



Course Name	Instructor	Instructor E-mail & Availability
Guitar	James Jensen	jpjensen@aurorak12.org M-F 7:30am-5:30pm 303-250-1654 (cell)
Course Website	Class Meeting Times & Location:	Prerequisites
To be announced...	M-F 8:30-9:25	None

Course Description

Guitar at Aurora Central focuses on equipping students with the musical and social skills needed to participate in musical activities. Guitar will focus on the fundamentals of guitar playing, the history of the guitar, and the way guitarists use their instruments and their music to communicate and affect change in the world!

Standards

[National Arts Standards](#)

Creating: Conceiving and developing new artistic ideas and work.

Performing: Realizing artistic ideas and work through interpretation and presentation.

Responding: Understanding and evaluating how the arts convey meaning.

Connecting: Relating artistic ideas and work with personal meaning and external context.

Learning Outcomes by Quarter

Quarter 1

Fundamentals of Guitar Playing
Dimensions of Music
Introduction to Music Theory
Introduction to Improvisation and Composition

Quarter 2

Quarter 1 Goals and...
Performing Skills
Styles of Guitar

Quarter 3

Quarter 1 and 2 goals and...
 Songwriting
 History of music through the guitar

Quarter 4

Quarter 1, 2, and 3 goals and...
 Student performance projects
 Guitar ensemble

Required Supplies

Acoustic Guitar
 Guitar Picks

Grading * See classroom policies below for grading policy!**

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies**REQUESTS FOR HOMEWORK**

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent

from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Procedures

Equipment

All students will purchase or rent a guitar for use in this class. Aurora Central High School will not provide guitars for this course. Students without a guitar will be advised to switch out of the class. Guitars should be acquired by Monday, August 22nd.

Grading

Research shows that grading learning using numbers and letter grades can often reduce motivation for tasks, reduce risk taking, and increase complacency for students at all levels. These outcomes are dangerous for a musical ensemble that needs your whole participation and passion for the music!

This year, Mr. Jensen will place no letter grade or proficiency scale number on any particular assignment. Instead, you will receive detailed feedback using the [SE2R](#) (Summarize, Explain, Redirect, Resubmit) method of feedback. This feedback is intended to start a **conversation** about your work in the class and it's attainment of the standards. When you receive feedback from me, I highly encourage you to respond to it and discuss it with me!

This regular feedback will be tracked in a Google doc that will be shared with both the student and the teacher. This is where most of the regular feedback conversation will take place. Feedback for major projects and assignments will also be included in the comment section of Infinite Campus.

At the end of each grading period, we will meet and discuss your work for the quarter. Each student will select their grade for the quarter, citing evidence for their grade from their work throughout the quarter. This process of self-reflection is a key element in meaningful learning experiences!

Weekly Eligibility: In order to comply with the new eligibility requirements for Athletics and Activities, students will be expected to actively participate in all learning activities and assessments. Students who are not participating actively in class learning activities and assessments will be given a one-week warning period to change their participation habits. If no changes are made after a week, students will be given an F in Infinite Campus for the week, rendering them ineligible for participation in sports and activities. Students who are ineligible should discuss **their plan** for making up the missing work and eligibility will be restored as soon as the student shows a commitment to participating in learning activities and assessments.

Other Procedures

- You must be in the Performing Arts Hallway or in your seat when the bell rings; a downbeat will be given 3 minutes after the bell. During the three minutes beforehand you should move to your seat; obtain music, a music stand, and a pencil; and begin warming up for the day's rehearsal. Make sure you have extra reeds. Percussionists should set up all equipment and music during the warm-up. Announcements will be made at the beginning or end of class and will also be written on the board.
- No talking while the teacher is working.
- On a rehearsal cut-off, all sound should stop.
- The purpose of rehearsal is for you to learn the parts of others and how they relate to yours, not to learn your individual music!
- If you must leave your seat for any reason, please ask. Restroom breaks should be taken between classes.
- In your individual warm-up, it is important to practice long tones, lip slurs, scales, and that day's music on a daily basis.

Practice

As with any activity, you get out of it what you put into it. Guitar will not be fun unless you practice. There are many values in the study of music as a discipline that transfer to other areas of life. Although this will not immediately happen, persistent practice will lead to enthusiastic, driven practice. Remember: "Perfect practice makes perfect!" Here is a suggested plan of study:

- Pick a set time each day
- Use a tuner for a portion of your practice session
- Increase dynamic range (work on *pianissimo*)
- Use our daily warm-up and think "tone"
- Increase endurance (15 minutes of full-tone playing)
- Play some form of scales at every practice session
- Increase range (highest note with good tone)
- Take a break every 20 minutes (Practice for 20 minutes, take a 10 minute break. The ratio of 25/5 also works!)
- Use a metronome for part of the time
- Work on technique (articulations, accents, etc.)
- "I will start with ___ minutes and increase to ___."
- Practice sight-reading
- Use a practice record chart. (Mr. Jensen will provide some in the Instrumental Music Room as well as direct students to some technology resources that can fill this role.)

Tear off and return THIS PAGE only and return to _____(teacher).

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____