Beginning Guitar GSE
CREATING

HSBG.CR.1 Improvise 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.
**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.

**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).

**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).

**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.

**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.