

Syllabus

Course Information:

Name: Guitar I
Year: 2019-2020 School Year
Time: 11:50 am – 12:20 pm (Block 3)
Location: Band Room (Rm123)

Instructor Information:

Instructor(s): Mr. Hayslette
Room No.: Band Room (Rm123)
Office Hours: 1:20 pm – 2:55 pm
Phone No.: 842-5247
E-mail: chayslet@k12.wv.us

Course Description:**Guitar****Prerequisite: None**

Guitar I is designed to offer basic, but intensive, training in the playing of the standard six-string acoustic guitar. This course covers all of the basic tenants of learning the guitar in order with proper sequencing, topical buildout and application opportunities for the student. This course covers an 18 week period in which guitar anatomy, chords, scales, intervals, soloing technique and basic music theory topics are all discussed and applied.

Required Texts and Course Materials:

- Acoustic Guitar
- Gibson's Learn And Master Guitar
- Sound Innovations Guitar Method (Supplemental)
- Mastering The Guitar, *William Bay & Mike Christiansen* (Supplemental)
- Mel Bay's Modern Guitar Method Grade 1 (Supplemental)
- Mel Bay's Modern Guitar Method Grade 2 (Supplemental)
- 12-staff music paper (Provided or may be downloaded from the internet)
- No. 2 pencils (provided)
- Notebook or binder (or folder will be provided)
- Picks (provided)

We have guitars for students to use at school for class and individual practice. There are many local music stores that sell guitars if you wish to purchase one for home. Students may check-out a guitar to practice at school during lunch, homeroom and/or before/after school. This must be scheduled in advance with the instructor.

Objectives**Guitar Level I - Grades 6 - 12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. In Guitar Level I, students will begin a basic study of guitar. Students will learn the correct wrist, hand, and body positions, block and broken chord patterns, cadences using I, IV, and V chords, and simple pieces. Sight-reading rhythms and notes in treble clef will be practiced and evaluation skills will be developed.

Performing

MU.AG.1.1	Maintain a steady beat.
MU.AG.1.2	Demonstrate correct hand and body positions to play guitar.
MU.AG.1.3	Show appropriate tuning techniques.
MU.AG.1.4	Perform basic strumming and plucking techniques for chords and melodies.
MU.AG.1.5	Perform chords in a variety of major and minor keys in I-IV-V progressions.
MU.AG.1.6	Perform basic songs, including fingerpicking of melodies and appropriate chordal accompaniment of a melody, in meters of 2, 3, and 4.

Exploring

MU.AG.1.7	Read a variety of notation to include chord charts, standard notation, and tablature, in a variety of keys and meters.
MU.AG.1.8	Interpret a variety of symbols, including but not limited to, repeat signs, multiple endings, D.S. or D.C. al fine, ties, dynamic abbreviations, fermata, double bar.
MU.AG.1.9	Play and sing melodies from a lead sheet while performing chordal accompaniment.
MU.AG.1.10	Identify the parts of the guitar and their function.
MU.AG.1.11	Listen to and analyze a piece of music using appropriate technical vocabulary examining form, dynamics, tempo, range, tonality, modulations, dynamics, and tone.
MU.AG.1.12	Evaluate aspects of their own performance.

Creating

MU.AG.1.13	Improvise rhythmic and melodic variations.
MU.AG.1.14	Improvise a chordal accompaniment utilizing both up and down strokes appropriate to a given melody.

Relating

MU.AG.1.15	Identify prolific classical guitarists and discuss their technique using appropriate vocabulary.
MU.AG.1.16	Research the global origin of the guitar and related instruments.
MU.AG.1.17	Research and/or collect examples of exemplary guitar technique across a variety of styles.
MU.AG.1.18	Describe how sound is produced on a string instrument and relate this to the science of acoustics.

Classroom Expectations:

1. **Respect** the classroom and its contents. Do not touch ANY equipment that does not belong to you or has not been assigned to you!
2. **Be responsible.** Keep track of your own equipment and belongings. Clean up your area. Throw your trash away. Return instruments and equipment to their proper location.
3. **Be on time** and prepared to work until the class is over. Students are expected to have paper and a pencil to do written class work when necessary.
4. **Listen** for announcements.
5. **Participate.** All students need to make a positive contribution to the class. This includes behavior as well as performance. Be quiet and attentive when the teacher is working with individual students. You never know when the teacher may ask you about what the other student was doing well or wrong. There is not enough time in the class to make the same mistakes more than necessary.
6. When **practice time** is given, this time shall be used for on task work, not talking or doing other activities.
7. **Leave all food, drinks, and gum outside.** These are **NEVER** permitted in the band room.
8. **Use common sense.**
9. Follow all **school policies.** They will be enforced in accordance with the school handbook.
10. The teacher dismisses the students, not the bell. Wait until the instructor dismisses you.

Consequences

Any student who disrupts the learning process, arrives late or unprepared, disregards classroom expectations, or does not attempt to make a positive contribution to this class will receive the following:

1. Verbal Warning
2. Disciplinary form sent to office.

Sign Out Procedures

1. Ask permission.
2. Complete the sign out sheet. Include: Date, Name, Time and Destination.
3. Take the Hall Pass with you.
4. When you return: List the time and return the Hall Pass.

**NO SIGN OUTS DURING THE FIRST OR LAST 15 MINUTES OF CLASS
USE THE TIME PROVIDED BETWEEN CLASSES TO USE THE RESTROOM**

Tardies: Students are expected to be in the room when the tardy bell rings. In the hallway outside the door does not count. Students will be referred to the office upon their third tardy. This is in accordance with the school tardy policy.

Grading Policy

5502.5 High School Grading, grades 9-12

Harrison County high schools shall be on a six-weeks grading period. Progress reports shall be sent home to all students at the middle of each grading period by a method determined at the school. Progress reports will represent a minimum of six assessments with the exception of alternating classes, which shall represent a minimum of three assessments per progress report. Parents and students may monitor progress through the county-approved electronic grading system.

1. Whole number percentages with no rounding (i.e. 92 89.9 =“B”), shall be printed on report cards for grading periods.
2. The following grading scale shall be used in all Harrison County high schools to assign semester letter grades on transcripts

A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F = 0 to 59
I = Incomplete

a. Re-teaching and reassessment opportunities, including but not limited to referral to School based Assistance Team (SAT), shall be required for those students with an average below 50 percent at the time of a progress report. *This requirement is satisfied at BHS on a continuous basis through Re-Test and Lunch to Learn (homework completion) programs.* A plan shall be established by each School Leadership Team to be reviewed and presented to the Faculty Senate annually by September 1.

b. No + or - signs are to be used on report cards or transcripts. In the event a student repeats a class and earns a higher grade, both grades are recorded on his/her transcript, and therefore, are averaged into his/her cumulative GPA.

c. The summative assessment will be averaged as 10 percent of the semester grade with each of the six-week grades weighted as 30 percent.

d. A student can earn no more than two “F’s” during a semester to receive credit.

e. No student schedule change may be permitted after the first five (5) school days of each semester or term.

f. All grades of “Incomplete” shall be made up within the make-up days permitted at the discretion of the individual schools but shall not exceed the length of a grading period. An “Incomplete” shall default to an “F” by June 30 of the current school term.

g. The classroom teacher may assign a daily participation grade or may provide points for participation linked to the curriculum and content standards. Participation points cannot be linked to attendance, and a student shall be given an opportunity or alternate assignment to regain these participation points.

In co-curricular classes (i.e. band and show choir) attendance at performances may be considered as part of a student’s classroom grade. This shall be communicated to students at the beginning of the year/semester. In co-curricular classes (i.e band, theater, CTE business, and show choir) attendance at performances may be considered as a percentage of a student’s grade.

A written explanation approved by the school administrator before distribution to parents to explain performance attendance requirements and opportunities to make up missed performance grades for excused absences will be communicated to the students and parents at the beginning of the year/semester. Performance make up assignments for excused absences, as assigned and administered by the teacher, will be of an equivalent nature to the original performance grade.

i. Once a student has taken the summative assessment, no provisions shall be made for re-testing, and the summative assessment grade becomes final. No summative assessments shall be given prior to the school’s prescribed summative assessment schedule with the exception of a legal obligation as approved by the Superintendent.

j. Each teacher shall provide a copy of the summative assessment to the principal at least 48 hours prior to the administration of the summative assessment. A study guide, rubric, or performance task/project outline shall be provided to the principal and students at least five (5) school days prior to the examination days. The principal shall have access to a key and all summative assessments taken by students at the conclusion of the semester.

Course Grading

Grades are based on a standard point system which are then converted into a percentage.

90-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 0-59%=F.

Grading System/Point Values

Marking Periods 1-6

Recital Performances- 50 pts

Exercises – 25-100 pts. (Proficiency Tests)

1. Daily Class Participation - in class effort, attention, good use of individual practice time, care of instrument and materials, cooperative attitude in group activities, materials brought, etc.

The following will be considered when calculating your daily grade:

Focus and enthusiasm

Positive participation

Be on TIME

Staying on task

Appropriate use of equipment

Listening during class

Have music and pencil

Good Posture

Short & quiet transitions

Asking for help

Cooperation

Clean up/put away

No disruptions

Agenda book use (assignments)

Note taking

2. Written Assignments– In class and homework assignments may be assigned. Point values vary depending on the assignment.

3. Student Progress – Each student is expected to perform an appropriate amount of material each grading period. Specific selections will be assigned and evaluated.

4. Recital Performance-Student will be expected to perform for the class (or another forum) periodically. These recitals will include music previously learned by the student in class.

5. Quiz/Test Grades– Written and performance quizzes/tests will be given throughout the semester. Quizzes on material previously presented may be given at anytime without prior notice. For this reason, students are encouraged to take notes and practice regularly.

Expectations of an “A” student:

- **Be present and on time**
- **Perform to the best of your ability every day**
- **Attend class regularly**
- **Be prepared for each class/rehearsal/performance**
- **Complete and turn in all assignments on time**
- **Meet all of the classroom expectations regularly**

Make-Up:

Written quizzes, test, and assignments will follow the Harrison County Attendance Policy as stated in the Student Handbook. Extra Credit assignments are available for any student to gain extra points to improve their grade.

Academic Honesty:

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academic dishonesty, as is copying or paraphrasing someone else’s work. The consequences of such behavior range from failure on the assignment to out-of-school suspension. You will be encouraged to share ideas and to include the ideas of others in your papers and presentations. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

The instructor reserves the right to make additions or changes to this syllabus at any time.
Students and parents will be notified in advance when policies or requirements change.

Student Name _____

Parent Name _____

Parent Email _____

I have read and understand the Guitar syllabus