CREATING

HSMG.CR.1  Improvise melodies, variations, and accompaniments.
   a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments of moderate complexity.
   b. Improvise melodies in various modes and styles.
   c. Improvise harmonic accompaniment in various modes.
   d. Improvise in various scales and modes over an established harmonic progression in a variety of styles (e.g. blues, folk, rock, country, reggae).

HSMG.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. Compose a song (individually and/or collaboratively) according to certain criteria (e.g. chord progression, melody, lyrics, harmony, riffs).
   c. Explain and justify student-generated criteria to assess personal or peer composition and/or improvisation.
   d. Share personal composition and/or improvisation.
   e. Create and maintain notated/audio/video portfolio of student compositions.

PERFORMING

HSMG.PR.1  Perform on guitar through a varied repertoire of music, alone and/or with others.
   a. Demonstrate advanced 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.

HSMG.PR.2  Select and perform a varied repertoire of musical works using student created criteria (e.g. skill level, artistic merit, personal interest).
HSMG.PR.3  Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.
   a. Perform stylistic characteristics of a varied repertoire.
   b. Perform using free stroke, rest stroke, and/or plectrum.
   c. Perform notes and scales in various positions, including accidentals.
   d. Perform chord progressions in in various major and minor keys.
   e. Perform twelve-bar blues in various keys.
   f. Perform closed position chords (e.g. “5 chords”, barre chords, inversions).
   g. Perform rhythms that include syncopation, triplets, and sixteenth values.
   h. Perform complex rhythms on guitar in various applications.
   i. Perform articulations and ornamentations appropriate to style and genre.
   j. Demonstrate the ability to tune the guitar.
   k. Create and maintain digital portfolio of individual and ensemble performances.
   l. Create and maintain a collegiate resume.

HSMG.PR.4  Read and notate music.
   a. Demonstrate advanced reading skills.
   b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
   c. Read and notate rhythms, including syncopation and sixteenth values.
   d. Read and notate rhythms on guitar in various major and minor keys.
   e. Read, notate, and perform notes, including accidentals, in various positions, and rhythms on guitar in various major and minor keys.
   f. Identify and demonstrate dynamics, tempo, articulation, and expression markings.
   g. Read twelve-bar blues in various keys.
   h. Read “5 chords” (power chords) in various positions.
   i. Demonstrate reading chords (e.g. “5 chords”, barre chords) and scales in various positions.
   j. Demonstrate reading ability using free stroke, rest stroke, pima and plectrum.
   k. Demonstrate the ability to perform minor maintenance (e.g. string change).
**RESPONDING**

**HSMG.RE.1**  
Listen to, analyze, and describe music.  

a. Analyze and justify how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA, twelve bar blues, rounded binary, rondo).

**HSMG.RE.2**  
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 student-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

**CONNECTING**

**HSMG.CN.1**  
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.

**HSMG.CN.2**  
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.