and work with personal meaning and external content.

## Anchor Standards

Each of the four artistic processes branches into **anchor standards**. The anchor standards describe the general knowledge and skills or “big ideas” that are embodied within each **artistic process**. The anchor standards serve as the tangible educational expression of artistic literacy. As with the artistic processes, the anchor standards are shared across the arts disciplines. Each anchor standard is further defined by one or more performance standards, which are discipline-specific and change with each grade level (K-8) and each level in high school.





## Performance Standards

For each grade level or course, **performance standards** are specified for each of the anchor standards and artistic processes. The performance standards describe student learning in each of the specific arts disciplines. In the visual arts, for example, they are grade-by-grade articulations of student achievement at grades K-8. Because specialization in the performing arts can begin at the middle school, the music ensemble standards are presented at two levels of proficiency: novice and intermediate. The high school standards for both the visual and performing arts are presented at three levels of proficiency: proficient, accomplished, and advanced.

### Descriptors for Performance Achievement Levels

Novice*	Intermediate*	Proficient	Accomplished	Advanced
<p><i>A level of achievement attainable by most students in the first year(s) of study.</i></p>	<p><i>A level of achievement attainable by most students who complete 2-4 years of study.</i></p>	<p><i>A level of achievement attainable by most students who complete a high school level course in the arts (or equivalent) beyond the foundation of PreK-8 instruction.</i></p>	<p><i>A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the Proficient level.</i></p>	<p><i>A level and scope of achievement that significantly exceeds the Accomplished Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement.</i></p>
<p>Students at the Novice level have started specialization in an art form of their choice. They are beginning to develop the basic artistic understanding and technique to create, perform, and respond according to their skill level. Students explore means of artistic expression. They may participate in presentation and performance opportunities in and out of school. Their curiosity in the art form begins their journey toward personal realization and wellbeing.</p>	<p>Students at the Intermediate level are continuing study in a chosen specialized art form. Their development continues in artistic understanding and technical and expressive skills, enabling the student to begin to independently and collaboratively create, perform, and respond at their given skill level. Their presentation and performance opportunities in and out of school increase. Through continued study of their art form, they continue their journey toward personal realization and wellbeing.</p>	<p>Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and wellbeing, and make connections between the art form, history, culture and other learning.</p>	<p>Students at the Accomplished level are, with minimal assistance, able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication and expression. They use the art form for personal realization and wellbeing, and have the necessary skills for and interest in participation in arts activity beyond the school environment.</p>	<p>Students at the Advanced level independently identify challenging arts problems based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are adept at using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>

\*Used in Music only



### Process Components

**Process components** are the actions artists carry out as they complete each artistic process (e.g., Imagine, Plan and Make, Rehearse, Evaluate and Refine). The students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The process components serve as the action verbs that build toward the artistic processes.

### Understandings and Essential Questions

The standards have been written using **understandings** and **essential questions** to help both teachers and students organize the information, skills, and experiences within the artistic processes. Understandings and essential questions focus on what are often called "big ideas," which have a lasting value beyond the classroom and have been shown to facilitate greater transfer in learning. Each arts discipline has its own set of understandings and essential questions; they differ for each anchor standard, but are the same across levels.

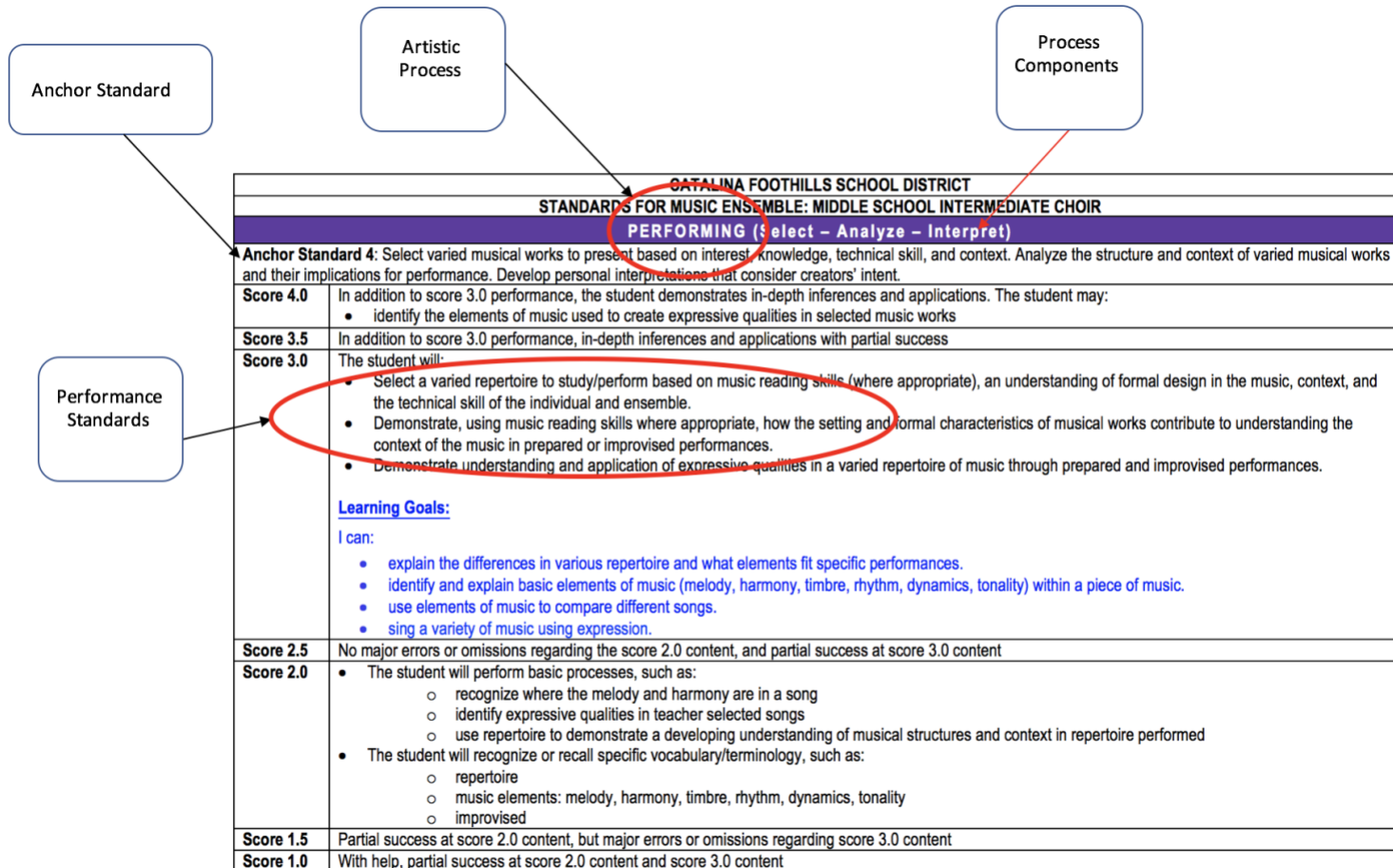
### Deep Learning Proficiencies

While each of the arts disciplines has its own unique set of knowledge, skills, and processes, they share common characteristics that makes arts education powerful preparation for college and career pathways, and a fulfilling life (P21: Partnership for 21<sup>st</sup> Century Learning). The arts standards focus on the **deep learning proficiencies** of Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration.

- Creativity and Innovation are essential for the development of knowledge and skills in arts education. The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts but equally important for science and mathematics learning, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings. Creative practices are essential for teaching and learning the arts, and are therefore included in the standards documents to help arts teachers identify methods to implement the arts standards. The inclusion of creative practices in instruction and the recognition that creativity is an integral tool for learning, positions Creativity and Innovation as an inherent aspect of teaching and learning in the arts.
- Critical Thinking and Problem Solving is the vehicle through which students learn the higher-order thinking skills necessary to engage in the artistic processes and, therefore, begin to achieve artistic literacy.
- Communication lies at the heart of the arts. In studying the arts, students develop a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing and evaluating meaning.
- Collaboration is also an inherent part of arts instruction, whether the collaboration includes all of the students in a performing cast or ensemble, or the partnership between a single artist and his or her peers and audience or in a shared visual arts project that incorporates the ideas and techniques of multiple student artists.

Collectively, the framework for the CFSD academic standards in the arts is a cohesive and aligned system that allows for commonality across and specificity within each arts discipline, establishing the appropriate level of breadth and depth required for students to develop artistic literacy. We believe these standards provide a framework for quality arts education programs for students.

## CFSD Example of a Curriculum Performance Scale Components of the Conceptual Framework



Following each performance scale are the understandings, essential questions, related instructional strategies, ideas for assessment, and connections to applicable DLPs, literacy, and/or technology. Suggestions and examples are not exhaustive or required, but rather provide a “springboard” for ideas. Educators are encouraged to explore multiple ways that learners can demonstrate knowledge and skills.

## COMMON ANCHOR STANDARDS

ANCHOR STANDARD	ARTISTIC PROCESS	THEATRE – VISUAL ARTS – MEDIA ARTS	MUSIC
#1	Creating	Generate and conceptualize artistic ideas and work.	Generate musical ideas for various purposes and contexts.
#2	Creating	Organize and develop artistic ideas and work.	Select and develop musical ideas for defined purposes and contexts.
#3	Creating	Refine and complete artistic work	<ul style="list-style-type: none"> <li>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</li> <li>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</li> </ul>
#4	Performing	Analyze, interpret, and select artistic work for presentation.	<ul style="list-style-type: none"> <li>Select varied musical works to present based on interest, knowledge, technical skill, and context.</li> <li>Analyze the structure and context of varied musical works and their implications for performance.</li> <li>Develop personal interpretations that consider creators' intent.</li> </ul>
	Presenting		
	Producing		
#5	Performing	Develop and refine artistic work for presentation.	Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
	Presenting		
	Producing		
#6	Performing	Convey meaning through the presentation of artistic work.	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
	Presenting		
	Producing		
#7	Responding	Perceive and analyze artistic work.	<ul style="list-style-type: none"> <li>Choose music appropriate for specific purposes and contexts.</li> <li>Analyze how the structure and context of varied musical works inform the response.</li> </ul>
#8	Responding	Interpret intent and meaning in artistic work.	Support an interpretation of a musical work that reflects the creator's / performer's expressive intent.
#9	Responding	Apply criteria to evaluate artistic work.	Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
#10	Connecting	Synthesize and relate knowledge and personal experiences to make art.	Synthesize and relate knowledge and personal experiences to make music.
#11	Connecting	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Relate musical ideas and works with varied context to deepen understanding.

**CATALINA FOOTHILLS SCHOOL DISTRICT**

**STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: HIGH SCHOOL INTERMEDIATE GUITAR – ACCOMPLISHED**

**CREATING (Imagine – Plan and Make)**

**Anchor Standards 1-2:** (1) Generate musical ideas for various purposes and contexts. (2) Select and develop musical ideas for defined purposes and contexts.

<b>Score 4.0</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:</p> <ul style="list-style-type: none"> <li>• improvise/create technically advanced melodies over original chord progressions utilizing multiple guitar techniques</li> <li>• preserve draft musical works through standard notation, audio, or video recording</li> <li>• manipulate existing musical works to meet the needs of a particular musical ensemble</li> <li>• create an arrangement for an ensemble based on multiple guitar techniques (e.g., arpeggio, strumming patterns, classical)</li> <li>• assign and define roles for members of a small ensemble based off musically generated criteria (e.g., bass, harmony, melody)</li> <li>• demonstrate leadership in the creation of musical ideas, decisions, and performances</li> </ul>
<b>Score 3.5</b>	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success</p>
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</li> <li>• Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</li> </ul> <p><u><b>Learning Goals</b></u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• improvise/compose melodies that purposefully incorporate musical ideas from a variety of sources over standard and advanced chord progressions in a variety literature to communicate meaning.</li> <li>• effectively utilize a variety compositional techniques to create well developed musical ideas over the entire chord progressions/forms.</li> <li>• demonstrates fluency of utilizing standard music notation to write musical ideas in a handwritten form on staff paper and with notation software</li> <li>• perform highly developed arrangements that include written/improvised melodies that demonstrate musicality and are accurate to the style, and form.</li> <li>• compose melodies using standard notation with correct transpositions that others can read and perform.</li> <li>• revise musical ideas to create interest, tension, direction, and to serve a specific musical purpose.</li> <li>• improvise/compose chord progressions using a variety of standard/barre chords.</li> <li>• utilize rhythms that reflect the style and melodic material to create new melodic ideas.</li> <li>• create musical phrases that create musical shape over the entire chord progression.</li> <li>• create a melody that utilizes notes in a given chord or scale.</li> <li>• utilize standard music notation to write musical ideas in a hand-written form on staff paper (e.g., both melodic musical notation and chord symbols).</li> <li>• create individual and group recordings utilizing musical technology.</li> <li>• plan adequately to meet the needs of the class performance schedule.</li> <li>• demonstrate mastery over musical vocabulary, concepts, and technique (e.g., strumming patterns, melodic finger patterns, classical playing technique)</li> </ul>
<b>Score 2.5</b>	<p>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</p>

<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>○ identify independent musical interests and preferences to a wide range of musical genres and styles</li> <li>○ identify where fingers are placed for all chords covered in beginning guitar</li> <li>○ write notes out on a musical staff</li> <li>○ demonstrate an understanding of foundational chord progressions and melodic concepts</li> <li>○ locate all individual notes in first position</li> </ul> </li> <li>• The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> <li>○ chords</li> <li>○ arpeggios</li> <li>○ musical staff</li> <li>○ improvisation</li> <li>○ composition</li> <li>○ major/minor scale</li> <li>○ major/minor chord</li> <li>○ form/road map</li> <li>○ technique</li> <li>○ notation</li> <li>○ barre/capo</li> <li>○ nut</li> <li>○ transposition</li> </ul> </li> </ul>
<b>Score 1.5</b>	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content

<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Component:</b> Imagine, Plan and Make		
<b>Understanding(s):</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent.		
<b>Essential Question(s):</b> How do musicians generate creative ideas? How do musicians make creative decisions?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation



CATALINA FOOTHILLS SCHOOL DISTRICT	
STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: HIGH SCHOOL INTERMEDIATE GUITAR – ACCOMPLISHED	
CREATING (Evaluate and Refine – Present)	
<b>Anchor Standard 3:</b> Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	
<b>Score 4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> <li>• create elaborate compositions showing mastery of musical theory and superb craftsmanship</li> <li>• Individually or within a small ensemble decide musical decisions that enhance the performance beyond the required musical elements and components</li> <li>• improvise over chord progressions using material appropriate for every chord change</li> <li>• utilize extended and alternative chord fingerings and strumming patterns in original and arranged compositions</li> </ul>
<b>Score 3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</li> <li>• Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</li> </ul> <p><b><u>Learning Goals</u></b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• regularly perform in public and class as a member of an established ensemble in a manner that demonstrates an understanding of my role within the ensemble in terms of written and improvised creation of melodies and interaction with others utilizing a variety of literature.</li> <li>• utilize a variety of musical performance techniques to create interest, tension, direction, and to serve a specific musical purpose.</li> <li>• demonstrates fluency in utilizing standard music notation to transpose melodies from concert key in live performance, in a handwritten form on staff paper, and with notation software.</li> <li>• provide feedback to others on their compositions and offer suggestions for improvement based on established criteria.</li> <li>• select chords for chord progressions using appropriate chord functions.</li> <li>• identify general practices for melody creation and apply them to my own melodies.</li> <li>• develop my own improvisations over standard forms such as 12-bar blues and theme and variations.</li> <li>• create my own compositions within specified criteria.</li> <li>• provide appropriate feedback to peers within specified criteria.</li> <li>• collaborate with other members of the ensemble to create unique ideas that generate musical conversation.</li> <li>• perform unique covers and arrangements of pre-existing material.</li> <li>• utilize multiple guitar practices and techniques within a given composition.</li> </ul>
<b>Score 2.5</b>	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as:</li> </ul>

	<ul style="list-style-type: none"> <li>○ identify appropriate notes to use when improvising within a given key or over a specified chord</li> <li>○ be an active participant in group composition projects</li> <li>○ understand the transposition of chords using a capo</li> <li>○ utilize standard notation</li> <li>○ identify the form of a given piece of music</li> <li>● The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> <li>○ chords/chord progression</li> <li>○ role within an ensemble</li> <li>○ evaluate</li> <li>○ refine</li> <li>○ collaborate</li> <li>○ improvisation</li> <li>○ different musical forms (e.g., AABA, Ternary, Theme and Variations)</li> <li>○ arpeggio</li> <li>○ melody/bass/harmony</li> <li>○ rhythm</li> <li>○ tempo</li> <li>○ dynamics</li> <li>○ performance</li> </ul> </li> </ul>
<b>Score 1.5</b>	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content

<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Component:</b> Evaluate and Refine, Present		
<b>Understanding(s):</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.		
<b>Essential Question(s):</b> How do musicians improve the quality of their creative work? When is creative work ready to share?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation

**CATALINA FOOTHILLS SCHOOL DISTRICT**

**STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: HIGH SCHOOL INTERMEDIATE GUITAR – ACCOMPLISHED**

**PERFORMING (Select – Analyze – Interpret)**

**Anchor Standard 4:** Select varied musical works to present based on interest, knowledge, technical skill, and context. Analyze the structure and context of varied musical works and their implications for performance. Develop personal interpretations that consider creators' intent.

<b>Score 4.0</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:</p> <ul style="list-style-type: none"> <li>• Identify all key signatures and the appropriate notes used on the guitar</li> <li>• identify all musical vocabulary found within the repertoire and apply it with the appropriate technical practice</li> <li>• articulate musical decisions and occurrences happening both within the individual's part and other parts within the ensemble</li> <li>• connect the social, historical, and cultural contexts to other disciplines</li> <li>• examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances</li> <li>• develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance</li> </ul>
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<b>Score 3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success
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<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</li> <li>• Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</li> <li>• Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</li> </ul> <p><b><u>Learning Goals</u></b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Appropriately define a musical program for any event</li> <li>• Perform in different musical venues and settings with appropriate performance practices</li> <li>• explain the possible reasons for programming music for a specific event, given details about the venue, audience, and/or occasion.</li> <li>• explain the relatable musical decisions made by both an individual and ensemble in relation to the original guitarist or composer.</li> <li>• identify notes using musical alphabet on treble/bass staff using correct accidentals in an appropriate proficient range.</li> <li>• identify and explain all rhythms found in the appropriate repertoire.</li> <li>• identify key characteristics of repertoire which makes musical selections realistic and appropriate for performance.</li> <li>• explain the mathematical relationship between all rhythms found in melodic creation and strumming patterns.</li> <li>• identify 15 major and minor key signatures and modes/modified scales.</li> <li>• identify chords, scales, and arpeggios within the ensembles repertoire.</li> </ul>
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	<ul style="list-style-type: none"> <li>• respond to musical terminology in given literature with minimal teacher direction.</li> <li>• perform a varied repertoire employing dynamic contrast, appropriate strumming, evidence of phrasing, and a characteristic and stylistically appropriate guitar tone.</li> <li>• explain the context of a piece of music and identify the musical elements present in the structure that clarify that context.</li> <li>• demonstrate proper seated position, proper guitar support, and proper use of the right and left hands.</li> <li>• Perform a wide variety of literature that extends beyond the singular role of bass, melody, or harmony</li> </ul>
<b>Score 2.5</b>	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>○ identify musical notation for the major and minor key signatures</li> <li>○ count basic rhythms fluidly within the music</li> <li>○ perform melodic/bass patterns at a controlled tempo</li> <li>○ understand key points of musical vocabulary</li> <li>○ correctly label the musical notes on a staff</li> </ul> </li> <li>• The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> <li>○ key/time signature</li> <li>○ meter/scale</li> <li>○ repertoire</li> <li>○ phrasing</li> <li>○ dynamics</li> <li>○ PIMA</li> <li>○ Right/Left Hand Roles</li> <li>○ musical elements (e.g., rhythm, tempo, dynamics, timbre, harmony, texture, form)</li> <li>○ chords, scales, arpeggios</li> <li>○ musical alphabet (e.g., A-G, flat, sharp, natural)</li> </ul> </li> </ul>
<b>Score 1.5</b>	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content

<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Components:</b> Select – Analyze – Interpret		
<b>Understanding(s):</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.		
<b>Essential Question(s):</b> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation





**CATALINA FOOTHILLS SCHOOL DISTRICT**

**STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: INTERMEDIATE GUITAR – ACCOMPLISHED**

**PERFORMING (Rehearse, Evaluate and Refine)**

**Anchor Standard 5:** Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

<b>Score 4.0</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:</p> <ul style="list-style-type: none"> <li>• consistently identify sections of the music that need both ensemble rehearsal time and individual practice time</li> <li>• be a contributing member in rehearsal and help assist/scaffold other students</li> <li>• actively listen to the ensemble performance as a whole as well as their own individual part in order to apply critique and evaluation</li> <li>• problem solve and actively seek out opportunities for more effective rehearsal techniques/strategies</li> <li>• lead sectionals and rehearsals without instructor help</li> </ul>
<b>Score 3.5</b>	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success</p>
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.</li> </ul> <p><u>Learning Goals</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• demonstrate proper rehearsal, performance, and audience etiquette.</li> <li>• Make conscious decisions to alter sections of the concert literature to enhance/support the ensemble sound as a whole</li> <li>• identify challenging sections of the repertoire from both a musicality and technical perspective.</li> <li>• rehearse effectively both independently and as a member of the ensemble.</li> <li>• make revisions based off feedback from the instructor as well as my peers.</li> <li>• provide appropriate feedback based off given criteria.</li> <li>• collaborate and participate in small and large group rehearsal settings.</li> <li>• follow a group leader and adjust my playing style to fit within the ensemble.</li> <li>• demonstrate an awareness of the ensemble and the dynamics, tempo, rhythm, and melodic material present.</li> <li>• Evaluate progress and readiness of concert literature</li> <li>• Refine performance based on feedback</li> </ul>
<b>Score 2.5</b>	<p>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</p>
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as:             <ul style="list-style-type: none"> <li>○ define proper rehearsal, performance, and audience etiquette</li> <li>○ rehearse both independently and with the ensemble</li> <li>○ articulate areas of difficulty within the repertoire</li> <li>○ define appropriate technical elements that need to be addressed in concert repertoire</li> </ul> </li> <li>• The student will recognize or recall specific vocabulary/terminology, such as:             <ul style="list-style-type: none"> <li>○ Performance practices</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Refine</li> <li>○ Concert literature/repertoire</li> <li>○ dynamics</li> <li>○ tempo</li> <li>○ rhythm/melody</li> <li>○ etiquette</li> <li>○ feedback</li> </ul>
<b>Score 1.5</b>	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content

<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Component:</b> Rehearse, Evaluate and Refine		
<b>Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.		
<b>Essential Question:</b> How do musicians improve the quality of their performance?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation

**CATALINA FOOTHILLS SCHOOL DISTRICT**

**STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: HIGH SCHOOL INTERMEDIATE GUITAR – ACCOMPLISHED**

**PERFORMING (Present)**

**Anchor Standard 6:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

<b>Score 4.0</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding and mastery of the technical/expressive demands of the musical repertoire</li> <li>• demonstrate mastery over major, minor, and ‘7’ chords in all positions</li> <li>• read fluently on all strings in multiple positions</li> <li>• transpose individual notes from one string to another without assistance</li> <li>• read and perform music in a large variety of keys</li> <li>• perform scales in any location of the guitar</li> <li>• effectively and immediately adapt to any performance environment or situation</li> </ul>
<b>Score 3.5</b>	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success</p>
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</li> </ul> <p><u>Learning Goals</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• play pentatonic scales, a variety of modes, and solo patterns</li> <li>• play all major, minor, and ‘7’ chords and all chords present in the repertoire.</li> <li>• maintain a sense of time and pulse within an ensemble and demonstrate the ability to adjust to peers and the instructor.</li> <li>• display appropriate performance and audience etiquette in classroom and public performances.</li> <li>• read in multiple positions up and down the neck of the guitar.</li> <li>• perform both ensemble and solo literature at an intermediate/accomplished level.</li> <li>• perform the patterns for major and minor scales and understand their relationship to musical notation.</li> <li>• perform ensemble and solo literature while reading sheet music.</li> <li>• Perform an individual role without support from peers within a multiple part arrangement</li> <li>• demonstrate appropriate playing technique, which matches the style of the literature being performed.</li> <li>• Perform with appropriate left/right hand technique in both classical and acoustic playing positions</li> <li>• Perform any note on the guitar using chromatic scales/frets as reference points</li> </ul>
<b>Score 2.5</b>	<p>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</p>
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as:             <ul style="list-style-type: none"> <li>○ playing level 3+ parts in an ensemble setting (per the Austin Classical Guitar grading system)</li> <li>○ perform rehearsed music on all strings in first position</li> <li>○ switch between basic chord progressions found in the repertoire</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ perform all scales and chords covered in beginning guitar</li> <li>● The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> <li>○ pentatonic, major, minor, dominant, 7<sup>th</sup> chords</li> <li>○ timing and pulse</li> <li>○ performance and audience etiquette, first position</li> <li>○ chromatic</li> <li>○ harmony, bass, melody</li> <li>○ genre</li> <li>○ arpeggios</li> <li>○ modes</li> </ul> </li> </ul>
<b>Score 1.5</b>	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content



<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Component(s):</b> Present		
<b>Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.		
<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation

**CATALINA FOOTHILLS SCHOOL DISTRICT**

**STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: HIGH SCHOOL INTERMEDIATE GUITAR – ACCOMPLISHED**

**RESPONDING (Select – Analyze – Interpret)**

**Anchor Standards 7-8:** (7) Choose music appropriate for specific purposes and contexts. Analyze how the structure and context of varied musical works inform the response.  
 (8) Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

<b>Score 4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may: <ul style="list-style-type: none"> <li>• select musical repertoire outside of the genres studied in class</li> <li>• identify musical features of any musical literature, using academic language, that are not out rightly defined</li> <li>• analyze elements of the music that are not covered during instruction</li> </ul>
<b>Score 3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</li> <li>• Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.</li> <li>• Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.</li> </ul> <p><u><a href="#">Learning Goals</a></u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Identify moments of a performance that evoke a response from the audience</li> <li>• Interpret the musical decisions other groups/ensembles make in order to enhance their performance</li> <li>• Utilize techniques/sounds found within a guitar ensemble to create a sonic environment that creates an effective audience listening experience</li> <li>• provide feedback to others on their compositions and performances based on established criteria.</li> <li>• properly define musical intent based on my understanding of the social, cultural, and/or historical context of the composer and musical selection.</li> <li>• evaluate the level of difficulty of a piece of music based off an audio recording and/or piece of sheet music.</li> <li>• locate resources both within and outside the classroom for aiding in guitar performance and musical theory practice.</li> <li>• explain the appropriate application to a specific genre or style of music.</li> <li>• articulate my interest level to a particular piece based on self-guided criteria.</li> <li>• select music appropriate for my skill level and demonstrate the ability to reach an appropriate level of performance.</li> <li>• identify different guitarists from multiple styles of music and define their role within their respected genres</li> <li>• explain how the manipulation of the elements of music correlate with the guitarist/composer's intent.</li> <li>• analyze a piece of sheet music and successfully perform the work, utilizing the necessary technical requirements.</li> <li>• Select a role the best fits my interest and playing ability within small ensemble literature</li> </ul>
<b>Score 2.5</b>	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as:                         <ul style="list-style-type: none"> <li>○ select music that is appropriate for one's skill level based off established criteria</li> <li>○ identify the elements of music</li> <li>○ identify all musical concepts/techniques found on any piece of concert music</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ locate resources both on campus and at home to help improve music theory and guitar technique</li> <li>● The student will recognize or recall specific vocabulary/terminology, such as: <ul style="list-style-type: none"> <li>○ intent</li> <li>○ composition</li> <li>○ personal, social, historical context</li> <li>○ respond</li> <li>○ criteria</li> <li>○ interpretation</li> <li>○ sonic environment</li> <li>○ technical requirements</li> </ul> </li> </ul>
<b>Score 1.5</b>	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content

<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Components:</b> Select – Analyze - Interpret		
<b>Understanding(s):</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.		
<b>Essential Question(s):</b> How do individuals choose music to experience? How does understanding the structure and context of the music influence a response? How do we discern the musical creators' and performers' expressive intent?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation

CATALINA FOOTHILLS SCHOOL DISTRICT

STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: HIGH SCHOOL INTERMEDIATE GUITAR – ACCOMPLISHED

**RESPONDING (Evaluate)**

**Anchor Standard 9:** Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

<b>Score 4.0</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:</p> <ul style="list-style-type: none"> <li>• evaluate the effectiveness of a performance/program by guitar orchestras/ensembles and the choices made to present that performance/program</li> <li>• provide extensive constructive feedback both from established and self-guided criteria</li> <li>• identify key musical elements of both live and recorded performances</li> </ul>
<b>Score 3.5</b>	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success</p>
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.</li> </ul> <p><u>Learning Goals</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• demonstrate the proper use of musical academic language to evaluate both self and peer performance.</li> <li>• Develop criteria using appropriate musical terminology for evaluating a performance</li> <li>• Define expressiveness and the effectiveness of a performance based off established criteria</li> <li>• evaluate and provide feedback to the expressivity and technical accuracy of a performance based off established criteria.</li> <li>• properly identify the structure or form of a given piece while activating previously acquired knowledge.</li> <li>• demonstrate active listening skills during the evaluation process.</li> <li>• identify the chords/melodic notes used in a given (live or video) performance.</li> <li>• provide feedback to others on their compositions based on established criteria.</li> </ul>
<b>Score 2.5</b>	<p>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</p>
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as:             <ul style="list-style-type: none"> <li>○ identify key musical terminology for evaluating a performance</li> <li>○ utilize musical terminology to identify strengths and weaknesses in performances</li> <li>○ analyze the musical shape of a piece of music</li> <li>○ determine the guitar playing style and techniques used in a given performance</li> <li>○ identify the form or structure of a performance using established criteria</li> </ul> </li> <li>• The student will recognize or recall specific vocabulary/terminology, such as:             <ul style="list-style-type: none"> <li>○ musical/academic Language (for example: tempo, timbre, rhythm, harmony, melody)</li> <li>○ expressiveness</li> <li>○ criteria</li> <li>○ evaluation</li> <li>○ effectiveness</li> </ul> </li> </ul>
<b>Score 1.5</b>	<p>Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content</p>

<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content
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<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Components:</b> Evaluate		
<b>Understanding(s):</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.		
<b>Essential Question(s):</b> How do we judge the quality of musical work(s) and performance(s)?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation

**CATALINA FOOTHILLS SCHOOL DISTRICT**

**STANDARDS FOR MUSIC – HARMONIZING INSTRUMENTS: HIGH SCHOOL INTERMEDIATE GUITAR – ACCOMPLISHED**

**CONNECTING (Connect)**

**Anchor Standards 10-11:** (10) Synthesize and relate knowledge and personal experiences to make music. (11) Relate musical ideas and works with varied context to deepen understanding.

<b>Score 4.0</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:</p> <ul style="list-style-type: none"> <li>• displays evidence that creating, performing, and responding are a part of their personal life inside and outside of school</li> <li>• utilize knowledge gained in musical instruction to influence decisions made in other academic disciplines</li> <li>• explain the ‘flow’ of musical performance and demonstrate artistry</li> <li>• connect music with the world around them in a way that positively impacts others</li> </ul>
<b>Score 3.5</b>	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success</p>
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul> <p><u>Learning Goals</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• define the level of impact and/or importance music has had on my human experience.</li> <li>• connect my own life experiences to musical content to create meaning in performance.</li> <li>• identify how musical setting and context relate to both audiences and performers.</li> <li>• connect musical concepts and technical practices to other pieces of literature.</li> <li>• relate concepts and contexts of music to other disciplines both within and outside the fine arts.</li> <li>• use the new skills acquired to become a life-long participant of musical experiences.</li> <li>• Relate guitar to other art forms</li> </ul>
<b>Score 2.5</b>	<p>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</p>
<b>Score 2.0</b>	<ul style="list-style-type: none"> <li>• The student will perform basic processes, such as:             <ul style="list-style-type: none"> <li>○ Identify a connection between music and another discipline</li> <li>○ define the importance of music in own life</li> <li>○ identify similarities and differences between music and other disciplines</li> <li>○ use previously acquired knowledge to demonstrate a connection to new pieces of literature</li> </ul> </li> <li>• The student will recognize or recall specific vocabulary/terminology, such as:             <ul style="list-style-type: none"> <li>○ fine arts/disciplines</li> <li>○ artistry</li> <li>○ musical experiences</li> <li>○ art form</li> </ul> </li> </ul>
<b>Score 1.5</b>	<p>Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content</p>
<b>Score 1.0</b>	<p>With help, partial success at score 2.0 content and score 3.0 content</p>





<b>Arts Discipline:</b> High School Intermediate Guitar - Accomplished		
<b>Process Components:</b> Connect		
<b>Understanding(s):</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.		
<b>Essential Question(s):</b> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?		
<b>Instructional Strategies/Resources</b>	<b>Expectations for Learning</b>	<b>Connections (DLPs, Literacy, Tech, etc.)</b>
Resources: Catalina Foothills Guitar Literature Library SmartMusic Austin Classical Guitar Society GuitarCurriculum.com Arrangements by Instructor Resources acquired via NAFME Summer Teaching Guitar Workshops (Levels 1 and 2)  Instructional Strategies: Academic Language Accountability Ensemble Part Setting Individual Practice At-Home Practice Instructor-Guided Practice Chunking and Chaining Word Wall/Vocabulary Zone Cooperative Learning Small Ensemble Rehearsals Jigsaw Rote Teaching Visual Aids Auditory Recordings Hands-On Learning Adapting to Learning Styles and Multiple Intelligences	<b>Summative Assessments/Performance Tasks:</b> Compositional Techniques Solo/Group Performance Assessments Live Performance Technology-generated feedback Musical Theory/Technical Assessment Sequential Benchmarks and Checkpoints Performance/Rehearsal Etiquette	Musical Outlook Journals Using Technology in the Classroom Public Performances Stage/Lighting/Audio Creativity/Innovation