



Guitar Ensemble Syllabus 2020-2021

Barry Goldwater High School, A+ School of Excellence

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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.

GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and also for growth in the student's education. 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, Arizona Career & College Readiness Standards, and Arizona content standards.

Final course marks ("grades" in a traditional system) are determined by the teachers' professional analysis of your student's most recent and consistent evidence of levels of achievement against those standards based on prescribed exit outcome levels, not by mathematical calculations such as averaging or curving the grade. Valuable feedback on student work may be provided through use of rubrics, on paper, or verbally during instructional time. Quality feedback is clear and timely to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire how levels of achievement for your student are determined by contacting the teacher.

SUPPLIES LIST

A classical 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.

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.

**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.*

All accessories needed to play and maintain the instrument: case, additional strings, soft polishing cloth, and a footrest.

A METRONOME/TUNER

For use at home and school, this is a useful tool to help students their tempo and rhythm, as well as tuning.

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.

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 |

**subject to change at teacher discretion*

REPORTING TIMELINE

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on the following dates. This progress update is only a "snap shot" of where a student is every three weeks for the purpose of feedback; only a final mark or "grade" can 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 both the teacher and the parents to help drive student success.

| REPORTING TIMELINE | |
|---|---|
| FALL SEMESTER "Snapshots," Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i> | SPRING SEMESTER "Snapshots," Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i> |
| <ul style="list-style-type: none"> • August 28th - Snapshot • September 18th - Snapshot • October 9th* - Progress Report • October 30th - Snapshot • November 20th - Snapshot • December 18th - Snapshot • January 4th* - End of Semester in PowerSchools | <ul style="list-style-type: none"> • January 29th - Snapshot • February 19th - Snapshot • March 12th* - Progress Report • April 9th - Snapshot • April 30th - Snapshot • May 14th - Snapshot • May 21st - 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.**

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. The following rubric demonstrates the skills students will need to gain and demonstrate during the fall and spring semester to achieve both an MYP level of achievement and a BGHS/DVUSD letter grade. The skills will be assessed individually and collectively multiple times throughout the semesters 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. Please check Power Schools and the BGHS / course website for the 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.

Your final mark will be determined by assessment of your proficiency in the standards for this 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.**

| FINAL GRADE DESCRIPTOR (ALL CONTENT AREAS) | POWERSCHOOL FINAL GRADE | |
|---|----------------------------|---|
| The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrated originality and insight and always produces work of high quality . | 10 | A |
| The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight. | 9 | A |
| The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight. | 8 | B |
| The student demonstrates a good, general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation. | 7 | C |
| The student demonstrates a limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support . | 6 | D |
| Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support . | 5 | F |
| The student demonstrates minimal achievement in terms of the objectives. | 5 | F |
| The student demonstrates no evidence of achievement. | 5 | F |

COURSE EXPECTATIONS

TIMELINESS AND ATTENDANCE: Orchestra 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.**

Because so much of this classwork is on Canvas, students will be required to have a fully charged Chromebook so assignments can be turned in. Students are encouraged to work ahead or at his/her pace, but understand that each assignment will close one week after the due date. A zero will automatically be assigned for that missing work. Use your course calendar to keep you on time.

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

REHEARSALS AND PRACTICE OUTSIDE THE SCHOOL DAY: When ensembles play their music well, both performers and listeners are pleased with the results. In order to achieve this, collaboration and precision are required. As stated previously, students are expected to participate in all classes and rehearsals, including sectionals, as well as actively practicing on their own to learn their parts. Rehearsals exist to help ensembles learn how to blend with one another. **Knowing your part will help the ensemble move faster and work more effectively.** If it is evident that a student is not prepared, arrangements will be made to help tutor the student. A student's choice to not meet for tutoring or to prepare the material will result in removal from performances and poorer grade marks.

The key to success is to practice and to try.

USING SCHOOL PROPERTY: Due to Covid 19, the DVUSD has currently restricted the use of locker rooms. To make sure social distancing is maintained at all times, students will not be permitted to use lockers to store instruments or music. Students will need to bring their instruments and music folders to and from school each day. Larger instruments may be stored in the band room. Students should not leave their cases in other classrooms or their school locker.

OTHER COVID-19 CONSIDERATIONS:

- All students are expected to maintain proper social distancing with in the band room.
- All students must wear a face mask at all times.
- Students are being asked to hand sanitize each time they enter the band room.
- Students are not permitted to touch instruments or music other than their own.
- Students are not permitted to touch any sneeze guard barriers, nor should they touch music stands or chairs that they are not using.
- The water fountains have been turned off, so please bring water with you to each class if you require.
- Students may be asked to help sanitize seating and music stands for the next class.

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 and prepare your workspace.
2. Turn all electronic devices off and place in backpack or pocket*.
3. Take out your Chromebook and all necessary materials and put backpack away as indicated.
4. Begin bellwork and/or join your team to actively engage in learning.
5. 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 | 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 POLICY**

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide Chromebooks to our students and strive to integrate technology in our lessons. Because our students have access to Chromebooks and school computers they will not need to use cell phones during class time. **We ask students to not access their phones or music devices, etc. during instructional time.** This is an important part of preparing students for college and career. As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use.

BGHS students will use Chromebooks to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1st Offense: Teacher will request that the student put technology away and that devices are not to be visible or used during class time. *

2nd Offense: Teacher will apply classroom consequences and document the offense. *

3rd Offense: Teacher will send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone, parent pick up will be required and a conference with the parent may be requested.*

BGHS OUT OF CLASS PASS

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. Each classroom uses a sign out log and students must have a pass each time they are out of class. Abuse of passes may need to be handled with a parent contact or a conference with administration.

**Barry Goldwater High School Fine Arts
Guitar Ensemble Course Syllabus 2019-2020
Acknowledgement Form**

Please complete and return this form to Mrs. Esparza by Friday, August 14, 2020.

Student Printed Name

Student Email

Parent/Guardian Printed Name

Parent/Guardian Email

Parent/Guardian BEST Phone Number for Contact

We have read the GUITAR Ensemble Course Syllabus and Rubric. We have read and understand the expectations of our band student. We have received information about the Calendar of Events location, and we are aware that all planned events are subject to change. We understand that this syllabus is located on the Guitar Canvas page.

Parent/Guardian Signature

Student Signature