

Kentucky Department of Education - Course Standards



Kentucky Department of
EDUCATION

Course Code: 500923

Course Name: Music- Guitar

Grade Level: 9-12

Course standards documents are designed to show how specific standards align to courses. For instructional planning and assessment, please access the complete [Kentucky Academic Standards for Visual and Performing Arts](#) for the full scope of what students should know and be able to do.

Upon course completion students should be able to:

HS Proficient	HS Accomplished	HS Advanced
MU:Cr1.1.H.I	MU:Cr1.1.H.II	MU:Cr1.1.H.III
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).	Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
MU:Cr2.1.H.I	MU:Cr2.1.H.II	MU:Cr2.1.H.III
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 accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
MU:Cr3.1.H.I	MU:Cr3.1.H.II	MU:Cr3.1.H.III

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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).	Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.
MU:Cr3.2.H.I	MU:Cr3.2.H.II	MU:Cr3.2.H.III
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), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition /improvisation and originality in developing and organizing musical ideas.	Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition /improvisation and originality in developing and organizing musical ideas.
MU:Pr4.1.H.I	MU:Pr4.1.H.II	MU:Pr4.1.H.III
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).	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU:Pr4.2.H.I	MU:Pr4.2.H.II	MU:Pr4.2.H.III
Identify and describe important theoretical and structural characteristics and context (social, cultural, or	Identify and describe important theoretical and structural characteristics and context (social, cultural, and	Identify and describe important theoretical and structural characteristics and context (social, cultural, and

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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).	historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU:Pr4.3.H.I	MU:Pr4.3.H.II	MU:Pr4.3.H.III
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).	Explain in interpretations the context (social, cultural, and 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 styles.	Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU:Pr5.1.H.I	MU:Pr5.1.H.II	MU:Pr5.1.H.III
Develop and apply criteria to critique individual and small group performances of 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), and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.I	MU:Pr6.1.H.II	MU:Pr6.1.H.III
Perform with expression and technical accuracy, in individual and small group	Perform with expression and technical accuracy, in individual and small group	Perform with expression and technical accuracy, in individual and small group

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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 historical).	performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
MU:Re7.1.H.I	MU:Re7.1.H.II	MU:Re7.1.H.III
Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
MU:Re7.2.H.I	MU:Re7.2.H.II	MU:Re7.2.H.III
Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.
MU:Re8.1.H.I	MU:Re8.1.H.II	MU:Re8.1.H.III
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.	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 varied researched sources.	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.
MU:Re9.1.H.I	MU:Re9.1.H.II	MU:Re9.1.H.III
Develop and apply teacher provided and established	Apply personally developed and established criteria based	Develop and justify evaluations of a variety of

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criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
MU:Cn10.1.H.I	MU:Cn10.1.H.II	MU:Cn10.1.H.III
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.1.H.I	MU:Cn11.1.H.II	MU:Cn11.1.H.III
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.