

FCPS High School Guitar- Level 1 HS Proficient

National Standards: <http://www.nationalartsstandards.org/>

MD State Standards: <https://officeoffinearts.files.wordpress.com/2018/01/music-standards-grades-p-12.pdf>

Anchor Standard 1: Generate and conceptualize artistic ideas and work.			
<p>Create: Imagine Essential Question(s): How do musicians generate creative ideas? Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p>			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.1 Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	<ul style="list-style-type: none"> • MU.GUIII.1a: Create compositions demonstrating melody, rhythm, harmony, and form. • MU.GUIII.1b: Create an improvisation to a given pattern, (e.g. the blues). 	FCPS Benchmark: Connection Project	Resource Folder - Guitar Lesson Seed 1.1: Improvisation
Anchor Standard 2: Organize and develop artistic ideas and work.			
<p>Create: Plan and Make Essential Question(s): How do musicians make creative decisions? Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p>			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.2 Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more chord	<ul style="list-style-type: none"> • MU.GUIII.2A: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer’s statement that clearly summarizes and 	FCPS Benchmark: Connection Project	Resources Lesson Seed 2.2: I, IV, V Chords

accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	supports creative and conceptual choices.		
Anchor Standard 3: Refine and complete artistic work.			
Create: Evaluate and Refine Essential Question(s): How do musicians improve the quality of their creative work? Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.3 Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	<ul style="list-style-type: none"> MU.GUIII.3a Evaluate and refine personal musical ideas in response to feedback and document revisions. 	FCPS Benchmark: Connection Project	Resources Lesson Seed 3.1: Composition Refinement
Create: Present Essential Question(s): When is creative work ready to share? Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.3.1 Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns),	<ul style="list-style-type: none"> MU.GUIII.3.1a Present a performance-ready version of a personal work, and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available. 	FCPS Benchmark: Connection Project	Resources

demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.			
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.			
Perform: Select Essential Question(s): How do performers select repertoire? Enduring Understanding: 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.			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.4 Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	<ul style="list-style-type: none"> • MU.GUIII.4a As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions. • MU.GUIII.4b Identify and summarize how the consideration of musical contexts informs and influences music selected for performance. 	FCPS Benchmark: Connection Project	Lesson Seed 4.1: Selecting Repertoire for Performance
Perform: Analyze Essential Question(s): How does understanding the structure and context of musical works inform performance? Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.4.1 Identify and describe important theoretical and structural characteristics and context (social, cultural, or	<ul style="list-style-type: none"> • MU.GUIII.4.1a Support and justify the use of artistic qualities when interpreting music for performance. 	FCPS Benchmark: Connection Project	Resources

historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).			
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Perform: Interpret

Essential Question(s): How do performers interpret musical works?

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.4.2 Describe in interpretations the context (social, cultural, or 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 patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	<ul style="list-style-type: none"> MU.GUIII.4.2a As self-directed learners, describe the context and expressive intent of music, as it relates to social, cultural and historical influences. 	FCPS Benchmark: Connection Project	Resources

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Perform: Rehearse, Evaluate, and Perform

Essential Question(s): How do musicians improve the quality of their performance?

Enduring Understanding: 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

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.5 Develop and apply criteria to critique individual and small group performances of a	<ul style="list-style-type: none"> MU.GUIII.5a As self-directed learners, identify performance challenges and develop 	FCPS Benchmark: Connection Project	Resources Lesson Seed 5.1: Swing Rhythms

<p>varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</p>	<p>strategies collaboratively to improve performance quality, technical accuracy and artistic purpose.</p> <ul style="list-style-type: none"> • MU.GUIII.5b Apply feedback to improve and refine performance. • MU.GUIII.5c As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners. 	<p>FCPS Benchmark: Chord and Strum Task</p> <p>FCPS Benchmark: Melodic Sight Reading</p> <p>FCPS Benchmark: Rhythm Sight Reading</p>	
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Anchor Standard 6: Convey meaning through the presentation of artistic work.

Perform: Present

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understanding: 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

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<p>MU.GUIII.6 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 patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or</p>	<ul style="list-style-type: none"> • MU.GUIII.6a Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery. • MU.GUIII.6b Effectively convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context. 	<p>FCPS Benchmark: Connection Project</p> <p>FCPS Benchmark: Written Critique</p>	<p>Lesson Seed 6.1: Event Musician</p>

historical).			
Anchor Standard 7: Perceive and analyze artistic work.			
Respond: Select Essential Question(s): How do individuals choose music to experience? Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.7 Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	<ul style="list-style-type: none"> MU.GUIII.7a Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music. 	FCPS Benchmark: Connection Project FCPS Benchmark: Written Critique	Lesson Seed 7.1: Analyzing music
Respond: Analyze Essential Question(s) : How does understanding the structure and context of music inform a response? Enduring Understanding: Response to music is informed by analyzing context(social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.7.1 Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	<ul style="list-style-type: none"> MU.GUIII.7.1a As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music. 	FCPS Benchmark: Connection Project FCPS Benchmark: Written Critique	Resources
Anchor Standard 8: Interpret intent and meaning in artistic work.			
Respond: Interpret Essential Question(s): How do we discern the musical creators' and performers' expressive intent? Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.			

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<p>MU.GUIII.18 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 outside sources.</p>	<ul style="list-style-type: none"> ● MU.GUIII.8a Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices. ● MU.GUIII.8b Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent. 	<p>FCPS Benchmark: Connection Project</p> <p>FCPS Benchmark: Written Critique</p>	<p>Resources</p> <p>Lesson Seed 8.4: Song Lyrics</p> <p>Lesson Seed 8.5: Music Genres</p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

Respond: Evaluate

Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>MU.GUIII.9 Develop and apply teacher provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.</p>	<ul style="list-style-type: none"> ● MU.GUIII.9a Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music. ● MU.GUIII.9b Document comparisons and contrasts between the different pieces of music. 	<p>FCPS Benchmark: Connection Project</p> <p>FCPS Benchmark: Written Critique</p>	<p>Resources</p> <p>Lesson Seed 9.1: Compare Performance</p>

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Connect Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding? Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.10 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<ul style="list-style-type: none"> • MU.GUIII.10a Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music. • MU.GUIII.10b Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment, including after-school programs, community music-making, and extracurricular opportunities. 	FCPS Benchmark: Connection Project FCPS Benchmark: Written Critique	Resources Lesson Seed 10.1: Classical in Pop
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Connect Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding			
FCPS Indicator	FCPS Expectations	Benchmarks	Resources
MU.GUIII.11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<ul style="list-style-type: none"> • MU.GUIII.11a As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, 	FCPS Benchmark: Connection Project	Resources Lesson Seed 11.1: History of the Guitar Lesson Seed 11.2: Meaningful Music

	<p>through creating, performing, or responding to music.</p> <ul style="list-style-type: none"> ● MU.GUIII.11b As self-directed learners, connect music to other people’s personal life experiences, when creating, performing, or responding to music. ● MU.GUIII.11c As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music. ● MU.GUIII.11d Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society. 		
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