



9-12th Grade
Beginning Guitar GSE



CREATING

HSBG.CR.1 Improve melodies, variations, and accompaniments.

- a. Generate musical ideas (e.g. melody, rhythm, and harmony), for simple melodies and chordal accompaniments.
- b. Improvise simple melodies from a given range of pitches.
- c. Improvise simple harmonic accompaniments in a teacher provided key.

HSBG.CR.2 Compose and arrange music within specified guidelines.

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.
- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

PERFORMING

HSBG.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.

- a. Demonstrate basic guitar performance skills.
- b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

HSBG.PR.2 Select and perform a varied repertoire of musical works using teacher and/or student-created criteria (e.g. skill level, artistic merit, personal interest).

HSBG.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.

- a. Perform basic chord progressions (e.g., keys of G, A, D, C, and E).
- b. Perform notes in first position.
- c. Perform simple melodies.
- d. Perform stylistic characteristics of a varied repertoire.



HSBG.PR.4 Read and notate music.

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation) Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- c. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.

RESPONDING

HSBG.RE.1 Listen to, analyze, and describe music.

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

HSBG.RE.2 Evaluate music and music performances.

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

CONNECTING

HSBG.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

HSBG.CN.2 Understand music in relation to history and culture.

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.