

**Tamalpais Union High School District
Larkspur, California**

Course of Study

Beginning Guitar and Bass 1-2

I. INTRODUCTION

Beginning Guitar and Bass 1-2 is a two-semester, year-long course designed for those students who are beginners, or in their very first stages / months of starting their instrument. The course is designed to prepare students to progress into Performance Workshop 1-2 and parallels Beginning/Intermediate Band which is the entry level course for students learning other instruments.

The very nature of this class is a multi-grade multi-level music lab focusing on the performance of both guitar and bass guitar. Music fundamentals of performance, theory and improvisation will be explored. The student will also study and be exposed to a variety of styles ranging from folk, to rock, blues, classical and jazz. The course is designed to provide beginning level students with exposure to the full range of possibilities including performance, digital recording and production, and ensemble participation. There is sufficient flexibility in the course to allow students with different levels of prior experience to progress as far as they can during the one year course.

This course is designed to help students attain the proficient level of the California State Content Standards in Music, grades 9-12.

This course addresses the following Tam 21st Century goals:

Students: To provide an environment which supports academic, social and emotional growth and success and opportunities for student choice.

- Provide opportunities for, and encourage students to, demonstrate individual and collective responsibility, creativity, productivity, and initiative through class, school, and community projects and experiences.
- Provide opportunities for meaningful adult/student contacts for each student.
- Expand the music department by raising money through the sale and distribution of CD's recorded and produced at the school.

Instruction: To provide a program which prepares students for graduation and provides opportunities for student growth, development and post-secondary options.

- Provide opportunities for students to acquire the technological skills needed for personal, educational, and employment success.
- Provide opportunities for students to learn hands on recording techniques and develop their own record companies, production teams, management teams and release a finished recording project.

This course is designed to help students meet the following District Student Learning Outcomes:

#11: Interpret, experience, and create and/or perform artistic work

#12: Demonstrate school-to-work/post-secondary transition skills and knowledge.

II. STUDENT LEARNING OUTCOMES

Students will:

1. Apply the following musical concepts: melody, rhythm (time signatures and values), form, harmony/unison (chords and scales), tone quality, dynamics when performing music. (Standard 2.1, 2.4, 1.4))
2. Correctly use following musical terms and symbols: Staf, clef (treble, bass, tenor), measure, bar, double bar, repeat signs, accidentals, tie, slur when writing and performing music.(Standard 2.0, 1.4)
3. Demonstrate the following performance concepts (in relationship to woodwind, brass, string, and percussion instruments): tonguing, fingering patterns, ranges of instruments, stick technique, bowing, breath control. (Standard 2.0)
4. Students will apply the concepts, terms, and symbols in a variety of group and individual hands-on projects. They will create personalized arrangements of traditional music and compose original pieces for both small and large performance groups. (Standard 2.0)
5. Demonstrate basic fundamentals of playing their instrument (fret board study, basic open position major and minor chords fingerings and application).(Standard 2.0)
6. Play basic chordal progressions found in folk, to rock, blues, classical and jazz music.(Standard 2.1, 2.4, 2.10)
7. Apply basics and fundamentals of music (read and write music notation). (Standard 1.2, 1.3)
8. Read music lead sheets and chord charts. (Standard 1.1)
9. Study various styles and genres of music through listening and analysis of musicians and performances (folk, rock, blues, classical and jazz). (Standard 1.4, 1.6, 3.1, 3.3)
10. Explain the history and roots of the blues and its impact on modern jazz and rock. (Standard 3.1)
11. Apply music theory, ear training, interval study and hands-on performance with instructor's guidance.(Standard 2.0)
12. Create personalized arrangements of traditional music and compose original pieces for both small and large performance groups.(Standard 2.6, 2.7,2.8)
13. Students will apply basic computer skills to new hardware and software related to the production of music. They will use a combination of recording equipment (microphones, mixing board, snake) and digital recording software to record musicians playing the music. (Standard 2.7)
14. Produce professional quality type-setting projects, including leadsheets, piano-vocal arrangements, guitar tablature and symphonic scores. (Standard 2.8)

15. Complete a music “product” either individually or in a group, which can be shared with their peers, family, and community. The completed project shall include a compact disc, notation of all involved music, practice tapes for musicians, and internet compatible media. The production process applied to this product will be reflective of a professional music industry experience.(Standard 5.0)

16. Apply long-term project management skills, combining many elements including musical creation, production planning, programming, recording, mix-down, and promotion. (Standard 5.0)

III. ASSESSMENT

A. Student Assessment

Students will be assessed through a variety of means including but not limited to:

- Written theory quizzes
- Multiple in-class quizzes and tests graded in class, to promote faster, forward thinking learning.
- In-class performing of drills, exercises and scale chord studies.
- Short performance projects.
- Long-term projects which result in a tangible music product (CD, sequence, web-site)
- A notebook which includes journal entries following steps in a project production process; an evolving promotion package; written music examples and notes; and theory handouts

Students will be given the course expectations and specific grading criteria at the beginning of the course, preferably in writing.

B. Course Assessment

The effectiveness of this course will be assessed through a combination of student feedback, administrative/departmental observation, and specialist observation.

IV. METHODS AND MATERIALS

A. Methods

1. Direct instruction in the musical concepts, musical terms and symbols, performance concepts, software and other technology use and application as described in the Student Learning Outcomes.
2. In-class individual and group performance with coaching and feedback from the instructor.
3. Journal writing to reflect on development of skills and knowledge.
4. Students will apply the concepts, terms, and symbols in a variety of group and individual hands-on projects.
5. Guest professional artists will do demonstrations, lectures, informal discussions, and assist students with application projects.

6. Workplace learning (job shadowing, internships) with music professionals.
7. Public presentations of projects to audiences composed of peers, school staff, parents, and the larger community.

B. Materials

Students will use a variety of materials included print media, on-line reference tools, audio recordings, software (including Finale Allegro notation software, Digidesign Pro-Tools digital recording and sequencing software), analog and recording equipment (microphones, mixing board). Students will also have access to music department instruments (brass, woodwind, percussion, electronic) for sound experimentation and demonstration.

C. Technology

- Use a strobe tuner
- Use electric instrument amplifiers
- Use CD duplication tools and computer technology to legally access music off the internet
- Use appropriate music notation and production software.

D. School to Career

This course provides a broad exposure to diverse aspects of the music industry, from composing/arranging to performance to recording to management. It is designed to be an introductory course in which students can find their own interests and talents to be pursued in subsequent courses and/or real world applications.

- Students will learn basic folk, rock, pop and jazz music that would be the beginnings of being a member of a wedding band, a club band, or a cover tune band.
- Many professional performing musician - guest artists will visit the students and share their beginnings of their musical journeys, to give inspiration and hope to beginners, as well as inspire them with their current expertise.
- Students will take field trips planned to appropriate studio performing and recording facilities to gain an understanding of current technologies and methods.

V. GENERAL INFORMATION

This is a ten-unit, year-long elective course open to students in all grades, 9-12. It cannot be repeated for credit. Students who wish to continue their study are expected to move on into Performance Workshop 1-2 upon completion.

The written work produced in this course can be used in the Core Literacy Portfolio.

It is expected that the student own their instrument. However, if a student finds this to be a hardship, they may make arrangements with the teacher to play a school owned instrument.

A. Prerequisites

None.

B. Requirements Met

Credits earned may be used to fulfill the district's Fine Arts graduation requirement or be counted towards the elective credits required for graduation.

This course is accepted towards the UC/CSU "f" fine arts requirement.

Adopted: 1/11/05