

## PREFACE

The course syllabus reflects the philosophical position stated in the Standards of Quality and the Course of Study approved as policy by the Clark County Board of School Trustees. The purpose of the syllabus is to establish minimum basic concepts for each course. **Teachers will use this syllabus in all Level II Guitar classes.**

The **course scope and goals** are statements of broad direction and should facilitate the designing of a program that will meet the needs of students.

The **course structure** is an overview of the general concepts to be included in the major areas of emphasis. The numbers to the right of the structure refer to the performance objectives in the body of the syllabus.

The **performance objectives** are the minimum expectations of the completed course. They are organized statements which will be used to measure student achievement. Each objective statement includes the number of the course goal(s) to which the objective relates. The objectives reflect a variety of thinking levels which are designed to provide challenging instruction of all students.

The **suggestions** provide an extension to the regular classroom methodology. They offer additional approaches for translating the performance objectives into actual instructional activities.

The **suggested** resources section lists materials which may be useful in achieving the performance objectives.

This syllabus was developed by the Department of Curriculum and Professional Development using a teacher task force. Syllabi are in continuous revision. Teachers should recommend additions and changes as input to the Department of Curriculum and Professional Development.

### SYLLABUS KEY: (EXAMPLE)

Concept one .....	>>1.	<b>INTRODUCTION</b>
Concept one, objective one ...	>>1.1	<b>THE STUDENT WILL PERFORM MELODIC LINES IN MULTIPLE POSITIONS IN THE KEYS UP TO AND INCLUDING FOUR SHARPS AND FOUR FLATS ALONG WITH THE RELATIVE MINOR KEYS.</b>
Correlates to course goals.....	>>	<b>(1)</b>
Concept one, objective one, Suggestion one.....	>>1.1.A	<b>SUGGESTION: Have students play in fifth position in the keys of C, Am, F, and Dm. Have students perform fiddle tunes, folk songs, and/or Multicultural selections in these keys.</b>

## THINKING LEVELS EXPLANATION

A useful system to classify questions is Sanders' Levels of Questioning, which is based on Bloom's Taxonomy. This classification system offers a framework for movement to higher-level student thinking. A brief description of the seven levels of question follows.

	LEVEL	DEFINITION
1.	MEMORY	The student recalls or recognizes information. The content may be particular facts, definitions, and generalizations.
2.	TRANSLATIONS	The student expresses the same idea in a different way. For example, a student may explain graphs, write a word problem in numerical notation, or change a statement in English to its Spanish equivalent.
3.	INTERPRETATION	The student relates facts, generalizations, definitions, values, and skills. To relate means to discover or use a relationship between two or more ideas. There are several types of interpretation: comparison, implication, inductive thinking, quantitative thinking, and cause and effect.
4.	APPLICATION	The student solves a problem that requires the use of generalizations, facts, values, and other types of thinking. A student is not told what information to use because, at this level, a student transfers skills to his/her own. Application calls for the transfer of learning to new situations.
5.	ANALYSIS	The student is expected to analyze elements and relationships. The student breaks down information into parts. The student is Able to see the relationship between parts, such as tracing a Statement made early in a novel to an event that occurs later in the novel. The student must be conscious of the intellectual Process he/she is performing and know the rules for reaching a valid and true conclusion.
6.	SYNTHESIS	The student uses original, imaginative thinking to solve a problem. The student has great freedom in deciding what is to be produced and how it is to be produced. A synthesis question never has one correct response.
7.	EVALUATION	The student makes judgments based on clearly defined standards. The student rates something as being good or bad, right or wrong, beautiful or ugly. An evaluation answer is never provable. The best that can be done is to present good supporting evidence.

From Classroom Questions - What kind? By Norris M. Sanders. Copyright © 1966 by Harper & Row, Publishers Inc. Used with permission from Harper & Row Publishers, Inc., San Francisco, CA.

## GRADUATE PROFILE CORRELATIONS

### GOALS FOR CLARK COUNTY SCHOOL DISTRICT INSTRUCTION

The following goals present learning outcomes expected in all courses for all Clark County School District students. These goals will be integrated in context with instruction within each content area in order for students to understand and apply the fundamentals of English, mathematics, science, civics and government, history, geography, economics, arts, and health and fitness.

1.     COMMUNICATION  
       READING  
  
       WRITING  
  
       SPEAKING  
  
       LISTENING  
  
The student will locate, comprehend, and interpret written information. This will include, but not be limited to books, papers, manuals, graphs, and schedules. The student will organize, compose, proof. And edit written material appropriate to the course. The student will organize, compose, and present materials orally. The student will receive, interpret, and respond to oral Communications, taking into account both verbal and Nonverbal cues.
2.     RESOURCES/INFORMATION  
  
The student will acquire, organize, interpret, and process information to make the maximum use of time, money, material, and personnel resources.
3.     SYSTEMS/TECHNOLOGY  
  
The student will use appropriate technology to function effectively in various organizational systems.
4.     INTERPERSONAL SKILLS  
  
The student will demonstrate effective interpersonal skills by cooperating in team situations; asserting leadership when appropriate; negotiating differences and appreciating diversity; and being willing to share skills, knowledge, and material with peers.
5.     PROBLEM SOLVING  
  
The student will use analytical, logical, and creative thinking skills to solve problems, make decisions, make reasonable judgments, and generate new idea.
6.     PERSONAL INVENTORY  
  
       WHERE AM I?  
  
       WHERE DO I WANT TO GO?  
  
       HOW DO I GET THERE?  
  
The student will evaluate career choices and long-term options based on personal criteria. The student will assess his/her existing interests, aptitudes, knowledge, and skills. Personal qualities such as self-confidence, responsibility, integrity, and honesty will be a part of the self-assessment. The student will explore a wide array of career options at all levels to formulate long-term goals. The student will interrelate his/her present status with Personal long-term goals to determine the best Course of action to achieve the long-term goals.

## GRADUATE PROFILE SYLLABUS CORRELATION

### HS INTERMEDIATE GUITAR - 5740

The following correlation shows a sampling of objectives that meet the various goals of the Graduate Profile.

GRADUATE PROFILE GOAL	SYLLABUS OBJECTIVE MEETING THE GOAL
1. COMMUNICATION	1.1, 2.2, 2.3, 3.1, 3.2
2. RESOURCES/INFORMATION	6.1, 7.1, 9.2, 9.3
3. SYSTEMS/TECHNOLOGY	1.1, 2.1, 2.2, 2.3, 3.1, 8.2
4. INTERPERSONAL SKILLS	10.1, 10.2, 10.3
5. PROBLEM SOLVING	1.3, 6.1, 7.1, 8.1, 8.3
6. PERSONAL INVENTORY	11.1

The above listing is not intended to be an exhaustive correlation for every objective with the syllabus. There are many other objectives within the syllabus that fulfill one or more of the Graduate Profile Goals. In addition to the specific objective correlations, the Graduate Profile Goals can be met through using a variety of teaching strategies that reinforce communication skills, encourage the gathering and utilization of resources and information, require the use of various systems and technologies, and enhance the development of interpersonal skills and problem-solving skills. Personal inventories should be an integral aspect of the teaching strategies regularly employed by the teacher.

## HS INTERMEDIATE GUITAR - 5740

### Course Scope:

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected. This course may be repeated for credit. This course will fulfill either the one arts/humanities credit or one of the elective credits required for graduation.

### Course Goals:

1. To develop skills playing in fifth position in the keys of C, Am, F and Dm
2. To demonstrate the ability to perform intermediate-level rhythms
3. To perform melodic lines and scales in the keys of C, D, F, G, A and E
4. To demonstrate and perform moveable bar chords based on the "E" and "A" chord forms
5. To demonstrate the ability to perform intermediate-level right-hand techniques
6. To create simple melodies
7. To participate in performance and evaluation of music
8. To become aware of musical styles and composers and their correlation to world history
9. To perform with students from other artistic disciplines

**Backward Assessment Models  
Level 2-Intermediate Guitar**

**YEAR TWO** - At the completion of year two, students will be able to:

1. play in Fifth Position in the keys of C, Am, F and Dm
2. play dotted quarter note rhythms and triplets
3. play melodic lines in the keys of C, Am, D, F, Dm, G, Em, A, & E
4. play in time signatures like 3/8, 6/8 and cut time
5. play major scales in the keys C, D, F, G, A & E
6. play chromatic scale in first position
7. play an extended range to high C
8. play moveable bar chords based on the "E" and "A" chord forms
9. play I IV V7 I in every key using moveable forms
10. play major, minor, major sevenths, dominant sevenths, minor sevenths and power chords in every key using moveable forms
11. play intermediate-level chord arpeggios using p-i-m-a
12. strum intermediate-level syncopated rhythms
13. demonstrate facilities in both flat picking and finger picking techniques

1. **FIFTH POSITION PLAYING (NS 2,5)**

Keys of C, Am, F and Dm  
Extend Range to high C (first string, eighth fret)

2. **RHYTHM (NS 2,5)**

Dotted quarter note/eighth note rhythms (melody)  
Triplets (quarter note and eighth note)  
Play in intermediate time signatures like 3/8, 6/8 and cut time

3. **SINGLE NOTES (NS 2,5)**

Perform melodic lines in keys of C, Am, F, Dm, G, Em, A and E  
Major scales in keys C, D, F, G, A, and E  
Chromatic scale in first position

4. **CHORDS (NS 1,2,3,5)**

Moveable chords using "A" and "E" chord forms  
Perform I IV V7 I chord progression in every key  
Perform major, minor, major seventh, dominant sevenths, minor sevenths and power chords in every key using moveable forms (based on the open "A" and "E" chord forms)

5. **RIGHT-HAND TECHNIQUES (NS 1,2,3,5)**

Intermediate-level chord arpeggios using p-i-m-a  
Strum intermediate-level syncopated rhythms  
Demonstrate intermediate facilities in both flat picking and finger picking techniques

6. **SIMPLE MELODIES (NS 3,4,5)**

Compose simple melodies using guidelines  
Compose blues solo using guidelines  
Write variations of simple melodies

7. **PERFORMANCE AND EVALUATION (NS 6,7)**

Preparation for Performance  
Music Selection  
Creating the Program  
Performance in front of an audience  
Evaluation of others  
Evaluation of self

**8. STYLES AND HISTORY (NS 8,9)**

Various historical musical styles  
Various composers  
World events associated with music and composers

**9. CROSS CURRICULUM (NS 8)**

Share a concert with choir, band or orchestra  
Perform musical selection with choir, band or orchestra  
Have other instrumentalists or vocalists perform with guitar ensemble