

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 <u>Kentucky Academic Standards</u> for Visual and Performing Arts for the full scope of what students should know and be able to do.

HS Proficient	HS Accomplished	HS Advanced
MU:Cr1.1.H.I	MU:Cr1.1.H.II	MU:Cr1.1.H.III
Generate melodic, rhythmic,	Generate melodic, rhythmic,	Generate melodic, rhythmic,
and harmonic ideas for	and harmonic ideas for	and harmonic ideas for a
improvisations, compositions	compositions (forms such as	collection of compositions
(forms such as theme and	rounded binary or rondo),	(representing a variety of
variation or 12-bar blues),	improvisations,	forms and styles),
and three-or-more-chord	accompaniment patterns in a	improvisations in several
accompaniments in a variety	variety of styles, and	different styles, and
of patterns (such as arpeggio,	harmonizations for given	stylistically appropriate
country and gallop	melodies.	harmonizations for given
strumming, finger picking		melodies.
patterns).		
MU:Cr2.1.H.I	MU:Cr2.1.H.II	MU:Cr2.1.H.III
Select, develop, and use	Select, develop, and use	Select, develop, and use
standard notation and	standard notation and	standard notation and
audio/video recording to	audio/video recording to	audio/video recording to
document melodic, rhythmic,	document melodic, rhythmic,	document melodic, rhythmic,
and harmonic ideas for drafts	and harmonic ideas for drafts	and harmonic ideas for drafts
of improvisations,	of compositions (forms such	of compositions (representing
compositions (forms such as	as rounded binary or rondo),	a variety of forms and styles),
theme and variation or 12-bar	improvisations,	improvisations in several
blues), and three-or-more	accompaniment patterns in a	different styles, and
chord accompaniments in a	variety of styles, and	stylistically appropriate
variety of patterns (such as	harmonizations for given	harmonizations for given
arpeggio, country and gallop	melodies.	melodies.
strumming, finger picking		
patterns).		
MU:Cr3.1.H.I	MU:Cr3.1.H.II	MU:Cr3.1.H.III

Upon course completion students should be able to:

HS Accomplished	HS Advanced
Develop and apply criteria to	Develop and apply criteria to
	critique, improve, and refine
	drafts of compositions
such as rounded binary or	(representing a variety of
rondo), improvisations,	forms and styles),
· · · · ·	improvisations in a variety of
	styles, and stylistically
	appropriate harmonizations
melodies.	for given melodies.
MU:Cr3.2.H.II	MU:Cr3.2.H.III
Perform final versions of	Perform final versions of a
compositions (forms such as	collection of compositions
rounded binary or rondo),	(representing a variety of
improvisations,	forms and styles),
accompaniment patterns in a	improvisations in several
	different styles, and
-	stylistically appropriate
_	harmonizations for given
	melodies, demonstrating
	technical skill in applying
	principles of composition
	/improvisation and originality
musical ideas.	in developing and organizing
	musical ideas.
	MU:Pr4.1.H.III
	Develop and apply criteria for
	selecting a varied repertoire
	for a program of music for
0 1 1	individual and small group
	performances that include
	melodies, repertoire pieces,
1	stylistically appropriate
	accompaniments, and
or styles.	improvisations in a variety of
	contrasting styles.
MU-Pr4 2 H II	MU:Pr4.2.H.III
	Identify and describe
important theoretical and structural characteristics and	important theoretical and structural characteristics and
	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. MU:Cr3.2.H.II Perform final versions of compositions (forms such as rounded binary or rondo), improvisations,

HS Proficient	HS Accomplished	HS Advanced
historical) in a varied	historical) in a varied	historical) in a varied
repertoire of music that	repertoire of music that	repertoire of music selected
includes melodies, repertoire	includes melodies, repertoire	for performance programs
pieces, improvisations, and	pieces, improvisations, and	that includes melodies,
chordal accompaniments in a	chordal accompaniments in a	repertoire pieces, stylistically
variety of patterns (such as	variety of styles.	appropriate accompaniments,
arpeggio, country and gallop	5 5	and improvisations in a
strumming, finger picking		variety of contrasting styles.
patterns).		5 6 5
1 /		
MU:Pr4.3.H.I	MU:Pr4.3.H.II	MU:Pr4.3.H.III
Describe in interpretations the	Explain in interpretations the	Explain and present
context (social, cultural, or	context (social, cultural, and	interpretations that
historical) and expressive	historical) and expressive	demonstrate and describe the
intent in a varied repertoire of	intent in a varied repertoire of	context (social, cultural, and
music selected for	music selected for	historical) and an
performance that includes	performance that includes	understanding of the creator's
melodies, repertoire pieces,	melodies, repertoire pieces,	intent in repertoire for varied
improvisations, and chordal	improvisations, and chordal	programs of music that
accompaniments in a variety	accompaniments in a variety	include melodies, repertoire
of patterns (such as arpeggio,	of styles.	pieces, stylistically
country and gallop		appropriate accompaniments,
strumming, finger picking		and improvisations in a
patterns).		variety of contrasting styles.
MU:Pr5.1.H.I	MU:Pr5.1.H.II	MU:Pr5.1.H.III
Develop and apply criteria to	Develop and apply criteria to	Develop and apply criteria,
critique individual and small	critique individual and small	including feedback from
group performances of a	group performances of a	multiple sources, to critique
varied repertoire of music	varied repertoire of music	varied programs of music
that includes melodies,	that includes melodies,	repertoire (melodies,
repertoire pieces,	repertoire pieces,	repertoire pieces, stylistically
improvisations, and chordal	improvisations, and chordal	appropriate accompaniments,
accompaniments in a variety	accompaniments in a variety	improvisations in a variety of
of patterns (such as arpeggio,	of styles, and create rehearsal	contrasting styles) selected
country and gallop	strategies to address	for individual and small
strumming, finger picking	performance challenges and	group performance, and
patterns), and create rehearsal	refine the performances.	create rehearsal strategies to
strategies to address		address performance
performance challenges and		challenges and refine the
refine the performances.		performances.
MU:Pr6.1.H.I	MU:Pr6.1.H.II	MU:Pr6.1.H.III
Perform with expression and	Perform with expression and	Perform with expression and
technical accuracy, in	technical accuracy, in	technical accuracy, in
individual and small group	individual and small group	individual and small group

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

Kentucky Department of Education - Course Standards		
HS Proficient	HS Accomplished	HS Advanced
criteria based on personal	on research, personal	individual and small group
preference, analysis, and	preference, analysis,	musical selections for
context (personal, social, and	interpretation, expressive	listening based on personally
cultural) to evaluate	intent, and musical qualities	developed and established
individual and small group	to evaluate contrasting	criteria, personal decision
musical selections for	individual and small group	making and knowledge and

musical selections for listening.	individual and small group musical selections for listening.	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,	Demonstrate how interests,	Demonstrate how interests,
knowledge and skills relate to	knowledge and skills relate to	knowledge and skills relate to
personal choices and intent	personal choices and intent	personal choices and intent
when creating, performing,	when creating, performing,	when creating, performing,
and responding to music.	and responding to music.	and responding to music.
MU:Cn11.1.H.I	MU:Cn11.1.H.II	MU:Cn11.1.H.III
Demonstrate understanding	Demonstrate understanding	Demonstrate understanding
of relationships between	of relationships between	of relationships between
music and the other arts,	music and the other arts,	music and the other arts,
other disciplines, varied	other disciplines, varied	other disciplines, varied
contexts and daily life.	contexts and daily life.	contexts and daily life.