High School Guitar
APP2800

Course Description

Have you ever dreamed of playing the guitar? Whether you love music, want to play guitar for your family and friends, or desire to be a music star, this course is a great place to start. No prior music experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Student guides, Carlos and Ariel, will guide you through each step of this journey towards becoming a skilled guitarist and musician. This course can be used as a performing/fine arts credit to meet the art requirement for high school graduation.

Rationale

Learning to play the guitar helps a student develop hand-eye coordination and the ability to handle more than one task at a time. Through the guitar course, students work on creativity, memory, and other brain tasks.

Prerequisite

None

Measurable Learning Outcomes

Segment 1

• Time in music: beat, rhythm, and meter
• Sound in music: pitch, dynamics, duration, and timbre
• Melody and harmony
• Notating pitch, duration, meter, tempo, and dynamics
• Three basic types of guitars
• Parts of the guitar
• Guitar care and maintenance
• Basic history of the guitar
• Practice area and tools
• The Five Practice Principles
• Concentration development
• Keeping a practice journal
• Three ways to hold the guitar: classical, casual, and standing
• Universal guidelines for holding the guitar: choosing a position
• Getting started with the classical position: the four points of contact
• Positioning your hands, wrists, and arms
• Using the right-hand fingers: strums, free strokes, and rest strokes
• How to use a guitar pick: playing downstrokes and upstrokes
• Using the left-hand fingers: stopping the strings
• Tuning the guitar: online tuner, tuning to a keyboard, and relative tuning
• How to play “Spanish Song”
• How to play “Spider Crawl Jam”
• Learning to read fretboard diagrams
• Chord quality: E minor (Em), E major (E), and E dominant seventh (E7) chords
• How to play “E-Chord Study”
• Learning to read guitar tablature
• Playing the E minor pentatonic scale
• Introduction to Improvisation: Creating solos using the Five R’s
• How to learn and practice new chords
• Strumming chord changes: Em-A7 chord progression
• How to play “Chord Change Study”
• Strumming chord accompaniment to a melody
• D-A7 chord progression: “He’s Got the Whole World in His Hands”
• Am-E7 chord progression: “Für Elise”
• G-D7 chord progression: “Skip to My Lou”
• C-G7 chord progression: “Ode to Joy”
• Review of music notation fundamentals
• Rhythm studies
• Natural notes on the guitar
• Pick-up notes: “Snake Charmer” and “Good Morning to All”
• Ties: “Amazing Grace” and “When the Saints Go Marching In”
• Standard notation vs. tablature
• Across the Bridge: Poetry in Motion (poetry in music)
• Beginning intervals: half steps and whole steps
• Sharps and flats
• Introduction to major scales: “Joy to the World”
• Music Composition for guitar

Segment 2

• Reading music on the bass strings: “D-String Blues,” “A-String Blues,” “Entrada,” “Andalusian Blues”
• Form in music
• How to play “The Snake Charmer” (using the bass strings)
• Introduction to Minor Scales: The A natural minor scale
• Relative scales
• Harmonic and melodic minor scales
• How to play “House of the Rising Sun”
• Introduction to Eighth Notes: Rhythm exercises
• “Eighth-Note Study in 4/4” and “Eighth-Note Study in 3/4”
• Playing melodies using eighth notes: “Frère Jacques,” “Minuet in G,” and “Irish Sea Shanty”
• Introduction to ensemble music
• Practicing and rehearsing ensemble music
• Performing ensemble music
• Ensemble repertoire I: “The Water is Wide” (melody with counter-melody)
• Ensemble repertoire II: “Old Joe Clark” (melody with chord accompaniment)
• Ensemble analysis
• Analyzing a musical score
• Evaluating a music performance
• Key signatures: keys of C, G, D, and A major
• How to play “Joy to the World” (ensemble with melody and bass line)
• Musical instrument families
• Musical instrument pitch range
• Introduction to primary chords in major keys: scale degrees, triads, seventh chords, and primary chords
• Primary chords in the key of G major: strumming chord accompaniment to “Amazing Grace”
• Primary chords in the key of D major
• Introduction to transposition: transposing “Amazing Grace” to D major
• Introduction to primary chords in minor keys
• Primary chords in the key of A minor (new chord D minor): strumming chord accompaniment to “A Minor Entertainer”
• The A minor pentatonic and A blues scales
• Playing the blues: swing rhythm and creating blues licks
• Movable scale patterns
• Note names on the sixth string
• The rhythm in blues: The 12-bar blues chord progression
• Life through the lens of music: music in society, music styles, and performance styles
• The Guitar in American Music
• Spotlight on bluegrass (root strum, hammer-ons, pull-offs, and slides)
• Spotlight on rock music (power chords, palm mute, and bends)
• Spotlight on jazz (“Major 7” chords, “minor 7” chords, “9” chords and ii-V7-I chord progressions)
• Encore! Capstone piece (student chooses from “Bluegrass Festival,” “56 Rock,” and “Falling Up”)

Materials List

Please see the Supply List and System Requirements pages on LUNA’s website as well as the Digital Literacy Requirements page for general supplies and requirements with LUNA curriculum. This course does not require any materials beyond those required by all LUNA courses except for the following:
You will need a playable six-string guitar and a way to record and submit a video performance to your instructor.

A guitar is “playable” if it is the correct size for the guitarist, is easy to press the strings down against the frets, and plays in tune up and down the fretboard. There are three common types of six-string guitars: classical, steel string, and electric. If you do not already have a guitar, you may want to seek the advice of an experienced guitarist, a guitar teacher, or your local music store.

Most guitars are built to be played right-handed, so that the right hand would pluck the strings and the left hand would press the strings down against the frets. Many left-handed guitarists play right-handed guitars. Many guitarists and teachers recommend that left-handed students try playing on a right-handed guitar when first learning. There are some guitars available that are built to be played left-handed. This course is taught using a right-handed guitar. Students choosing to use a left-handed guitar will need to adjust accordingly.

Digital Tools
This course makes use of third-party digital resources to enhance the learning experience. These resources have been curated by LUOA staff and faculty and can be safely accessed by students to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed.

The following resources are used throughout this course:

- Embedded Guitar Course

Course Grading Policies
The students’ grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
</tr>
<tr>
<td>F 0-59%</td>
<td></td>
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</table>
Course Policies

Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by a title like “1.2.3 Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the page to follow for further details).

- **Lesson**: Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment**: Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do their best work on the first time.

- **Quiz**: Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test**: Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson**: Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

- **Assignment**: Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an
Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

- Quiz: Students may NOT resubmit for an increased grade.
- Test: Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer crashing, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

Consequences for Violations to the Honor Code

Every time a student violates the Honor Code, the teacher will fill out an Honor Code Incident Report, email the advisor, and carbon copy the Department Chair with the report. The advisor will verify which number offense this is and inform the teacher and parent. The teacher will then leave a comment on the student’s assignment and award the appropriate consequences. Replies to any correspondence must be made within 24 hours of the last email received.

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - Lessons: A zero will be assigned for the question only.
  - Elementary/Middle School Assignment: The student must redo their work. However, they may retain their original grade.

- **1st Offense:**
  - Lesson, Quiz, or Test: The student will receive a zero on the entire assessment.
  - Assignment: The student will:
    - Receive a 0% or 80% of his or her original grade per the teacher’s discretion
    - Be required to complete the Plagiarism Workshop
    - Be permitted to retry for a higher grade on the next attempt at the teacher’s discretion

- **2nd Offense:** The student will receive a zero and be placed on Academic Probation.

- **3rd Offense:** The student will receive a zero and the Department Chair will determine the consequences that should follow, possibly including Academic Withdrawal from the course or expulsion from the academy.
Scope and Sequence
High School Guitar

Module 1: Music: The Universal Language
Module 2: Beginning to Play
Module 3: Strumming Chord Accompaniment
Module 4: Reading Guitar Music
Module 5: Beginning Music Theory
Module 6: Reading Guitar Music
Module 7: Ensembles
Module 8: Primary Chords
Module 9: Playing the Blues
Module 10: The Guitar in American Music