



We, the members of the Crosby High School Community are committed to providing a safe and welcoming environment that promotes a creative, innovative, and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

CROSBY HIGH SCHOOL COURSE SYLLABUS

Crosby Course Number & Title: **918 String Lessons & 919 Guitar**

Instructor's Name: **Mr. Schumacher**

Semester & Year: **Full Year 2018-2019**

COURSE DESCRIPTION

Guitar/Strings 918 & 919: These courses are designed for both beginning and advanced students. Lessons are mainly focused on acoustic guitar but other stringed instruments (i.e. electric and bass guitar) may also be offered. All instruction is geared to playing the instrument. There will be ample opportunities for performance.

COURSE GOALS/LEARNING OBJECTIVES

Unit 1: Course Introduction, Chords & Songs, and Bass Playing → Students will play 14 open position chords with application to folk and modern pop styles. They will be introduced to playing “root only” bass notes. This unit also introduces guitar structure, tuning, and basic rhythms applied to strumming. Students will identify, analyze, and play the blues form.

- Standards: MU:Cr1.1.H.5a **Create** (Generate musical ideas for various purposes and contexts), MU:Pr5.1.H.1a **Perform** (Evaluate and refine personal and ensemble performances, individually or in collaboration with others), MU:Re7.1.H.8a **Respond** (Choose music appropriate for a specific purpose or context).

Unit 2: Melody Playing → In this unit students will learn to read and play melodies from a printed page of music. Students will engage in this unit by using both standard music notation and guitar tablature. All material in this unit will be learned in the first position of the guitar.

- Standards: MU:Cr2.1.H.1b **Create** (Select and develop musical ideas for defined purposes and contexts), MU:Pr5.1.H.1a **Perform** (Evaluate and refine personal and ensemble performances, individually or in collaboration with others), MU:Re8.1.H.1a **Respond** (Support interpretations of musical works that reflect creators'/performers' expressive intent).

Unit 3: Root - 5 Bass Playing & Three Person Combos → Students will learn root – 5 bass playing in a variety of accompaniment rhythms/styles. Skills learned in units 1, 2, & 3 will be applied to the rehearsal and performance of the 3 person combo (chords, melody, and r-5 bass).

- Standards: MU:Cr3.2.H.1a **Create** (Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality), MU:Pr5.1.H.1a **Perform** (Evaluate and refine personal and ensemble performances, individually or in collaboration with others), MU:Re9.1.H.1a **Respond** (Support their personal evaluation of musical work(s) and performance(s) based on analysis, interpretation, and established criteria)

Unit 4: Barre Chords & Power Chords → This unit introduces the students to moveable chords known as barre chords. Students learn to play E family barre chords and A family barre chords in progressions and songs. Based on student knowledge of the r-5 bass playing, students will then learn how to form and play power chords with application to various rock styles of playing.

- Standards: MU: Cr1.1.H.IIa **Create** (Generate musical ideas for various purposes and contexts), MU:Pr5.1.H.Ia **Perform**(Evaluate and refine personal and ensemble performances, individually or in collaboration with others), MU:Re7.2.H.Ia **Respond** (Analyze how the structure and context of varied musical works inform the response).

REQUIRED TEXTBOOK AND MATERIALS

First Year Guitar – Marsters, Prasse, & Welch
Binder with extra songs and riffs.

COURSE POLICIES

- Attendance and Tardy Policy
 - Attendance Policy: Please refer to the district policy located on the Crosby website or in the student handbook (<https://goo.gl/nSz4er>)
 - Students who are tardy to a class 3 times will serve a detention issued by the classroom teacher. Each subsequent tardy will be a referral to the office for disciplinary action.
- Late Work Policy
 - Refer to district grading policy or see the link at the bottom of the page.
- Academic Dishonesty - Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to:
 - a. Cheating on an examination
 - b. Collaborating with others in work to be presented, contrary to the stated rules of the course
 - c. Plagiarizing, including the submission of others ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own
 - d. Stealing or having unauthorized access to examination or course materials
 - e. Falsifying records, laboratory or other data
 - f. Submitting, if contrary to the rules of a course, work previously presented in another course
 - g. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students should not give or receive aid during examinations, quizzes, tests or lab assignments. Students should not use answers to examinations, quizzes and tests written on cheat sheets, clothing or body parts, or obtained from others who have taken the same test prior to them. Students should not use in any written work, without proper acknowledgement, the wording of any sentence or part of a sentence of another author without acknowledgement of the original author. Students should not use calculating devices during tests where calculators are not permitted.

Plagiarism according to The American Heritage Dictionary of the English Language, Fourth Edition, 2000, is “1. A piece of writing that has been copied from someone else and is presented as being your own. 2. The act of plagiarizing: taking someone’s words or ideas as if they were your own.” If you copy another’s work in a paper, for instance, you must put the copied material in quotation marks and footnote or endnotes. If you restate the language or thoughts of another in your own words, you are paraphrasing. Omit the quotation marks, but footnote or endnote the original source. Not to attribute the idea to the original person is to plagiarize. In general, it is better to acknowledge too many sources than too few.

Plagiarism, as defined above, is considered a serious academic offense. According to Connecticut statute, plagiarism is a criminal act and classified as a Class “B” misdemeanor. The teacher, in conference with an administrator, will exercise his/her professional judgment when determining an appropriate penalty for a project that has been plagiarized. The nature of the penalty should be relative to the magnitude of the offense. Examples of penalties that will be invoked are: a zero for the project, an “F” for the course, and/or referral to the proper authorities. The teacher and administrator will determine if the student may be permitted to complete the paper properly, or write an entire new paper properly. These and other penalties will not be imposed when the classroom teacher determines that the sources in a paper have been mis-cited. The teacher with the administration will determine the extent of grade reduction and possible suspension or referral to authorities. (Obtained from Tunxis Community College Handbook)

CODE OF CONDUCT

- Profanity
 - The use of profanity in school is unacceptable and can result in an office referral.
- Cell Phone Usage Policy
 - Cell phones **MUST BE** off and away other than when approved by the teacher for academic purposes
 - 1st offense: Confiscate, warning and notify parent, return to student at the end of the school day.
 - 2nd offense: Confiscate, in school suspension or after school detention, item to be returned to parent/legal guardian only at the end of the school day.
 - 3rd offense: Confiscate, out of school suspension, item to be returned to parent/legal guardian only at the end of the school day. (<https://goo.gl/FMxNyt>)
- Disposition Toward Learning

COURSE GRADING (Per District Policy)

60% Assessments

20% Classwork

10% Disposition Toward Learning

10% Homework

Student/Parent Handbook: <https://goo.gl/rsFr95>