Course Descriptions & Learning Targets Patriot Guitar Ensemble

Overview
This course is designed to: 1) develop comprehensive musicianship within the traditional classical guitar ensemble setting 2) study string performance techniques that culminate in formal performances. Students enrolled in the Patriot Guitar Ensemble class will be provided the opportunity to build upon skills and concepts important to individual growth as performing musicians. These skills and concepts include but are not limited to the following: ensemble performance skills; reading and notating music; elements of music theory; composition; understanding music’s cultural and historical context; social and emotional learning targets. These students will pursue the development of these areas through the study and performance of traditional guitar method books, guitar ensemble music, alternative styles and performance practice and other materials. Assignments will include preparation for, and presentation of, concert performances. Students will learn the importance of responsibly fulfilling their roles as individual members of a performing ensemble by thoroughly preparing their musical assignments in preparation for ensemble rehearsals and performances; consistently having necessary materials ready; contributing to professional work atmosphere; engaging in continuous self-assessment.

Students enrolled in PATRIOT GUITAR should be able to demonstrate mastery of all objectives of the Guitar Technique year 1 and 2 Curriculum in addition to those listed below.
The following objects are aligned to the National Standards for Music Education as determined by the National Association for Music Education (NAfME):

- Perform Instruments- Alone & w/ Others, a Varied Repertoire of Music (NAfME #2)
  - Development of Instrument Technique
    § Demonstrate characteristic tone quality for his/her instrument throughout the practical range for that instrument. (skill)
    § Demonstrate advancement in technical proficiency appropriate to his/her experience. (skill)
    § Identify the intonation idiosyncrasies and necessary adjustments in left and right hand fingerings, PIMA style and position choices appropriate for the technical needs of the music being performed. (knowledge, reasoning)

  - Fluency in all Major & minor scales & arpeggios with correct fingerings
    § Play all 12 major scales and all 3 forms of minor scales 2 octaves. (skill)

  - Rhythmic Accuracy
    § Correctly count and perform rhythmic patterns containing note & rest values of sixteenth and higher in 6/8 and Odd Meters. (skill)

  - Sight Reading
    § Demonstrate the ability to sight read Grade IV literature with a 80% accuracy* level.
    *(notes, rhythms, printed expression marks) (high level synthesis skill; product)
Advanced Performance Concepts

- Demonstrate ability to give music personal interpretation of style within performance practice (high level synthesis skill - CR Level)

Independent Musicianship: Chamber Ensemble Project

Demonstrate ability to thoroughly practice & collaboratively rehearse a student-selected chamber work, and present a performance that is both accurate and musically refined/convincing. (high level synthesis skill - CR Level; SEL skills 1, 2, 3, 4, 5)

Reading & Notating Music (NAfME #5)

- Pitch reading
  § Correctly identify notes on and outside the staff in the clef that is not his/her primary clef. (knowledge)

- Rhythmic Literacy
  § Correctly label rhythmic patterns containing note & rest values of sixteenth and higher in 6/8 and Odd Meter. (knowledge; reasoning)

- Expression symbols & terms
  § Define standard musical terms and symbols, as well as those that appear in music covered through the course of the semester. (knowledge)

Elements of Music Theory (NAfME #4)

- Key Signatures & Scales
  § Identify & spell all written major and minor minor scales. (knowledge; skill)

- Intervals & Triads
  § Identify (written) & construct all intervals by quality (Maj., min., dim., augmented) (reasoning)
  § Recognize and construct Major, minor, diminished and augmented triads- using note letter names, including inversions. (reasoning)

- Basic Harmony / Theory / Composition
  § Write and identify (written) 4-part chords on the Grand Staff, including inversions. (knowledge, reasoning; skill)
  § Identify the functional harmony role of diatonic triads in all major keys. (knowledge, reasoning)
  § Write melodies that imply appropriate understanding of fundamental phrase and period structures. (high level synthesis product - CR Level)
  § Write Bass Lines appropriate to simple compositions. (reasoning; product)
Understanding Music’s Cultural/Historical Context (NAfME #9)
§ Demonstrate understanding of historical/cultural context of assigned music as explained in class (knowledge)

Additional Course Content & Expectations
§ Identify, explain, and execute stylistic fundamentals covered in class, correctly responding to related performance practice or a given period in music history. (knowledge; skill)
§ Correctly read a score, and be able to express, in written or oral form, coordinates for his/her given function in the orchestra. (knowledge; reasoning; skill; ACT map/graph reading)

§ Students will participate in all musical performances related to the class including concert performances. (product)
§ Students are expected to complete home practice assignments and participate fully in rehearsals. (product)
§ Students will prepare and fully participate in student-directed rehearsals, and contribute to a successful chamber music recital. (product)

Externally Assessable, Explicitly Addressed SEL Targets:
Students will...
• develop an accurate and complete understanding of the strengths and weaknesses of their overall musicianship (technique and musicality). (Self-Awareness: 1.i, k) Using the performance rubric, accurately assess own technical and musical proficiencies.
• develop specific, long-term musical goals for themselves for this school year. (Self Management: 3.n) Given a prompting form, choose appropriate goals, and record progress at intervals during the year.
• utilize a system for setting short-term musical goals and for monitoring personal progress. (Self Management: 3.n, o, p, q) Will use the Practice Log as assigned, adding self-selected assignments & tracking progress daily.
• commit to—and follow through with—a consistent habit of study/practice of assigned ensemble class music. (Self Management: 3.p, v) Come to class with assigned music fully prepared.
• demonstrate their understanding that their attendance and active, constructive participation in each rehearsal is vital to the success of the ensemble. (Responsible Social Awareness: 2.g, m) Attend and participate fully in all rehearsals, both during and outside of the school day.
• work cooperatively during rehearsals to improve the progress of all members of the group. (Relationship Skills: 4.e & Self-Management: 3.c, d, y) Respond constructively to teachers and peers; contribute own constructive ideas and insights.
• consciously choose behaviors that demonstrate their respect for classmates and teachers. (Social Awareness & Self-Management: 2.j; 3.c) Contribute to the professional work atmosphere of the class and demonstrate appropriate behavior at performances.
• when having difficulty understanding or mastering something, ask other people for help. (Self-Management: 3.s, t)