

Virginia Music Educators Association, Inc.



A Federated State Unit of
National Association for Music Education
Southern Division

Allen Hall
President

14421 Stillmeadows Road
Montpelier, VA 23192
aphall3@henrico.k12.va.us

Annamarie Bollino
President Elect

31 Stafford Avenue
Stafford, VA 22554
bollinoa@staffordschools.net

John Brewington
Vice President

Fine Arts Coordinator
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456
John.Brewington@vbschools.com

Laura Cole
Secretary

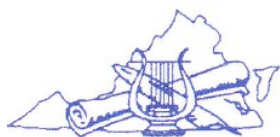
Robert E. Lee High School
1200 North Coalter Street
Staunton, VA 24401
lmc@staunton.k12.va.us

Doug Martin
Treasurer

607 Malcolm Place
Alexandria, VA 22302
treasurer@vmea.com

Linda Gammon
State Executive

24759 Carbonate Terrace
Stone Ridge, VA 20105
Tel-703-327-7944 (office)
Tel-703-909-4278 (cell)
vmeaoffice@verizon.net



Dear Dr. Lane, Dr. Harris, and Ms. Bisogno:

Thank you for the opportunity for the Virginia Music Educators Association (VMEA) to provide feedback and recommendations for the upcoming review and revision of the 2013 Music Standards of Learning. The information and recommendations in this document were compiled from the VMEA membership via online survey, the VMEA Council for Music Education Committee, and the VMEA President's Committee.

VMEA recommends the following additions to the Music Standards for the following courses:

1. Expand Guitar Standards at the high school level

There are currently 2 sets of Guitar SOL (Guitar I and Guitar II). We recommend adding 2 additional sets of standards at the high school level for a total of four. Having four levels of Guitar standards aligns with current practice in the field and honors existing VDOE standards. We have attached a draft set of standards for Guitar I (Beginning Level) - Guitar IV (Artist Level) that the committee should feel free to use at their discretion.

See Appendix A

2. Expand Guitar Standards at the middle school level

There is currently 1 set of Guitar SOL. We recommend adding 2 additional sets of standards at the middle school level for a total of three. Having three levels of Guitar standards aligns with current practice in the field and honors existing VDOE standards. We have attached a draft set of standards for three levels of Middle School Guitar (Beginning, Intermediate, and Advanced) that the committee should feel free to use at their discretion.

See Appendix B

3. Include a set of Jazz Ensemble standards

School divisions throughout the Commonwealth are currently providing a jazz ensemble class. Unfortunately, there are no VDOE standards for jazz band/ensemble. Current practice in the field is to use the concert band standards and adopt as many of the standards as is practical. VMEA recommends and supports the adoption of standards for middle and high school.

The mission of the Virginia Music Educators Association is to promote quality music education throughout the Commonwealth by providing leadership, instructional resources and professional development opportunities for Virginia's music educators.

High School Guitar, Beginning Level

The standards for High School Guitar, Beginning Level enable students to begin to receive instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become familiar with its history and technology, including different types of guitars. They demonstrate basic positions, right- hand and left-hand techniques, and tone production. Students read and perform music of varying styles Solo Literature Grade Levels 1 and 2 of the Virginia Guitar Directors Association (VGDA). They describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. Students investigate career options in music. Students may use standard method books in class settings.

Music Theory/Literacy

- HGB.1 The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing lines selected from the music being studied.
- HGB.2 The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes and corresponding rests.
- HGB.3 The student will identify, read, and perform music in simple meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{8}$
- HGB.4 The student will read, analyze, notate, and perform scales including
1. one-octave ascending and descending major, natural and harmonic scales up to three sharps and one flat; a chromatic scale;
 2. the student will identify and notate key signatures of scales and literature being performed.
 3. and one form of the moveable, one-octave pentatonic scale.
- HGI.5 The student will read, analyze, notate, and perform chords in root position including
1. open position chords;
 2. power chords with roots on the sixth and fifth strings;
 3. a I-IV-V⁷ chord progression in the keys of C, G, D, and A major, and A and E minor; and
 4. 12-bar blues in a variety of keys.
- HGB.6 The student will identify and perform music written in binary and strophic forms.
- HGB.7 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using available technology.
- HGB.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- HGB.9 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification of the parts of the instrument;
 2. procedures for care of the instrument;
 3. appropriate playing posture and instrument position;
 4. appropriate left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.
- HGB.10 The student will demonstrate proper guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style and pick style; and
 3. left-hand techniques.
- HGB.11 The student will demonstrate ensemble skills at a beginning level, including
1. blending and balancing;
 2. ensuring proper or appropriate ensemble tuning;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- HGB.12 The student will read and interpret standard music notation and tablature while performing music of varying styles and levels of difficulty, in accordance with VGDA Levels 1 and 2.
- HGB.13 The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression.
- HGB.14 The student will perform and improvise simple rhythmic and melodic examples in call-and-response styles.
- HGB.15 The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.
- HGB.16 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HGB.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VGDA Levels 0 and 1.

Music History and Cultural Context

- HGB.18 The student will explore historical and cultural aspects of music by
1. describing/ identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;
 3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge;
 4. describing career options in music;
 5. describing ethical standards as applied to the use of social media and copyrighted materials; and
 6. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HGB.19 The student will analyze and evaluate music by
1. describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. describing and interpreting works of music, using inquiry skills and music terminology;
 3. describing accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. describing accepted criteria used for critiquing musical performances of self and others.

Aesthetics

- HGB.20 The student will investigate aesthetic concepts related to music by
1. proposing a definition of *music* and supporting that definition;
 2. identifying reasons for preferences among works of music, using music terminology;
 3. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive;
 4. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the school community.

High School Guitar, Intermediate Level

The standards for High School Guitar, Intermediate Level enable students to continue receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become increasingly familiar with its history and technology. They demonstrate appropriate instrument position, right-hand and left-hand techniques, tone production, intonation, and chord structures. Students read and perform music of varying styles and perform music at Solo Literature Grade Levels 2–4 of the Virginia Guitar Directors Association (VGDA). They describe, respond to, interpret, analyze, and evaluate works of music. Students improvise and create variations of simple melodies, and they have opportunities to perform in small ensembles. They compare and contrast career options in music. Students may use standard method books in class settings. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- HGI.1 The student will echo, read, and notate music, including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing assigned parts while others sing or play other contrasting parts from the music being studied.
- HGI.2 The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, quarter-note triplets, eighth-note triplets, dotted eighth notes, half-note triplets and corresponding rests.
- HGI.3 The student will identify, read, and perform music in simple duple meters and compound duple meters.
- HGI.4 The student will read, analyze, notate, and perform scales and chords in root position and in inversions, including
1. one-octave ascending and descending major, natural minor, and harmonic minor scales up to four sharps and two flats;
 2. the student will identify and notate key signatures of scales and literature being performed.
 3. ascending and descending chromatic scales up to the 12th fret;
 4. one form of the movable, two-octave blues scale;
- HGI.5 The student will read, analyze, notate, and perform chords in root position including
1. first position and bar chords, using eight basic forms: E, E⁷, Em, Em⁷, A, A⁷, Am, Am⁷;
 2. power chords with roots on the sixth and fifth strings through 10th position;
 3. a I-IV-V⁷ chord progression in the keys of C, G, D, A, E and F major and A and E minor; and
 4. 12-bar blues progression in a variety of keys.
- HGI.6 The student will identify and perform music written in ABA and strophic forms.
- HGI.7 The student will use music composition as a means of expression by
1. composing a eight-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using available technology.
- HGI.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- HGI.9 The student will identify, describe, demonstrate, and evaluate preparatory instrumental basics and playing procedures, including
1. procedures for care of the instrument;
 2. changing a string;
 3. appropriate playing posture and instrument position;
 4. appropriate left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.
- HGI.10 The student will demonstrate appropriate guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style and pick style); and
 3. left-hand techniques (vibrato, slurs, sting-bending and bar techniques).
- HGI.11 The student will demonstrate, evaluate and self-correct ensemble skills, including
1. blending and balancing /instrumental timbres;
 2. ensuring proper or appropriate ensemble tuning;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- HGI.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VGDA Levels 2–4.
- HGI.13 The student will use articulations, dynamic contrasts, and phrasing as means of expression.
- HGI.14 The student will perform and improvise melodies and accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions.
- HGI.15 The student will improvise rhythmic and melodic variations on ~~eight~~ eight-to-twelve measure excerpts taken from blues, folk songs, exercises, or etudes.
- HGI.16 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HGI.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VGDA Levels 2–4.

Music History and Cultural Context

- HGI.18 The student will explore historical and cultural aspects of music by
1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. analyzing the relationship of instrumental music to the other fine arts;
 7. applying ethical standards to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HGI.19 The student will analyze and evaluate music by
1. explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. analyzing and interpreting works of music, using inquiry skills and music terminology;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- HGI.20 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music, using music terminology;
 3. analyzing ways in which music can evoke emotion and be persuasive;
 4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the community.

High School Guitar, Advanced Level

The standards for High School Guitar, Advanced Level enable students to continue receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become increasingly familiar with its history and technology. They demonstrate appropriate instrument position, right-hand and left-hand techniques, tone production, intonation, and chord structures. Students read and perform music of varying styles and perform music at Solo Literature Grade Levels 4 and 5 of the Virginia Guitar Directors Association (VGDA). They describe, respond to, interpret, analyze, and evaluate works of music. Students improvise and create variations of increasingly advanced melodies, and they have opportunities to perform in small ensembles. They compare and contrast career options in music. Students may use standard method books in class settings. Students are expected to participate in local, district, regional, and state events.

Music Theory/Literacy

- HGA.1 The student will echo, read, and notate music of increasing complexity including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing assigned parts while others sing or play other contrasting parts from the music being studied.
- HGA.2 The student will echo, read, and perform rhythms, including syncopated rhythmic patterns which include sixteenth notes, quarter-note triplets, eighth-note triplets, dotted eighth notes, half-note triplets and corresponding rests.
- HGA.3 The student will identify, read, and perform music in symmetrical and asymmetrical meters (ex. 5/4, 7/8).
- HGA.4 The student will read, analyze, notate, and perform scales
1. of at least two-octave ascending and descending major, natural minor, and harmonic minor scales of at least two octaves up to five sharps and three flats;
 2. the student will identify and notate key signatures of scales and literature being performed.
 3. ascending and descending chromatic scales up to the 12th fret;
 4. two form of the movable blues scales;
- HGA.5 The student will read, analyze, notate, and perform chords in root position and in inversions, including
1. first position, bar chords and movable jazz chords
 2. a ii7-V7-I7 chord progression in a variety of keys
 3. 12-bar blues progression in a variety of keys.
- HGA.6 The student will identify and perform music written in Rondo and Theme and Variation forms.
- HGA.7 The student will use music composition as a means of expression by
1. composing a eight-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using available technology.
- HGA.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- HGA.9 The student will identify, describe, demonstrate, and evaluate preparatory instrumental basics and playing procedures, including
1. procedures for care of the instrument;
 2. changing a string;
 3. appropriate playing posture and instrument position;
 4. appropriate left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.
- HGA.10 The student will demonstrate appropriate guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style and pick style; and
 3. left-hand techniques (vibrato, slurs, sting-bending, and bar techniques).
- HGA.11 The student will demonstrate, evaluate and self-correct ensemble skills, including
1. blending and balancing /instrumental timbres;
 2. ensuring proper or appropriate ensemble tuning;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- HGA.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VGDA Levels 4 and 5.
- HGA.13 The student will use articulations, dynamic contrasts, and phrasing as means of expression.
- HGA.14 The student will perform and improvise melodies and accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions.
- HGA.15 The student will improvise rhythmic and melodic variations on eight-to-twelve measure excerpts taken from blues, jazz, folk songs, exercises, or etudes.
- HGA.16 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in restposition).
- HGA.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VGDA Levels 2 and 4.

Music History and Cultural Context

- HGA.18 The student will explore historical and cultural aspects of music by
1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. analyzing the relationship of instrumental music to the other fine arts;
 7. applying ethical standards to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HGA.19 The student will analyze and evaluate music by
1. explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. analyzing and interpreting works of music, using inquiry skills and music terminology;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- HGA.20 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music, using music terminology;
 3. analyzing ways in which music can evoke emotion and be persuasive;
 4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the community.

High School Guitar, Artist Level

The standards for High School Guitar, Artist Level enable students to continue receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become increasingly familiar with its history and technology. They demonstrate appropriate instrument position, right-hand and left-hand techniques, tone production, intonation, and chord structures. Students read and perform music of varying styles and perform music at Solo Literature Grade Levels 5 and 6 of the Virginia Guitar Directors Association (VGDA). They describe, respond to, interpret, analyze, and evaluate works of music. Students improvise and create variations of increasingly advanced melodies, and they have opportunities to perform in small ensembles. They compare and contrast career options in music. Students may use standard method books in class settings. Students are expected to participate in local, district, regional, and state events.

Music Theory/Literacy

- HGAR.1 The student will echo, read, and notate music of increasing complexity including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing assigned parts while others sing or play other contrasting parts from the music being studied.
- HIAR.2 The student will read, analyze, perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VGDA Levels 5 and 6.
- HGAR.3 The student will read, analyze, notate, and perform scales
1. ascending and descending major, natural minor, and harmonic minor scales, melodic minor scales in all keys, that cover the range of the guitar;
 2. the student will identify and notate key signatures of scales and literature being performed;
 3. ascending and descending chromatic scales up to the 19th fret;
 4. dorian, phrygian and mixolydian modes in all positions.
- HGAR.4 The student will read, analyze, notate, and perform chords in root position and in inversions, including
1. Major 7, Dominant 9, Dominant 13, Minor 7 b5, diminished and substitute chords
 2. chord progression in a variety of jazz standards
 3. chord progression in a variety of blues standards.
- HGAR.5 The student will identify, compare, contrast, analyze, and perform music written in standard and nonstandard musical forms.
- HGAR.6 The student will use standard notation as a means of expression by
1. composing a short piece for solo guitar or guitar ensemble; and
 2. notating the composition in standard notation, using available technology.
- HGAR.7 The student will define, explain and apply music terminology found in the music literature being studied.

Performance

- HGAR.8 The student will identify, describe, demonstrate, an advanced understanding of the instrument and playing procedures, including
1. procedures for care of the instrument;
 2. changing strings on different types of guitars;
 3. appropriate playing posture and instrument position;
 4. appropriate left-hand and right-hand positions; and
 5. tuning of the instrument in standard and scordatura tunings, with and without an electronic tuner.
- HGAR.9 The student will perform, with an advanced understanding of guitar techniques, to include
1. principals of tone production to include fingernail shape and/or pick selection (ex. gauge and materials);
 2. right-hand techniques (finger style and pick style; and
 3. left-hand techniques (vibrato, slurs, sting-bending, and bar techniques).
- HGAR.10 The student will demonstrate, evaluate and self-correct ensemble skills at the artist level including
1. blending and balancing /instrumental timbres;
 2. ensuring proper or appropriate ensemble tuning;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.
- HGAR.11 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VGDA) Levels 5 and 6.
- HGAR.12 The student will demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.
- HGAR.13 The student will perform and improvise melodies and create accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions.
- HGAR.14 The student will demonstrate musicianship and personal engagement by
1. identifying and producing the characteristic sound of the guitar;
 2. monitoring individual practice with a level of refinement that reflects artistic musical goals;
 3. participating in curricular and co-curricular events such as concerts, chamber ensembles, jazz ensembles; All-County, All-District, All-Region, and All-Virginia events; and
 4. analyzing, describing, and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HGAR.15 The student will sight-read music of varying styles and levels of difficulty, in accordance with VGDA Levels 4 or higher.

Music History and Cultural Context

- HGAR.16 The student will explore historical and cultural aspects of music by
1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. analyzing the characteristics of instrumental music from a variety of cultures;
 4. describing opportunities for music performance and advocacy within the community;
 5. researching career options in music;
 6. explaining the relationship of instrumental music to other fields of knowledge;
 7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 8. consistently demonstrating exemplary concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HGAR.17 The student will analyze and evaluate music by
1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. analyzing ways in which personal experiences influence critical judgment about works of music and musical performances;
 3. applying accepted criteria for analyzing and evaluating works of music; and
 4. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- HGAR.18 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;
 2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
 3. explaining the value of musical performance to society.

Middle School Guitar, Beginning Level

The standards for Middle School Guitar, Beginning Level enable students to begin receiving instruction on acoustic guitar at any middle school grade level. Students demonstrate proper care of the instrument and become familiar with the technology of the guitar. They demonstrate basic positions, right-hand and left-hand techniques, and tone production. Students count, read, and perform music at Solo Literature Grade Levels 1 and 2 of the Virginia Guitar Directors Association (VGDA). They begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. Students investigate career options in music. Students may use standard method books in class settings.

Music Theory/Literacy

- MGB.1 The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing lines selected from music being studied.
- MGB.2 The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
- MGB.3 The student will identify, read, and perform music in simple meters
- MGB.4 The student will read, analyze, notate, and perform scales including
1. one-octave ascending and descending major, natural and harmonic scales up to three sharps and one flat; a chromatic scale;
 2. the student will identify and notate key signatures of scales and literature being performed.
 3. and one form of the moveable, one-octave pentatonic scale.
- MGI.5 The student will read, analyze, notate, and perform chords in root position including
1. open position chords;
 2. power chords with roots on the sixth and fifth strings;
 3. a I-IV-V⁷ chord progression in the keys of C, G, D, and A major, and A and E minor; and
 4. 12-bar blues in a variety of keys.
- MGB.6 The student will identify and perform music written in binary and strophic forms.
- MGB.7 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using available technology.
- MGB.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- MGB.9 The student will demonstrate preparatory instrumental basics and playing procedures, including:
1. identification of the parts of the instrument;
 2. procedures for care of the instrument;
 3. appropriate playing posture and instrument position;
 4. appropriate left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.
- MGB.10 The student will demonstrate appropriate guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style and pick style); and
 3. left-hand techniques
- MGB.11 The student will demonstrate ensemble skills at a beginning level, including
1. blending and balancing;
 2. ensuring proper or appropriate ensemble tuning;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- MGB.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VGDA Levels 1 and 2.
- MGB.13 The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression.
- MGB.14 The student will perform and improvise simple rhythmic and melodic examples in call-and-response styles.
- MGB.15 The student will create rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.
- MGB.16 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in restposition).
- MGB.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VGDA Levels 0 and 1

Music History and Cultural Context

- MGB.18 The student will explore historical and cultural aspects of music by
1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;
 3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge;
 4. describing career options in music;
 5. describing ethical standards as applied to the use of social media and copyrighted materials; and demonstrating concert etiquette as an active listener.
 6. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MGB.19 The student will analyze and evaluate music by
1. describing the importance of cultural influences and historical context for the interpretation of works of music;
 2. describing and interpreting works of music, using inquiry skills and music terminology;
 3. describing accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. describing accepted criteria used for critiquing musical performances of self and others.

Aesthetics

- MGB.20 The student will investigate aesthetic concepts related to music by
1. proposing a definition of *music* and supporting that definition;
 2. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style;
 3. identifying reasons for preferences among works of music, using music terminology; and
 4. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive

Middle School Guitar, Intermediate Level

The standards for High School Guitar, Intermediate Level enable students to continue to receive instruction on acoustic guitar at any middle school grade level. Students demonstrate proper care of the instrument and become increasingly familiar with its history and technology. They demonstrate appropriate instrument position, right-hand and left-hand techniques, tone production, intonation, and chord structures. Students read and perform music of varying styles and perform music at Solo Literature Grade Levels 1–3 of the Virginia Guitar Directors Association (VGDA). They describe, respond to, interpret, analyze, and evaluate works of music. Students improvise and create variations of simple melodies, and they have opportunities to perform in small ensembles. They compare and contrast career options in music. Students may use standard method books in class settings. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- MGI.1 The student will echo, read, and notate music including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing assigned parts while others sing or play other contrasting parts from the music being studied.
- MGI.2 The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, quarter-note triplets, eighth-note triplets, dotted eighth notes, half-note triplets and corresponding rests.
- MGI.3 The student will identify, read, and perform music in simple duple meters and compound duple meters.
- MGI.4 The student will read, analyze, notate, and perform scales and chords in root position and in inversions, including
1. one-octave ascending and descending major, natural minor, and harmonic minor scales up to four sharps and two flats;
 2. the student will identify and notate key signatures of scales and literature being performed.
 3. ascending and descending chromatic scales up to the 12th fret;
 4. one form of the movable, two-octave blues scale;
- MGI.5 The student will read, analyze, notate, and perform chords in root position including
1. first position and bar chords, using eight basic forms: E, E⁷, Em, Em⁷, A, A⁷, Am, Am⁷;
 2. power chords with roots on the sixth and fifth strings through 10th position;
 3. a I-IV-V⁷ chord progression in the keys of C, G, D, A, E and F major and A and E minor; and
 4. 12-bar blues progression the keys of A and E.
- MGI.6 The student will identify and perform music written in ABA and strophic forms.
- MGI.7 The student will use music composition as a means of expression by
1. composing a eight-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using available technology.
- MGI.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- MGI.9 The student will identify, describe, demonstrate, and evaluate preparatory instrumental basics and playing procedures, including
1. procedures for care of the instrument;
 2. changing a string;
 3. appropriate playing posture and instrument position;
 4. appropriate left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.
- MGI.10 The student will demonstrate appropriate guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style and pick style); and
 3. left-hand techniques (vibrato, slurs, sting-bending and bar techniques).
- MGI.11 The student will demonstrate, evaluate and self-correct ensemble skills, including
1. blending and balancing /instrumental timbres;
 2. ensuring proper or appropriate ensemble tuning;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- MGI.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VGDA Levels 1–3.
- MGI.13 The student will use articulations, dynamic contrasts, and phrasing as means of expression.
- MGI.14 The student will perform and improvise melodies and accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions.
- MGI.15 The student will improvise rhythmic and melodic variations on eight-to-twelve measure excerpts taken from blues, folk songs, exercises, or etudes.
- MGI.16 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in restposition).
- MGI.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VGDA Levels 1 and 2.

Music History and Cultural Context

- MGI.18 The student will explore historical and cultural aspects of music by
1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. analyzing the relationship of instrumental music to the other fine arts;
 7. applying ethical standards to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MGI.19 The student will analyze and evaluate music by
1. explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. analyzing and interpreting works of music, using inquiry skills and music terminology;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- MGI.20 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music, using music terminology;
 3. analyzing ways in which music can evoke emotion and be persuasive;
 4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the community.

Middle School Guitar, Advanced Level

The standards for Middle School Guitar, Advanced Level enable students to continue receiving instruction on acoustic guitar at any middle school grade level. Students demonstrate proper care of the instrument and become increasingly familiar with its history and technology. They demonstrate appropriate instrument position, right-hand and left-hand techniques, tone production, intonation, and chord structures. Students read and perform music of varying styles and perform music at Solo Literature Grade Levels 2 - 4 of the Virginia Guitar Directors Association (VGDA). They describe, respond to, interpret, analyze, and evaluate works of music. Students improvise and create variations of increasingly advanced melodies, and they have opportunities to perform in small ensembles. They compare and contrast career options in music. Students may use standard method books in class settings. Students are expected to participate in local, district, regional, and state events.

Music Theory/Literacy

- MGA.1 The student will echo, read, and notate music of increasing complexity including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
 2. using chord charts;
 3. using guitar tablature; and
 4. singing assigned parts while others sing or play other contrasting parts from the music being studied.
- MGA.2 The student will echo, read, and perform rhythms, including syncopated rhythmic patterns which include sixteenth notes, quarter-note triplets, eighth-note triplets, dotted eighth notes, half-note triplets and corresponding rests.
- MGA.3 The student will identify, read, and perform music in symmetrical and asymmetrical meters (ex. 5/4, 7/8).
- MGA.4 The student will read, analyze, notate, and perform scales
1. of at least two-octave ascending and descending major, natural minor, and harmonic minor scales of at least two octaves up to five sharps and three flats;
 2. the student will identify and notate key signatures of scales and literature being performed.
 3. ascending and descending chromatic scales up to the 12th fret;
 4. two form of the movable blues scales;
- MGA.5 The student will read, analyze, notate, and perform chords in root position and in inversions, including
1. first position, bar chords and movable jazz chords
 2. a ii7-V7-I7 chord progression in a variety of keys
 3. 12-bar blues progression in a variety of keys.
- MGA.6 The student will identify and perform music written in Rondo and Theme and Variation forms.
- MGA.7 The student will use music composition as a means of expression by
1. composing a eight-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using available technology.
- MGA.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- MGA.9 The student will identify, describe, demonstrate, and evaluate preparatory instrumental basics and playing procedures, including
1. procedures for care of the instrument;
 2. changing a string;
 3. appropriate playing posture and instrument position;
 4. appropriate left-hand and right-hand positions; and
 5. tuning of the instrument, with and without an electronic tuner.
- MGA.10 The student will demonstrate appropriate guitar techniques, including
1. production of clear tone;
 2. right-hand techniques (finger style and pick style; and
 3. left-hand techniques (vibrato, slurs, sting-bending, and bar techniques).
- MGA.11 The student will demonstrate, evaluate and self-correct ensemble skills, including
1. blending and balancing /instrumental timbres;
 2. ensuring proper or appropriate ensemble tuning;
 3. matching dynamic levels and playing style;
 4. responding to conducting patterns and gestures; and
 5. maintaining a steady beat at various tempos in the music literature being studied.
- MGA.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VGDA) Levels 2 - 4.
- MGA.13 The student will use articulations, dynamic contrasts, and phrasing as means of expression.
- MGA.14 The student will perform and improvise melodies and accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions.
- MGA.15 The student will improvise rhythmic and melodic variations on eight-to-twelve measure excerpts taken from blues, jazz, folk songs, exercises, or etudes.
- MGA.16 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances; and
 4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in restposition).
- MGA.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VGDA Levels 1 – 3.

Music History and Cultural Context

- MGA.18 The student will explore historical and cultural aspects of music by
1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. analyzing the relationship of instrumental music to the other fine arts;
 7. applying ethical standards to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MGA.19 The student will analyze and evaluate music by
1. explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
 2. analyzing and interpreting works of music, using inquiry skills and music terminology;
 3. applying accepted criteria for analyzing and evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

- MGA.20 The student will investigate aesthetic concepts related to music by
1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;
 2. describing personal emotional and intellectual responses to works of music, using music terminology;
 3. analyzing ways in which music can evoke emotion and be persuasive;
 4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and
 5. explaining the value of musical performance to the community.