

# Classical Guitar: History and Composers

SLIDE NAVIGATION

1

2

3

4

5

6

Next

## 1. Question & Research Task

A guitarlike instrument called a tanbur has an ancestry in Mesopotamia since the third millennium BCE. The guitars first written mention of the guitar proper is from the 14<sup>th</sup> century. Earliest forms of guitars has three double courses (pairs) of strings plus a single string (the highest).

Today's classical guitar (also known as a Spanish guitar) has six strings, twelve frets, and is typically played with both hands strumming or plucking the strings with either a pick or the finger/fingernails of one hand, while simultaneously pressing the strings against the frets with the fingers of the other hand.

It is important to understand the link between the historical repertoire of music and the period guitar that was originally used to perform this repertoire of music. It is customary to learn the context of and history of your tools to better your playing skills and music craft.

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How did the classical guitar become prolific in the world of music?**



Timeline of the classical Guitar, starting with the Tanbur, invented by the Egyptians.

Image Source: [Roadietuner](#)

## 2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

1. Watch the video on the right (run time 1 hour) to learn the overview history of the guitar.
2. Read the sources below to gain a larger understanding of the history of classical guitar:
  - [History of the Guitar](#) (website)
  - [Guitar](#) (Discovery Ed Encyclopedia Article)
  - [Guitar](#) (Scholastic Go)
  - [Guitar](#) (World Book)
  - [Evolution of the 19<sup>th</sup> Century Guitar](#) (website)
  - [Timeline of Guitars](#) (website)
  - [Guitar Inventors](#) (website)
  - [History of the Guitar](#) ( YouTube video)
  - [Classical Guitar Composers](#) (website)
  - [Composers](#) (World Book)



[The History of the Guitar](#)

Image Source: YouTube

### 3. Student Activity

The origin of the Classical guitar is riddled with historical dead ends, and as a result, there is no one consensus of how the guitar came to be.

After examining the resources, determine the critical moments in the classical guitar timeline that led to the guitar you play today. Take notes in a form that works for you. You should be able to answer the following questions:

- Who were the important inventors to advance the guitar, people and cultures alike?
- What were the design changes that led to the classical guitar shape of today? Design involves function as well.
- How did the sound develop over time?
- Who were some classical composers who promoted the sound of classical guitar and perpetuated its legacy?





## 4. Assessment Activity

How did the classical guitar become prolific in the world of music?

Take the information you have collected and create an animated timeline video using or an illustrated comic strip/storyboard. You may consider using [Interactive Timeline](#), [PowerPoint](#), [Google Drawings](#), [Google Slides](#), or another tool approved by your teacher.

Submit the finished product for feedback and grading at your teacher's direction.



Drawing of Matteo Carcassi, a famous Italian guitarist and composer of the 19<sup>th</sup> Century. Click image to hear his songs.

# 5. Enrichment Activities



An instrument similar to a guitar can be easily made out of a box and rubber bands. Rubber bands can be stretched to make different pitches

Image Source: [Discovery Education](#)

## Directions:

1. Watch the video on the left to learn more about how to construct your own guitar and how you can control the tones it creates.
2. Read this [article](#) about the components of a guitar and how to build your own.
3. On a blank piece of paper draw out and label your guitar design. How will your guitar design showcase an aspect of your personality or interests?
4. If you have time, or interest start building a small-scale version using found materials.

# 6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
----------	----------	----------	----------	----------	----------

## Learning Standards Alignment

### Maryland Fine Arts Standards for Music

**Anchor standard 8:** Interpret intent and meaning in artistic work.

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences wo make art.

**Anchor Standard 11:** Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.

### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

## High School Music: Guitar

**Objective:** Students will conduct brief, focused research of the history and origin of the classical guitar in order to determine how the classical guitar became so prolific in the music world.

**Time Frame:** (2) 90-minute class periods

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Have students use learning supports provided in any BCPS-licensed Digital Content from the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.