



GUITAR Syllabus 2023-2024

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

Goldwater Guitar 2023-24 Band App page: <https://band.us/n/a1a591X1U1b1q>

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. To this end, we embrace standards-based practices and focus on student learning and growth.

COURSE DESCRIPTION

At Barry Goldwater, the Guitar course is offered 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 student with varying levels of experience.

SUPPLIES LIST

- School provided Chromebook, fully charged each day
- Agenda/Calendar for the 2023-2024 school year
- A one inch 3-ring binder notebook with 5 section dividers and a minimum of 25 sheets of notebook paper
- A guitar in excellent working condition, as well as the accessories (strings, case, pics, etc.) as required to play it. If you are using a school instrument, you are responsible for any repairs or loss during your assignment time.
- Pencils (no pens will be used in any music class)
- Music folder, music and instructional materials as provided by the school
- Please refer to the 'Materials and Supplies List' to see what you will need to have for maximum participation

GUARANTEED AND VIABLE CURRICULUM

BGHS 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. Please check Canvas, Power Schools, MusicFirst and/or the BGHS course website for grading Standards, Performance Objectives and Rubrics.

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.

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. 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.

4 = Highly Proficient 3 = Proficient 2 = Partially Proficient 1 = Minimally Proficient 0 = No Evidence

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

Grade Book Categories

ASSESSMENT (80%) This category includes ALL items used to measure a student's proficiency towards the learning standards once the student has had sufficient practice and at a specified point in time. Items in this category include, but are not limited to: summative tests, performance assessments, reports, units or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, and research reports.

COURSEWORK (20%) This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. Items in this category include in-class assignments, quizzes, checks for understanding, and daily activities.

PRACTICE (0%) This category includes formative student work that a student completes while in the process of learning specific skills.

MAKE UP & RE-ASSESSMENT POLICY

Making up missing work is permitted in most cases. Students must contact Mrs. Esparza and make arrangements to make up work within two (2) weeks of the original assessment due date.

In most cases, re-assessment is permitted to allow students to demonstrate their improved understanding of the standards. They may complete a re-assessment within two (2) weeks of the original assessment due date. It is the responsibility of the student to monitor his/her progress throughout the semester so opportunities are not missed. This policy will apply to coursework and in-class assessments (either live or recorded). It is the responsibility of the student to make arrangements for re-assessment by contacting Mrs. Esparza. Re-assessments may take the form of online video submissions or in-person, and are at the discretion of the teacher.

Live performances (i.e. in-class performances) cannot be made up due to their unique environments and situations. This can include individual and ensemble performances. Note that these performances are ASSESSMENTS and will be measured as a "0".

Reporting Timeline

In order to provide better communication of student progress, an up-to-date progress report will be available on the dates listed below. Progress reports indicate where a student is with regard to achieving proficiency with the content standards and process skills at that point in time. A final grade will be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow.

FALL SEMESTER Progress Report & End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>	SPRING SEMESTER Progress Report & End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>
<ul style="list-style-type: none"> • August 18th • September 8th • September 29th • October 20th • November 17th • December 8th • December 15th • January 3rd * - End of Semester in PowerSchools 	<ul style="list-style-type: none"> • January 19th • February 8th • March 1st • March 22nd • April 12th • May 3rd • May 16th • May 17th - End of Semester in PowerSchools

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) • Air Conditioning (tone building) • 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"> • Strumming & Picking • 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) • In-Class Performances • Recorded Performances 	Weeks 1-39
Making It Mean Something	<ul style="list-style-type: none"> • Balance & Blend • Phrasing • Dynamics • Style • Advanced Tone Techniques • Intention & Personal Meaning 	<ul style="list-style-type: none"> • Performance (DVUSD) • Collaboration • In-Class Performance 	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) 	Weeks 1-39
How Do We Know If It's Good?	<ul style="list-style-type: none"> • Aesthetics • Perspective • Evaluating performances • Describing Traits & Purpose 	<ul style="list-style-type: none"> • Concert Performances • Creative & Critical Thinking • Assessment (internal/external) • Self Reflection 	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		Developing	Thinking & Creativity	Responding
Facts that the student should be able to recall to ensure competence in the subject		How the student will be able to interpret, apply or predict aspects of the subject	Shown through tasks that allow the student to apply what has been learned to a new situation	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: Guitar 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.

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 outside of class.** This is a major responsibility to themselves and their peers.

CLASSROOM 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 board to determine learning goals and go to your assigned seat/area.
2. Turn all electronic devices off and place in backpack or pocket* (Needs to be out of sight)
3. Take out your Chromebook and all necessary materials. Put your backpack and case away as indicated.
4. Set up your learning zone with your instrument, equipment, music, and pencil.
5. Contribute to the learning and work hard to demonstrate your abilities.

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 to 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.**

Use of LLMs or Artificial Intelligence Technology

DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is prohibited unless clearly specified by your teacher. Specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is an LLM or if it is permitted on a specific assignment, please contact your teacher before submitting your work.

ATTENDANCE

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 (12 class periods). Remember:

Attend Daily,
On Time,
Ready to Learn!

TARDIES

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 POLICIES – 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 their locker, use the restroom, etc. If students need to leave the class, they must fill out an e-Hall 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. Students will use their advisory time to sign up for their GOLD DAY sessions.

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 2023-2024

Please complete and return this form to Mrs. Esparza by Friday, August 11, 2023..

My signature is provided to 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.

	Parent Initials	Student Initials
I understand in order to retake or make up an assessment, I must arrange it with Mrs. Esparza within 2 weeks of the original due date.		
I understand live performances will not be permitted to be made up.		
I understand <u>cell phones or other personal electronic devices or accessories are not allowed</u> and will be confiscated and turned over to the office immediately.		
I understand the importance of attendance and I will not receive credit for the class after 12 absences.		
I understand any communication regarding assignments, grading, absences or any coursework should be communicated to the teacher.		
I understand the purpose of GOLD day sessions and will sign-up every week in Advisory class.		

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.

Student Signature

Student Printed Name

Date

Parent/Guardian Signature

Parent/Guardian Printed Name

Date