



# LEE ACADEMY

Lee, Maine USA

*Official Curriculum*

## **Guitar Ensemble**

Written fall 2008

Guitar Ensemble is an advanced guitar class and a continuation of the studies and skills learned in the Beginning Guitar Class. Students will continue their study of musical notation, key signatures, style, tempo dynamics and expression but at a more rapid and advanced pace. Emphasis will be placed on performing as a group as opposed to solo playing. Students will also be able to communicate through the use of the musical vocabulary. These components will help the student to continue their quest for knowledge within the musical realm and to realize the values of each individual's contribution to group achievement. Membership into this ensemble is limited to students who have successfully completed the Beginning Guitar course or by permission from the instructor.

### Primary text(s) and other major resources

*Alfred's Basic Guitar Method Book 1* – Morty Manus and Ron Manus

*Alfred's Basic Guitar Method Book 2* – Morty Manus and Ron Manus

The arts play a valued role in creating cultures and developing and documenting civilizations. Students of the arts gain powerful tools for:

- \*communicating through creative expression;
- \* understanding human experiences, past and present;
- \* adapting to and respecting the ways others think, work, and express themselves;
- \* using artistic modes of problem solving, which, in turn, bring an array of expressive, analytical, and development tools to every human situation;
- \* understanding the power of the arts to create and reflect cultures;
- \* understanding the impact of design on virtually all we use in daily life;
- \* understanding the interdependence of work in the arts and the worlds of ideas and events;
- \* making decisions in situations where there are no standard answers;
- \* analyzing nonverbal communication and making informed judgments about cultural products and issues; and for
  - communicating thoughts and feelings in a variety of modes, thereby providing a more powerful repertoire of self-expression.

Through the objectives in this course, students will be able to meet the following Maine Learning Results Standards for the performing arts:

**A. CREATIVE EXPRESSION.** Students will create and/or perform to express ideas and feelings. Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.

- \* Each art form has specific vocabulary, elements, principles, and structures that allow for communication of ideas, feelings, and moods.
- \*Problem-solving skills, reflection, self-evaluation, revising, and refinement are part of the process used in the creation and development of art works.
- \*The development and creation of work in the arts use a variety of approaches, styles, media, and performance modes, including electronic technology.
- \*Students will understand that the roles, skills, relationships, and differences among the arts are transferable from one arts discipline to another as well as to other disciplines.

**B. CULTURAL HERITAGE.** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for our future.

**C. CRITICISM AND AESTHETICS.** Students will reflect upon and assess the characteristics and merits of art works. An understanding of how the senses are used to make artistic choices in daily life, together with an understanding of how these choices affect feelings, moods, and emotions, helps us to make judgments about the merits and meaning of work in the arts. The elements, principles, and structures of art forms can be composed in

ways which enrich, persuade, and influence society, either directly, through performances, original works and exhibits or indirectly, through electronic and printed media..

~Unit length & revised MLRs-- Standard(s) and indicator(s)	Objectives	Essential Questions	Assessment
<p>U1 Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>	<p>Students will interpret all common symbols and terms which indicate articulation, style, tempo, dynamics and expression.</p>	<p>Why is it important to know what various symbols mean in music?</p> <p>Why is it important that everyone in the ensemble know what these symbols mean?</p>	<p>-Students will perform a solo selection for the instructor at the end of each unit. Performance will be graded using a performance rubric.</p> <p>-Students will be evaluated daily by the instructor and given a reflecting grade at the end of each week using a performance rubric.</p>
<p>U2 Students perform music that requires well-developed <a href="#">technical skills</a>,</p>	<p>All students will perform with correct position, fingerings, and technique</p>	<p>Why is posture important?</p> <p>Why would incorrect posture or fingerings limit your musicianship and the advancement of the group?</p>	<p>-Students will perform a solo selection for the instructor at the end of each unit. Performance will be graded using a performance rubric.</p>

<p>attention to phrasing and interpretation, and the ability to perform various <i>meters</i> and rhythms in a variety of keys while modeling proper posture and <i>technique</i>, alone or with others.</p>			<p>-Students will be evaluated daily by the instructor and given a reflecting grade at the end of each week using a performance rubric.</p>
<p>U3 Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>c. Working as a team/ensemble</p> <p>f. Accepting responsibility for personal behavior.</p>	<p>Students will be responsible for attendance at all concerts and performances in order to:</p> <p>a. Experience in concert the culmination of previous musical learnings</p> <p>b. Share aesthetic experiences with appreciative listeners</p> <p>c. Broaden Musicianship</p>	<p>Why is professionalism important in a performing ensemble?</p>	<p>Attendance will be taken at each dress rehearsal and performance.</p>

<p>h. Following established rules/etiquette for observing/listening to art</p>			
<p>U4 Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior.</li> </ul>	<p>Students will exhibit proper behavior and concert etiquette at all public functions.</p>	<p>What are the individual benefits to dressing professionally at public events?</p> <p>What are the benefits to the group to dressing professionally at public events?</p>	<p>Attire and etiquette will be monitored at all public functions.</p>

<p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>			
<p>U5</p> <p>Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>	<p>Students will be able to demonstrate understanding of note names in both treble and bass clef.</p>	<p>Why is it important for musicians to read music?</p> <p>How would the lack of this ability limit a player's communication with other musicians?</p>	<p>-Students will perform a solo selection for the instructor at the end of each unit. Performance will be graded using a performance rubric.</p> <p>-Students will be given both written and oral quizzes throughout the first semester in order to demonstrate their knowledge of music notation.</p>

<p>U6 Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>	<p>Students will be able to demonstrate understanding of the time signatures 4/4, 3/4, 2/4, 5/4, 2/2, and 6/8.</p>	<p>What benefits come from having the ability to understand compound rhythms?  How will this understanding help developing musicians to grow?</p>	<p>-Students will perform a solo selection for the instructor at the end of each unit. Performance will be graded using a performance rubric. -Students will be given both written and oral quizzes throughout the first semester in order to demonstrate their knowledge of music notation.</p>
--	--	---	--