

# MUSIC Achievement Portfolio



## Guitar (MU 1610)

**Practice Develops  
Confidence**

\_\_\_\_\_ Student  
\_\_\_\_\_ Music Teacher  
\_\_\_\_\_ Parent  
\_\_\_\_\_ School and District

### Description of Guitar

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a guitar. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, creating, playing, listening, and connecting to cultures. *No prerequisite course is required.*

### Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

<b>Music Connections</b> (MU 1600)	<b>Guitar</b> (MU 1610)	
<b>Music Aesthetics</b> (MU 1700)	<b>Composition</b> (MU 1750)	
<b>Choir I</b> (MU 1620)	<b>Band I</b> (MU 1630)	<b>Orchestra I</b> (MU 1640)
<b>Choir II</b> (MU 1720)	<b>Band II</b> (MU 1730)	<b>Orchestra II</b> (MU 1740)
<b>Choir III</b> (MU 1760)	<b>Band III</b> (MU 1770)	<b>Orchestra III</b> (MU 1780)

# Guitar Student Achievement Portfolio

## Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

### **Objective A: Produce a beautiful tone.**

- Produce an acceptable tone over a limited range of the guitar using proper posture, left and right hand position, and finger stroke.
- Diagnose the cause of unacceptable tone personally and in the tone of other students.
- Present and teach the principles of proper posture, hand position, and finger stroke to other students.
- Consistently use proper posture, hand position, and finger stroke with less prompting by the teacher as study continues.

### **Objective B: Demonstrate technical performance skills.**

- Distinguish between sharpness and flatness in pitch.
- Demonstrate proper tuning techniques including matching pitch from a keyboard, another guitar, or pitch pipe and tuning the guitar to itself using the “fifth fret” tuning method.
- Perform the following chords in first position: A, Amaj7, A7, A7sus, Am, Am7, B7, Bm, C, Cmaj7, C7, D, Dmaj7, D7, Dm, Dm7, E, E7, E7sus, Em, Em7, F, Fmaj7, G, G7.

### **Objective C: Demonstrate notational literacy.**

- Identify and correctly explain standard notation symbols in guitar music.
- Explain how to interpret guitar tablature correctly.
- Read guitar music written in chord symbols, tablature, or standard notation.

### **Objective D: Demonstrate productive rehearsal habits.**

- Show respect for the rehearsal process.
- Contribute positively to the risk-taking classroom environment.

- Assist in the organization and care of music department supplies, facilities, and equipment.

### **Objective E: Demonstrate knowledge, use, and care of selected instruments.**

- Identify and explain the head, tuning machines, nut, neck fretboard, frets, strings, soundhole, bridge, saddle, body, and waist of the guitar.
- Explain and demonstrate string replacement, use of case, proper storage environment, and cleaning of the guitar.
- Explain the evolution of instruments that preceded the guitar.

### **Objective F: Perform varied repertoire.**

- Perform a variety of simple melodies.
- Perform simple songs with a variety of strumming patterns, hammer-ons, pull-offs, bass runs, etc.
- Demonstrate a sense of rhythm and the ability to sing on pitch.
- Sing simple familiar songs while accompanying self.

## Standard 2 **CREATE**

Students will improvise and compose music.

### **Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Perform melodic, rhythmic, and chordal call/response, question/answer activities.
- Play back simple scale fragments or rhythm motives with and without accompaniment.
- Play back chord progressions from familiar songs and/or create an accompaniment pattern within the chord progression.

### **Objective B: Record musical thoughts in standard notation.**

- Accurately count, clap, and play rhythms using various time signatures.
- Identify the key, meter, and form of simple songs.

- Notate simple single-note melodies within a given chord progression.
- Write a simplified lead sheet of a simple song.

**Standard 3**

**LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- List, using the vocabulary of music, important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective A, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book self/peer/teacher/adjudicator assessments.

- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

**Standard 4 DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**GUITAR LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

