



Guitar Course Syllabus 2022-2023

Barry Goldwater High School, A+ School of Excellence

Mrs. Renee Young-Esparza, Director of Bands
Email: renee.young-esparza@dvusd.org
Office Telephone: 623-445-3270

CULTURAL VISION

BGHS is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness.

COURSE DESCRIPTION

At Barry Goldwater, the Guitar course is for students to study the fundamentals of music theory, history, instrumental technique, and expressive artistry through music performance. Musicians will be assessed as both an individual soloist as well as a performance ensemble member through a series of summative and formative assessments. Guitar is an entry-level course, and is open to students with varying levels of experience.

SUPPLIES LIST

<p>A nylon or acoustic guitar will be available for student use in class and for concerts, but may not be available to use at home. A Yamaha C40 Classical Nylon Guitar is highly recommended if students plan to purchase their own. This entry level guitar has a great tone and is "easier" on the fingers for new players. They are very reasonable and can be found on Amazon with some good package combinations such as a case, tuner, and footrest.</p> <p>Acoustic guitars are the only instruments permitted for class and performance. Students will be focusing on correct instrumental technique and will be encouraged to use good posture and foot-rests.</p> <p><i>*Students who use school instruments will maintain the working condition of these instruments at their own expense. Failure to maintain the condition and quality of the loaned instrument may result in loss of instrument privileges. This applies to the strings, bow, bridge, and other components required for the production of sound. For more details, please see the DVUSD Instrument Loan Form.</i></p>
All accessories needed to play and maintain the instrument: case, additional strings, soft polishing cloth, and a footrest.
<p style="text-align: center;">A METRONOME/TUNER</p> <p>For use at home and school, this is a useful tool to help students their tempo and rhythm, as well as tuning.</p>
A 3-ring binder with notebook paper and a folder to keep handouts organized and available for each class. A MUSIC FOLDER will also be necessary and provided for your larger-sized sheet music.
A pencil (kept with the folder, student supplied).
A Chromebook, iPad, or laptop device to complete all online assignments.

GUARANTEED AND VIABLE CURRICULUM

Barry Goldwater High School students will develop their musical knowledge and performance skills by utilizing analysis, organization, production and language skills in innovative and creative ways. These skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability.

There are state standards, district curriculum expectations and a scope and sequence to ensure students are learning alongside their peers. At Goldwater, we also focus heavily on critical thinking skills, communication skills, life skills and habits of mind. Canvas, Power Schools, and/or the BGHS course website each provide specifics related to the Content Standards, Performance Objectives and Rubrics for grading.

Some course requirements, such as performances, do not allow an opportunity for a reassessment, as they only happen once. Therefore, it is very important that students participate in performances, and any conflict with a performance needs to be resolved with me immediately.

GRADING AND FEEDBACK – Focus on Learning and Keep Improving!

At Barry Goldwater High School, we believe that a positive attitude and a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and in life. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and growth academically, socially, and emotionally. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of your student's learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, and Arizona content standards.

Valuable feedback of student work will be provided through the use of rubrics and grading scales. Feedback may be verbal or in writing and is intended to be timely and clear to provide the necessary support for a student to reach the next level of proficiency. Final grades are determined by my professional analysis of student work. This includes both the most recent work as well as consistent evidence of levels of proficiency using state standards and exit outcomes. Please do not hesitate to inquire about how levels of achievement are determined

Proficiency-Based Grade	Proficiency-Based Descriptor	Percentage Range	GPA Point	MYB/IB Criteria	Honors/AP/IB GPA Point
A	Evidence demonstrates a high level of proficiency of the learning standard(s)	90-100	4.0	7-8	5.0
B	Evidence demonstrates proficiency of the learning standard(s)	89-80	3.0	5-6	4.0
C	Evidence demonstrates partial proficiency of the learning standard(s)	79-70	2.0	3-4	3.0
D	Evidence demonstrates minimal proficiency of the learning standard(s)	69-61 (no credit)	0	1-2	0
F	No evidence of proficiency of the learning standard(s)	60 (no credit)	0	0	0

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark or “grade” can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

REPORTING TIMELINE

FALL SEMESTER Progress Report & End of Semester Mark Reporting Dates (All grades are reported in Power Schools)	SPRING SEMESTER Progress Report & End of Semester Mark Reporting Dates (All grades are reported in Power Schools)
<ul style="list-style-type: none"> • August 19th • September 9th • September 30th • October 28th • November 18th • December 16th – End of Semester Mark • January 3rd * - End of Semester in PowerSchools 	<ul style="list-style-type: none"> • January 20th • February 10th • March 10th • April 7th • April 28th • May 19th – End of Semester Mark • May 20th - End of Semester in PowerSchools

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

COURSE OUTLINE of Units and Expected Time Frames *

FALL & SPRING SEMESTER			
UNIT TITLE	KEY & RELATED CONCEPTS	ATL & RELATED DISTRICT ASSESSMENT	EXPECTED TIME FRAME
Guitar Class Building Blocks	<ul style="list-style-type: none"> • Class Blue-Prints (why/where/when) • Parts of the Instrument • Body Shop (posture/hands) • How It's Made (class structure) 	<ul style="list-style-type: none"> • Organization Skills • Communication • Performance (DVUSD) 	Weeks 1-39
Building Guitar Technique	<ul style="list-style-type: none"> • Bowing • Tone Production & Tuning • Articulation • Note-Reading Fluency • Meters, Rhythm & Counting • Tempo Independence • Key Signatures & Accidentals • Musical Traffic Signs 	<ul style="list-style-type: none"> • Performance (DVUSD) • Thinking & Transfer (IB) • Concerts at School 	Weeks 1-39
Making it Prettier	<ul style="list-style-type: none"> • Balance & Blend • Intonation • Style • Advanced Tone: Vibrato 	<ul style="list-style-type: none"> • Performance (DVUSD) • Thinking & Transfer (IB) • Concerts at School 	Weeks 1-39
Making It Mean Something	<ul style="list-style-type: none"> • Balance & Blend • Phrasing • Dynamics • Advanced Techniques • History & Genre • Intention & Personal Meaning 	<ul style="list-style-type: none"> • Performance (DVUSD) • Thinking & Transfer (IB) • Collaboration Skills • Communication Skills • Concerts at School 	Weeks 1-39
Maintenance	<ul style="list-style-type: none"> • Instrument Quality & Care • Accessory Quality & Care • Practice & Preparation 	<ul style="list-style-type: none"> • Performance (DVUSD) • Thinking & Transfer (IB) 	Weeks 1-39
How Do We Know If It Is Good?	<ul style="list-style-type: none"> • Aesthetics • Perspective • Evaluating performances • Describing Traits & Purpose 	<ul style="list-style-type: none"> • Performance (DVUSD) • Thinking & Transfer (IB) • Creative & Critical Thinking • Assessment • Concerts at School 	Weeks 8-39

The assessment criteria and point values vary for each of the eight disciplines, but all are derived from four core components:

Knowing & Understanding Facts that the student should be able to recall to ensure competence in the subject	Developing How the student will be able to interpret, apply or predict aspects of the subject	Thinking & Creativity Shown through tasks that allow the student to apply what has been learned to a new situation	Responding Ways in which the student is changed by the learning experience
Course:	Concert Band 1 & 2, MYP (Fall & Spring Semesters)		
MYP Criterion:	Criterion A: Knowledge and Understanding	Arizona Music Standard: Creating & Performing	
	Criterion B: Developing	Arizona Music Standard: Performing	
	Criterion C: Thinking & Creativity	Arizona Music Standard: Connecting	
	Criterion D: Responding	Arizona Music Standard: Responding	
Arizona Arts Power Standards:	PERFORMING ENSEMBLES: ARTISTIC PROCESS - CREATING - Organize and develop artistic ideas and work to produce a refined and complete artistic work through composition and improvisation of musical repertoire.		
	PERFORMING ENSEMBLES: ARTISTIC PROCESS - PERFORMING - Perform music of various genres and time periods, alone or with others, with refined and meaningful presentations.		
	PERFORMING ENSEMBLES: FOUNDATIONAL SKILLS - PERFORMING - Develop accomplished and independent instrumental technique: maintaining steady beat; utilizing music symbols; performing key signatures and accidentals fluently; performing independently on contrasting parts at levels 3-5; responding to conducting cues of varied styles, tempos, and meters; performing scales, intervals, and arpeggios in the repertoire; performing with accurate intonation, balance and blend in support of the ensemble; performing literature from memory; utilizing proper technique (posture, hand position, embouchure, and breath); perform		

	dynamics, tempo, articulation and phrasing in the repertoire; and, demonstrating proper care , assembly, and maintenance of instrument.
	PERFORMANCE ENSEMBLES: ARTISTIC PROCESS - RESPONDING - Perceive and analyze artistic work by demonstrating an understanding of musical elements and utilizing appropriate terminology of varying genres, styles, intentions, and compositional characteristics.
	PERFORMING ENSEMBLES: ARTISTIC PROCESS - CONNECTING - Synthesize and relate knowledge and personal experiences by identifying and explaining how personal interest is affected by musical intent, knowledge, skills through the creating, performing and responding aspects of music.
	PERFORMING ENSEMBLES: ARTISTIC PROCESS - CONNECTING - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
	PERFORMING ENSEMBLES: FOUNDATIONAL SKILLS - CONNECTING - Distinguishing musical characteristics that influence their preference but also foster an appreciation for the musical art form.

COURSE EXPECTATIONS

TIMELINESS AND ATTENDANCE: Band is a performance based class; therefore, attendance is mandatory for learning to take place. Many of the projects and performances students work on require a group effort. It is important that each student pull his/her own weight. When a student is absent or tardy, his/her contribution to the final performance is limited. Therefore, it is mandatory that all students are present and on time to each class and rehearsal. **Poor attendance and participation may result in removal from a performance. Performances are the assessment of MYP Criterion and State Standards. If a student does not complete the performance, the student will not have a chance to meet that portion of the class exit outcome, which may result in an incomplete/failing grade for the class.**

MISSING CLASS AND WORK: It is the student's responsibility to check for any missed work during absences. If a student is aware of a conflict with performance dates, please notify the teacher immediately. Long term assignments are still due on the assigned due date regardless of absences. The **only** excused absence for a missed performance is illness or family crisis. A phone call to me must be made to ensure the performance for the rest of the group. Please refer to the schedule of band performances and plan student work schedules, medical appointments, family events, etc. around these events. Responsibility to the group is of **utmost importance. Performances are the assessment of MYP Criterion and State Standards. If a student does not complete the performance, the student will not have a chance to meet that portion of the class exit outcome, which may result in an incomplete/failing grade for the class.**

RESPONSIBILITY: Performing requires discipline of the mind, work habits, and self-control; therefore, students will be expected to maintain a proper attitude of responsibility for their actions. **All students are expected to prepare their music to the best of their ability during class.** This is a major responsibility to themselves and their peers.

CLASS EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions

What to do immediately upon entering this classroom:

1. Look at the White Board to determine learning goals.
2. Find and prepare your assigned learning space with your chair and stand.
3. Turn all electronic devices off and place in backpack or pocket* (the device needs to be out of sight).
4. Take out your Chromebook and all necessary materials and put backpack away.
5. Begin bellwork and/or join your team to actively engage in learning.
6. Contribute to the learning and work hard to demonstrate your abilities.

BULLDOG PACK MATRIX



	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
PRIDE	<ul style="list-style-type: none"> ● Support your peers ● Produce work you are proud of ● Be actively engaged 	<ul style="list-style-type: none"> ● Use positive language ● Clean up after yourself 	<ul style="list-style-type: none"> ● Respect school property ● Clean up after yourself
ACCOUNTABILITY	<ul style="list-style-type: none"> ● Be on Time ● Personal devices away ● Ready to Learn 	<ul style="list-style-type: none"> ● Move with purpose ● Have pass and ID 	<ul style="list-style-type: none"> ● Use Restroom Before/After Class or at Lunch ● Use for intended purpose
COURAGE	<ul style="list-style-type: none"> ● Stand up for what's right ● Try something new 	<ul style="list-style-type: none"> ● If you see something, say something 	<ul style="list-style-type: none"> ● If you see something, say something
KINDNESS	<ul style="list-style-type: none"> ● Treat ALL with Respect 	<ul style="list-style-type: none"> ● Include everyone 	<ul style="list-style-type: none"> ● Respect others space and privacy ● Wash hands

CONSEQUENCES OF POSITIVE CHOICES

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive peer relationships
More/ higher level skills	Increased success	Positive relationships with staff
Scholarships, better jobs	Increased respect	Internships and opportunities

CONSEQUENCES OF POOR CHOICES

Tier	Minor Offences	Major Offences
1st	Restate expectations, Redirect, Task Change, Task change, Seat change, Conference, Replacement choices	Referral to Administration Consequences issued in line with student handbook.
2nd	Buddy Teacher w/reflection , Conference, email communication to parent	
3rd	Phone call home, In-person conference w/parent, Thinking center , Detention	
4 th	A referral to the administration/office	

BGHS ELECTRONICS PROCEDURES – Use Technology to Enhance Learning

At BGHS we want students to learn how to leverage technology and its applications to make life easier and to enhance their performance now and in the future. We know that integrating tech into our classrooms is one way to expose students to the potential benefits of technologies while at the same time helping them learn how to use these powerful tools responsibly. ALL students will receive a Chromebook they can use to complete their schoolwork. Since ALL students have access to a computing device, they will not need to use personal electronics during class time. As a courtesy and to ensure we focus on academic pursuits, **we ask students to silence their phones and put away all personal electronics during instructional time.**

ATTENDANCE & TARDIES

Our school motto is “Attend Today, Achieve Tomorrow.” This motto is an extension of our belief that regular attendance will equate to the attainment of excellence later in life. Remember, the benefit of lectures, discussion and participation is lost forever to those who are absent. Every day counts! Students who miss more than 10% of the class or school year are at risk of losing credit.

Being punctual or being respectful of another’s time is an important part of a culture of kindness.

THE BULLDOG WAY

1. If you struggle to be on time... **BE EARLY.**
2. Once you arrive, don’t leave... **ENTER CLASS ONCE.**
3. No hall passes during the first and last... **10 MINUTES** of class.
4. All students who are not in class can be approached by... **FACULTY and STAFF.**

BGHS OUT OF CLASS PASS – Make it a priority to be in class!

Teaching and learning time is a priority. Students are asked to make every effort to be in class from bell to bell. We ask that students limit the number of passes they request in a semester. Students are expected to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom, etc. If students need to leave the class, they must fill out an eHall pass.

GOLD & ADVISORY PERIODS

At BGHS, learning is the constant expectation and the time and support provided is what varies. Student mastery of content and each student's social and emotional well-being are equally important. Advisory time on Mondays helps to ensure we develop a sense of belonging and connectivity at Goldwater. GOLD time (Get Our Learning Done) is provided Tuesday through Thursdays. During GOLD time, teachers work with students who need additional support or time to become proficient. **It is imperative that students check Flex Time Manager during Advisory to see if they have been requested by a teacher or to choose a session to work toward the next level of proficiency whether it be content knowledge or a related skill.** The student will report to that location during GOLD time. Attendance is taken.

GUITAR SYLLABUS CONFIRMATION

Barry Goldwater High School Fine Arts Guitar Course Syllabus 2022-2023

Please complete and return this form to Mrs. Esparza by Wednesday, August 10.

Parent/Guardian Printed Name

Student Printed Name

Parent/Guardian BEST Phone Number for Contact

Parent/Guardian E-Mail

I confirm I have received the Guitar Course Syllabus. My review of this supports an awareness of the learning expectations for this course as well as the course outcomes.

BGHS also provides intervention staff, social workers and counselors who are available to provide information and support. Please contact the main office for more information or see the 'Parent Tab' at www.bghs.dvusd.org.

A signature below indicates you have reviewed the syllabi in your student's class. A missing signature does not communicate that your student will not participate in the activities, course lessons and outcomes.

Parent/Guardian Signature

Student Signature