

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM

DATE: JUNE 2012

CONTENT AREA: FINE & PERFORMING ARTS – HHS – GUITAR

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Jonathan Klizas

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain)

OTHER COMMENTS:

APPROVAL DATES:

LS 12/23/14 Approved by Assistant Superintendent

JA 12/11/14 Approved by Education Committee

Superintendent of Education

Board of Educ. Approved
12/22/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL
FINE & PERFORMING ARTS

GUITAR
GRADES 9-12

JUNE 2012

Course Overview

"It occurred to me by intuition, and music was the driving force behind that intuition. My discovery was the result of musical perception." (When asked about his theory of relativity) - Albert Einstein

"During the Gulf War, the few opportunities I had for relaxation I always listened to music, and it brought me great peace of mind. I have shared my love of music with people throughout this world, while listening to the drums and special instruments of the Far East, Middle East, Africa, the Caribbean, and the Far North, and all of this started with the music appreciation course that I was taught in a third-grade elementary class in Princeton, New Jersey. What a tragedy it would be if we lived in a world where music was not taught to children."

- General H. Norman Schwarzkopf— United States Army

NJCCCS 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Guitar provides students with a music experience that will take place in one forty-eight minute class period every school day for half the year. *Guitar* offers the student an introduction to the study of music through the medium of the guitar. Students will develop the skills necessary to perform a variety of musical styles on the guitar. The emphasis of the course is on proper guitar technique, developing a fundamental knowledge of music notation and music theory, ensemble playing and creating a solid foundation for a continuing development of the student as a musician. An ensemble performance at the end of the semester provides a culminating experience.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

This 2.5 credit half-year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)1vii for "at least 5 credits in Visual and Performing Arts" for all students who entered high school in 2010 or later.

<p>Enduring Understandings</p>	<p>Listening to and making music can be a joyful part of life activities for self and others. Human understanding and communication are enhanced through musical performance and study. A knowledgeable understanding of music as an art form, using the guitar as the medium, is essential for lifelong understanding and appreciation of music on a deeper level. The discipline and dedication necessary to perform music effectively in a concert and recital environment (similar to an athletic sport), requires training and care of the mind and body. Understanding of the role, development and influence of guitar music throughout history increases appreciation of the art form. Using technology tools helps one access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively, and to create and communicate knowledge. Building playing technique and skill is necessary for building self-awareness for the individual and helpful in pursuing career pathways in guitar music.</p>
<p>Days</p>	<p>5</p>
<p>NJCCCS</p>	<p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>
<p>NJCCCS CPI</p>	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p>
<p>Essential Questions</p>	<p>What is the place of the guitar in western music history? How does technology impact the musical arts throughout history? Specifically the guitar?</p>
<p>Skills The Student Will...</p>	<p>Identify the families of musical instruments based on the Hornbostel-Sachs classification. Describe the anatomy of the guitar. Identify the many different instruments of the guitar family throughout western history. Describe and perform different picking techniques used on the guitar. Distinguish between high and low pitches. Describe how to tune the guitar and be able to tune the guitar both with electronic devices and by traditional methods.</p>
<p>Assessment</p>	<p>Identification of the parts of various instruments in the guitar family, i.e. acoustic, electric and historical instruments. Identification of different members of the guitar instrument family with the ability to place them in an historical context. Tuning the guitar by both electronic and traditional aural means.</p>
<p>Literacy Integration</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>World Language Integration</p>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
<p>21st Century Life & Careers</p>	<p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

Unit/Skill:	
I. Music Notation	
Days	10
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>
Essential Questions	<p>When does sound become music?</p> <p>What is the importance of music notation (non-notation vs. notation)?</p> <p>How important are notational standards?</p> <p>How does placing music in a temporal context (i.e. sound and meter) affect the meaning, or result, of the music?</p> <p>How does contemporary technology affect the notation and distribution of music?</p>
Skills The Student Will...	<p>Distinguish between small intervals (half and whole steps) and understand how that relates to the guitar fingerboard.</p> <p>Use standard music notation to play simple melodies on the first three strings.</p> <p>Recognize the various methods of notating guitar music.</p> <p>Use tablature to play examples of music.</p> <p>Use chord diagrams for learning chords.</p> <p>Recognize metrical markings (time signatures) and express the subdivision and accents of the beats through playing examples of music.</p> <p>Identify rhythmic patterns and reproduce them on the guitar via chord strumming patterns and playing simple melodies.</p> <p>Demonstrate methods of finding notated music on the Internet.</p>
Assessment	<p>Demonstrate note identification by written examples and by playing simple musical pieces.</p> <p>Distinguish between different meters and beat patterns both by written and performance mediums.</p> <p>Accurately perform various rhythmic patterns.</p> <p>Locate notated pieces of music on the Internet, evaluating the quality of the arrangement and analyzing any appropriate copyright issues.</p>
Literacy Integration	<p>SL.11-12.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
World Language Integration	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
Technology Integration	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p>

Unit/Skill:	
I. Music Notation	
21st Century Life & Careers	9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
Unit/Skill:	
II. Elements of Musical Expression	
Days	5
NJCCCS	1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
NJCCCS CPI	1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. 1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.
Essential Questions	How is music expressive? How does spoken language affect musical structure? How does the underlying structure of color unconsciously guide the creation of works in art and music?
Skills The Student Will...	Analyze melodic material, identifying the various components that make up the beginning and ending of phrases. Identify ornaments. Identify cadences. Recognize the various timbres of different musical instruments and within those instrument themselves. Practice various articulations and techniques such as muting, staccato, legato and timbral changes. Practice crescendo/decrescendo, sforzando, echo and other dynamic related techniques.
Assessment	Perform a melody demonstrating the concepts of phrasing, various musical articulations and dynamics. Analyze a piece of music, defining the phrase structure and identifying all musical markings (articulations and dynamics). Aural identification of a variety of western instruments especially those of the symphony orchestra.
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
21st Century Life & Careers	9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

		Unit/Skill: III. Fundamentals of Music Theory
Days	Approximately 20 minutes per class period	
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	
Essential Questions	<p>How does a composer use structure in creating a piece of music? What expressive associations can musical intervals have? How are musical scales associated with different cultures?</p>	
Skills The Student Will...	<p>Identify musical intervals by listening and playing. Identify, construct and practice major and minor scales. Identify, construct and practice major and minor triads. Analyze simple harmonic progressions. Identify simple musical forms.</p>	
Assessment	<p>Performance of intervals, scales and triads on the guitar. Written analysis of intervals, scales and triads. Written and aural identification of musical forms.</p>	
Literacy Integration	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
World Language Integration 21st Century Life & Careers	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>	
Unit/Skill: IV. Music Periods in Western Culture		
Days	15	
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p>	

Unit/Skill: IV. Music Periods in Western Culture	
<p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>
Essential Questions	<p>Does music reflect culture or shape it?</p> <p>How does the study of music help to deepen understandings of past and present cultures?</p> <p>How do elements of musical performance, technologies, culture and aesthetics define the various periods of art and music in Western civilization?</p> <p>How have musical instruments evolved and how does that affect the musical aesthetics of a culture?</p>
Skills The Student Will...	<p>Audition musical examples from different periods of Western history and develop recognition of the stylistic differences of these eras.</p> <p>Recognize how musical instruments have evolved and how this helps define the aesthetic of a historical period.</p> <p>Practice musical examples representative of each musical epoch.</p>
Assessment	<p>Identification of different periods of music both through listening and performing.</p> <p>Discussion of relationship of musical instrument technology and the musical aesthetics of an era.</p> <p>Students create a digital document listing the musical periods under discussion with appropriate written examples of composers and musical styles of those periods.</p>
Literacy Integration	<p>SL.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
World Language Integration	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
Technology Integration	<p>8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.</p>

Unit/Skill: IV. Music Periods in Western Culture	
21st Century Life & Careers	<p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p>
Unit/Skill: V. Musical Cultures and Plucked Stringed Instruments	
Days	5
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>
Essential Questions	<p>How do musical instruments reflect their respective cultures in design, tuning and playing technique?</p> <p>How does spoken language affect music?</p> <p>How have musical instruments traveled and become absorbed by various cultures?</p> <p>How does music transcend cultural boundaries?</p>

Unit/Skill: V. Musical Cultures and Plucked Stringed Instruments	
Skills The Student Will...	Identify plucked stringed instruments from different cultures. Recognize scale structures that define the musical language of a culture. Analyze the elements, which contribute to the musical aesthetic of a culture.
Assessment	Identification of musical cultures based on listening Students create a digital portfolio of appropriate world plucked stringed instruments with citations, graphics, audio examples and a brief summary of each instrument.
Literacy Integration	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
World Language Integration	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
Technology Integration	8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
21st Century Life & Careers	9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.
Unit/Skill: VI. Performance	
Days	Approximately 130 minutes per week
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p>

Unit/Skill: VI. Performance	
	<p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
Essential Questions	<p>How does the student's knowledge and understanding of music fundamentals affect the performance of a piece of music?</p> <p>How do extra-musical perceptions (i.e. body language, physical gestures) and social conventions influence a performance of a music ensemble?</p> <p>What makes a performance good?</p> <p>What is the function of the audience in a concert situation?</p>
Skills The Student Will...	<p>Develop group listening skills within a music ensemble environment.</p> <p>Practice music in a variety of genres and styles.</p> <p>Synthesize their knowledge of musical elements in a group performance.</p> <p>Analyze a performance, describing elements of that performance in constructive, musical terminology.</p> <p>Develop concepts of concert etiquette and public deportment.</p>
Assessment	<p>Accurate performance of repertory.</p> <p>Rubric performance assessment.</p> <p>Pitch accuracy rhythm/tempo accuracy, hand position, right hand, hand position left hand chord accuracy.</p> <p>Positive contributions to the ensemble.</p> <p>Written objective critique of performance.</p>
Literacy Integration	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
Health & Phys Ed Integration	<p>2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development.</p> <p>2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p>
World Language Integration	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
21st Century Life & Careers	<p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p>

Bibliography

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