



San Diego Unified
SCHOOL DISTRICT

Visual and Performing Arts Department
California State Content Standards
Core Learnings
Guitar
Grades 6 – 8

1.0 Artistic Perception			
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music.			
<i>Students read, notate, listen to, analyze, and describe music and other aural information using the terminology of music.</i>			
	Beginning	Intermediate	Advanced
1.1	<p>Read, write, and perform intervals and triads.</p> <ul style="list-style-type: none"> • Know letter names of notes on the guitar in first position • Know the names of the open strings • Identify the following intervals by ear: P8, P5, P4, M3, m3, M2, m2. • Read and perform beginning guitar literature that includes these intervals and triads. • Write 4 measures of music using a variety of intervals including triads and perform at proficiency level. 	<p>Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <ul style="list-style-type: none"> • Identify note names of notes and chords • Listen and identify intervals basic and more advanced (e.g., M7, m7, M6, m6) • Perform intervals on the guitar either by responding to written music or from a spoken prompt. • Read, write and play basic guitar chords. 	<p>Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.</p> <ul style="list-style-type: none"> • Read, write and play advanced intervals on the guitar in several keys • Write and play chords following harmonic progressions in a variety of keys: i-iv-V7-i and i-VI-iv-V7-i.
1.2	<p>Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <ul style="list-style-type: none"> • Read, write and perform full-octave scales on guitar. • Perform and conduct guitar pieces in a 	<p>Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.</p> <ul style="list-style-type: none"> • Read, write and perform full-octave major and minor scales on the guitar. • Perform full-octave chromatic scales in each key studied. • Perform intermediate guitar repertoire in a 	<p>Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.</p> <ul style="list-style-type: none"> • Read, write and perform full-octave major and minor scales on the guitar. • Perform full-octave chromatic scales in each key studied. • Study and play sixteenth rhythmic patterns in

	<p>variety of meters including: 2/4, 3/4, 4/4, Cut Time, and 6/8.</p> <ul style="list-style-type: none"> • Perform combinations of dotted-half, dotted-quarter, quarter and eighth rhythm patterns. • Recognize, demonstrate and use appropriate music vocabulary for dynamics, styles/genre, tempi and markings such as D.C. al fine, D.S. al fine, measure repeat signs, and endings. 	<p>variety of meters.</p> <ul style="list-style-type: none"> • Perform eighth and quarter rhythmic patterns in 6/8. • Recognize and use appropriate musical terms for tempo (e.g., presto, vivace, largo), style (e.g., cantabile, dolce, pesante), and roadmap markings (Coda). 	<p>compound meters.</p> <ul style="list-style-type: none"> • Analyze and play eighth, dotted-quarter, and sixteenth rhythmic patterns in 3/8, 5/8, 7/8 meters. • Conduct simple, compound, and mixed meter examples. • Recognize and apply appropriate music terms related to tempo (piu mosso, meno mosso, and accelerando).
1.3	<p>Transcribe simple aural examples into rhythmic notation.</p> <ul style="list-style-type: none"> • Listen to a beginning guitar melody and notate 4 measures using combinations of whole, half, quarter, eighth, triplets, dotted-half, dotted-quarter and rests in duple and/or triple meters. 	<p>Transcribe simple aural examples into melodic notation.</p> <ul style="list-style-type: none"> • Transcribe simple 4-measure excerpts of guitar music using appropriate combinations of melodic and rhythmic patterns using whole, half, quarter, eighth, dotted-half, dotted-quarter, sixteenth notes (barred in twos and fours) and rests in duple and triple meter. • Transcribe simple melodies in several keys using a variety of intervals. (m2, M2, m3, M3 and P8) 	<p>Transcribe aural examples into rhythmic and melodic notation.</p> <ul style="list-style-type: none"> • Listen to rhythmic and melodic excerpts and accurately transcribe 8 measures including combinations of rhythmic patterns, including eighth- and quarter-note triplets, in duple and triple meter. • Transcribe simple melodies constructed from the following intervals: m2, M2, m3, M3, P4, P5, and P8.
1.4	<p>Sight-read simple melodies in the treble clef or bass clef.</p> <ul style="list-style-type: none"> • Sight-read simple 4-measure melodies recognizing key, meter, dynamics and fingering. 	<p>Sight-read melodies in the treble or bass clef (level of difficulty: 1; scale: 1-6).</p> <ul style="list-style-type: none"> • Sight-read beginning guitar pieces in easy keys and meters, with basic rhythms and limited ranges (Publisher-graded scale:1). • Sight-read a beginning piece of guitar literature with proper position, pitch and rhythmic accuracy, demonstrating an understanding of expressive markings. 	<p>Sight-read accurately and expressively (level of difficulty: 2; scale: 1-6).</p> <ul style="list-style-type: none"> • Sight-read alone and in an ensemble, intermediate guitar songs with changes in tempo, key, and meter in appropriate ranges (Publisher-graded scale: 2) with correct pitch, rhythm, dynamics, phrasing and style.
1.5	<p>Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.</p> <ul style="list-style-type: none"> • Identify various musical instruments from other genres and cultures. 	<p>Analyze and compare the use of musical elements representing various genres, styles and cultures, emphasizing tonality and intervals.</p> <ul style="list-style-type: none"> • Listen to and/or perform a variety of guitar repertoire and identify where the music 	<p>Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.</p> <ul style="list-style-type: none"> • Identify harmonies that are consonant and dissonant.

	<ul style="list-style-type: none"> Learn to play music from three cultures and genres. Compare and contrast the tunes identifying melodies, style, meter, and characteristics similar and unique to each. 	<p>originated based on rhythm, melody, style and instrumentation.</p> <ul style="list-style-type: none"> Distinguish between major, minor, and pentatonic tonalities and examine the function of accidentals in guitar literature. 	<ul style="list-style-type: none"> Listen and identify tonic, subdominant, and dominant chords and chord changes in the twelve-bar blues. Compare and contrast guitar music from different geographic regions of the United States, emphasizing chords and harmonic progressions.
1.6	<p>Describe larger music forms (sonata-allegro, concerto, theme and variations).</p> <ul style="list-style-type: none"> Listen to guitar ensembles and solos playing a variety of musical forms Identify various forms and ensembles 	<p>Describe larger musical forms (canon, fugue, suite, ballet, opera, and oratorio).</p> <ul style="list-style-type: none"> Listen to a variety of musical works that incorporate the guitar. Identify the form of each piece. Explore relationships between a canon and a fugue, a suite and a ballet, and an opera and an oratorio. 	<p>Describe larger musical forms (symphony, tone poem).</p> <ul style="list-style-type: none"> Listen to a variety of musical works and identify forms such as symphony, tone poem, and programmatic music. Explain the characteristics that identify each form.
1.7			<p>Explain how musical elements are used to create specific music events in given aural examples.</p> <ul style="list-style-type: none"> Listen to a variety of guitar literature and identify musical cues that create pictures and feelings, the tempo markings and dynamic terms that affect the mood in music.
<p>2.0 Creative Expression Creating, Performing, and Participating in Music <i>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</i></p>			
	Beginning	Intermediate	Advanced
2.1	<p>Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1; scale: 1-6).</p> <ul style="list-style-type: none"> Students demonstrate this standard using the guitar. 	<p>Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2; scale: 1-6).</p> <ul style="list-style-type: none"> Music students demonstrate this standard using guitar. 	<p>Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3; scale: 1-6).</p> <ul style="list-style-type: none"> Music students demonstrate this standard using guitar.

2.2	Sing music written in two parts. <ul style="list-style-type: none"> Play easy guitar duets in small and large ensembles. 	Sing music written in two and three parts. <ul style="list-style-type: none"> Perform intermediate guitar duets and trios in small and large ensembles. 	Sing music written in two, three, or four parts. <ul style="list-style-type: none"> Perform intermediate guitar duets, trios, and quartets in small and large ensembles.
2.3	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1; scale: 1-6). <ul style="list-style-type: none"> Perform beginning guitar repertoire consisting of a variety of keys, rhythms, markings, dynamics and tempi. (Publisher-graded scale: 1) 	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2; scale: 1-6). <ul style="list-style-type: none"> Perform intermediate guitar literature with moderate technical demands, expanded ranges and expressive techniques (Publisher-graded scale: 2). 	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 3; scale: 1-6). <ul style="list-style-type: none"> Perform advanced guitar literature with moderately difficult technical demands, compound and mixed meters, expanded ranges and expressive techniques (Publisher-graded scale: 2.5 to 3), with accurate interpretation and nuance.
2.4	Compose short pieces in duple and triple meters. <ul style="list-style-type: none"> Compose and play a simple four-measure melody for guitar in either duple or triple meter, demonstrating appropriate rhythmic and melodic techniques. 	Compose short pieces in duple, triple, and mixed meters. <ul style="list-style-type: none"> Compose a four-measure melody for guitar in duple or triple meter; then perform it for the class. Compose a four-measure rhythm pattern in duple and/or triple meter. 	Compose short pieces in duple, triple, mixed, and compound meters. <ul style="list-style-type: none"> Compose an eight-measure melody for guitar in a major key in duple meter that expresses a specific emotion or mood. Compose and perform an 8-measure rhythm composition in mixed and compound meter.
2.5	Arrange simple pieces for voices or instruments, using traditional sources of sound. <ul style="list-style-type: none"> Write and play a 4 to 8 measure melody Create and perform a 4-8 measure duet for guitar. 	Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media. <ul style="list-style-type: none"> Explore various styles of picking, strumming and fingering notes on the guitar. Compose and arrange a simple eight-measure composition for guitar with lyrics. 	Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media. <ul style="list-style-type: none"> Create a guitar arrangement of a popular song, using available technology, and perform with appropriate expression to convey the original intent of its text.
2.6	Improvise simple melodies. <ul style="list-style-type: none"> Listen to the chordal structure of a familiar tune. Improvise a new melody that aligns with the chords. 	Improvise melodies and harmonic accompaniments. <ul style="list-style-type: none"> Add simple embellishments to a familiar piece of guitar repertoire. Improvise harmonic accompaniment based on notes from a blues chord 	Improvise melodic and rhythmic embellishments and variations in major keys. <ul style="list-style-type: none"> On the guitar, embellish a familiar song in a major key by adding notes to the existing melody and/or changing rhythmic values to create a new personal rendition.

		progression.	
2.7		<p>Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.</p> <ul style="list-style-type: none"> • Create original melodic or rhythmic calls and responses in pentatonic. • Embellish a familiar folk melody through adding notes around the melody and/or changing rhythmic values to create a new personal rendition. 	<p>Improvise short melodies to be performed with and without accompaniment.</p> <ul style="list-style-type: none"> • On the guitar improvise new melodic and rhythmic variations on familiar tunes. (e.g., play Twinkle using a jazz or blues rhythm; play a new melody over the chordal structure of Twinkle) • On the guitar, create new melodies for traditional American folk or familiar tunes by improvising over the original chord progression.
<p>3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of Music <i>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</i> Historical and cultural context should be imbedded throughout the curriculum. All materials studied should represent different cultures and time periods.</p>			
	Beginning	Intermediate	Advanced
3.1	<p>Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.</p> <ul style="list-style-type: none"> • Identify, list, and discuss the function of guitar music in different cultures (e.g., courtship, ritual, work, entertainment) and the roles of guitarists (e.g., performer, historian, composer, etc.) • Compare and contrast the characteristics of guitar literature from 2 different countries. • Perform or listen to music from at least three cultures that incorporate the guitar; discuss the instrumentation and function of each song. 	<p>Compare music from various cultures as to some of the functions music serves and the roles of musicians.</p> <ul style="list-style-type: none"> • Identify, list, and discuss the various functions of guitar music in a variety of cultures. • Compare guitarist's roles in several cultures and discuss why differences and similarities may exist. 	<p>Compare and contrast the functions music serves and the place of musicians in society in various cultures.</p> <ul style="list-style-type: none"> • Identify, list, and compare the different functions of Classical guitar, blues, jazz and folk music. • Compare and contrast guitar folk music from a variety of cultures.
3.2	<p>Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman).</p> <ul style="list-style-type: none"> • Explore and describe the history of the 	<p>Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and</p>	<p>Identify and explain the influences of various cultures on music in early United States history.</p> <ul style="list-style-type: none"> • Explore guitar music traditions of the United

	<p>guitar and the types of music throughout history.</p> <ul style="list-style-type: none"> Investigate guitar music from two ancient civilizations and explain how it reflected the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture. 	<p>South American).</p> <ul style="list-style-type: none"> Explore medieval and early modern African, Chinese, European, Islamic, Japanese, and South American instrumental music traditions. Activities include: performing, discussing, listening, identifying, comparing, and describing. 	<p>States from the time the instrument was introduced into American culture.</p> <ul style="list-style-type: none"> Investigate musical influences in the United States from the Revolutionary War period to the present. (e.g., When and where was guitar performance included in American social events?)
3.3	<p>Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.</p> <ul style="list-style-type: none"> Explore two or more genres and styles of guitar music and discuss what makes each of these styles unique using the vocabulary and elements of music. Listen to two or more guitar genres from two different cultures. Compare and contrast characteristics of each piece as it relates to its culture. 	<p>Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.</p> <ul style="list-style-type: none"> Identify a variety of guitar genres and styles, including folk, Classical, Western and jazz ensembles and explain using the vocabulary of music what makes each genre unique. 	<p>Explain how music has reflected social functions and changing ideas and values.</p> <ul style="list-style-type: none"> Research guitar music from various regions of the United States and explain how it reflected the social values and experiences of immigrant populations. Discuss social activism demonstrated through guitar music with an historic perspective (e.g., slave songs, suffrage, protest songs, etc.).
3.4	<p>Listen to, describe, and perform music of various styles from a variety of cultures.</p> <ul style="list-style-type: none"> Identify and describe musical styles from different cultures and perform music from at least three cultures studied. 	<p>Perform music from diverse genres and cultures.</p> <ul style="list-style-type: none"> Perform a variety of intermediate guitar literature based on folk music from different parts of the world. 	<p>Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.</p> <ul style="list-style-type: none"> Compare and contrast the musical characteristics of guitar literature from around the world.
3.5	<p>Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.</p> <ul style="list-style-type: none"> Create a rubric for evaluating various kinds of guitar literature based on quality and the use of musical elements. Compare and contrast perceptions with peers and defend personal opinions using the vocabulary of music. 	<p>Identify instruments from a variety of cultures visually and aurally.</p> <ul style="list-style-type: none"> Identify both visually and aurally other instruments that accompany guitars in a variety of musical cultures and genres. Perform intermediate guitar literature with a variety of other instrumentation (percussion, strings, piano, etc.) 	<p>Perform music from diverse genres, cultures, and time periods.</p> <ul style="list-style-type: none"> Perform intermediate and advanced guitar music from different regions and eras of the United States with appropriate style, phrasing, tone, and performance practice.
3.6		<p>Classify by style and genre exemplary musical works and explain the</p>	<p>Classify exemplary musical works by style, genre, and historical period and explain why</p>

		<p>characteristics that make each work exemplary.</p> <ul style="list-style-type: none"> • Create and use a rubric for evaluating guitar performances based on style, genre, and general characteristics. • Compare perceptions with peers, and defend personal opinions using the vocabulary of music. • Evaluate personal performances and those of others using a set of criteria of musical elements. 	<p>each work is considered exemplary.</p> <ul style="list-style-type: none"> • Create and use a rubric for evaluating guitar music based on performance quality and the effective use of musical elements with emphasis on style and interpretation. • Compare evaluative perceptions with peers, and write a critical review defending opinions using appropriate music vocabulary.
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4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

	Beginning	Intermediate	Advanced
4.1	<p>Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.</p> <ul style="list-style-type: none"> • Select 2-3 performances of guitar literature. Identify likes and dislikes and then justify musical preferences using appropriate music vocabulary. • Create performance rubrics focusing on the elements of music. Evaluate personal performances and those of others. 	<p>Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <ul style="list-style-type: none"> • Create guitar performance rubrics emphasizing blend, balance, intonation, articulation, rhythmic accuracy, dynamics and phrasing. • Create rubrics for simple guitar composition emphasizing the appropriate elements of music. 	<p>Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.</p> <ul style="list-style-type: none"> • Create performance rubrics and refer to the criteria to evaluate personal musical performances emphasizing style, phrasing, interpretation, tone, articulation, rhythmic accuracy, dynamics, phrasing, posture, and stage presence. • Create rubrics for composition emphasizing harmony, timbre, and instrumentation.
4.2	<p>Explain how various aesthetic qualities convey images, feeling, or emotion.</p> <ul style="list-style-type: none"> • Discuss ways in which the expressive qualities of music (e.g., tone quality, key, vocal timbre, phrasing, tempo, etc.) may elicit emotional responses in the listener. • Play a simple piece of guitar literature without expressive qualities. Then 	<p>Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.</p> <ul style="list-style-type: none"> • Create and use a guitar performance rubric that evaluates effective communication of style and genre, emphasizing articulation, 	<p>Apply detailed criteria appropriate for the genre and style for the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.</p> <ul style="list-style-type: none"> • Create and use a performance rubric that evaluates effective communication of style and genre, emphasizing dynamics, phrasing, and

	perform it again using the appropriate elements of music to make meaning of the composition. Compare and contrast the performances.	tone and rhythm in symphonic music, marches, popular music, jazz and blues.	level of difficulty.
4.3	<p>Identify aesthetic qualities in a specific musical work.</p> <ul style="list-style-type: none"> Discuss in groups and then write (in a journal) the various ways musical elements are used to create images, feelings, ideas, or emotions in guitar literature. 	<p>Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.</p> <ul style="list-style-type: none"> Compare two renditions of the same piece of music performed by two different instrumentalists or ensembles (e.g., guitar compared to another instrument or instrumentation) and discuss how each rendition is similar or different, using the appropriate vocabulary of music. 	<p>Explain how and why people use and respond to specific music from different musical cultures found in the United States.</p> <ul style="list-style-type: none"> Identify and list musical cultures and styles from the different areas of the United States (e.g., Appalachian folk music, Nashville country, Southwest Indian, New Orleans jazz, etc.) and the role the guitar plays in each. Discuss the role of diverse musical influences in the formation of an American national identity and how guitar music was and is used for work, entertainment, celebration, praise, healing, courting, storytelling, dancing, etc. Describe how personal and educational experiences and cultural backgrounds enhance or limit appreciation and understanding of different styles of guitar music.
4.4			<p>Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.</p> <ul style="list-style-type: none"> Compare and contrast guitar songs from two or more musical cultures represented within the United States. Discuss the use of different musical elements how they are manipulated in guitar music to evoke feeling and mood. Discover universal musical techniques used by composers and performers from different cultures to elicit emotional responses and apply that to guitar literature.
5.0 Connections, Relationships, Applications			

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

	Beginning	Intermediate	Advanced
5.1	<p>Describe how knowledge of music connects to learning in other subject areas.</p> <ul style="list-style-type: none"> • Research how pitch is made by tightening or loosening a string. • Compare and contrast how learning to read musical notation compares with learning to read and understand words. • Identify ways in which music composition is similar to writing in literacy (e.g., musical phrases and sentences, form and essay structure, thematic development and character development, etc.). • Identify ways in which music connects to art (e.g., focal point, texture, contour, patterns, retrograde/reverse patterns, etc.). 	<p>Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</p> <ul style="list-style-type: none"> • Discuss the following terms shared by the arts and other disciplines: dynamics, space, texture, pattern, color, contrast, mood, line, phrase, improvisation, articulation, balance, composition, form, genre, theme, and volume. • Show how these terms apply to the present guitar class repertoire. 	<p>Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <ul style="list-style-type: none"> • Investigate ways in which artists use similar sources of inspiration to create unique works of art as a form of expression (e.g., nature, joy, tragic event, literature, setting, personal experience, etc.) • Coordinate with other art disciplines on campus to create an arts “show” comprised of a variety of visual and performing art forms with a dedicated overarching theme. • Collect a variety of art work from different arts disciplines (e.g., paintings, ceramics, music, theatre, dance, etc.) that express the same meaning or theme. Compare the similarities and differences.
5.2	<p>Identify career pathways in music.</p> <ul style="list-style-type: none"> • Discuss preparation needed for the following identified music professions: music teacher, music merchant, performing artist, composer/arranger, and music business and technology. • Research a favorite guitar player and explain how he or she became the musician he or she is today. 	<p>Identify and describe how music functions in the media and entertainment industries.</p> <ul style="list-style-type: none"> • Research, identify, and discuss the use of guitar music in film, television, radio, stage, musical theater, concerts, and in advertising. • Discuss and then journal how guitar music creates mood and purpose to support media and entertainment industry products • Listen to a commercial and identify what is being advertised and how music is used to promote the message. Compare and contrast the use of live and recorded guitar music in the media and entertainment industry. 	<p>Describe how music is composed and adapted for use in film, video, radio, and television.</p> <ul style="list-style-type: none"> • Identify and discuss the following processes used in composing music for the media: visual cues direct the music in film composition; musical cues often direct the visuals in video and television; auditory cues direct the music and sound effects for radio. • Determine an appropriate selection of guitar music to support a commercial, film clip, or radio spot and explain how the music enhances its effect.

5.3		<p>Identify various careers for musicians in the entertainment industry.</p> <ul style="list-style-type: none"> • Research, identify and discuss the level of education or preparation, salary, time commitment, etc., for the following careers in music: singer, instrumentalist, recording engineer, composer/arranger, and conductor. • Generate a list of music and music-related careers in the entertainment industry. 	<p>Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.</p> <ul style="list-style-type: none"> • Research and explain what a composer, arranger, performer, recording engineer, and producer do to compose and adapt music for media. • Explain the importance of the following skills and knowledge used by media composers: music theory, piano and keyboard, ability to use audio, video and editing equipment, collaboration and networking, business and time management, ability to decode visual cues and meaning of text, etc.
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