

13. Given a number of assigned songs from class repertoire, the student should be able to incorporate the hammering on and pulling off techniques into the songs.
14. Without the aid of supportive materials, the student should be able to identify musical vocabulary and symbols as used in textbook and presented in class.
15. Given a series of assigned songs from the class repertoire, the student should be able to vary dynamic levels on the guitar while performing the songs: *p, pp, mf, f, ff, < >*.
16. Without the aid of supportive materials, the student should be able to perform 15 melodies and exercises through note reading from the class repertoire.
17. Given a series of songs from the class repertoire, the student should be able to perform the following arpeggio patterns using the free stroke:

a a
pima, pimami, pimamima, pipi, pimai, pimpim, p imp

18. Given a series of chord progressions, the student should demonstrate the ability to construct simple movable chords: diminished forms, small barr forms, full barr forms on the fretboard through the seventh fret.
19. Without the aid of supportive materials, the student should demonstrate the ability to supply chord changes by EAR in a familiar composition using only Primary Chords for the key: I, ii7, IV, V, vi, I, iv, II7, V7
20. Without the aid of supportive materials, the student should be able to perform a composition notated in tablature.
21. Given a series of assigned guitar listening examples, the student should complete the listening critiques describing the style, strumming, and/or arpeggio techniques used by the performer.
22. Given a series of songs from the class repertoire, the student should be able to supply a strumming pattern of his choice from the class repertoire without stopping and keeping one constant tempo.

TEACHING METHODS:

1. Class lecture and instructor demonstration
 - a. Class demonstration
 - b. Individual demonstration and participation
2. Textbook and handout assignments
3. Extra individual practice outside of class
4. Ensemble practice
5. Computer Assisted Instruction Drills
 - a. Tuning
 - b. Note reading
 - c. Musical terminology
 - d. Technique

EVALUATION METHODS:

1. Objective written exams
2. Skill performance exams
 - a. Individual tuning grades
 - b. Individual performance of assignments
 - c. Individual Ear Training assignments
 - d. Ensemble performances of assignments
3. Oral exams
4. Class Participation
5. Recording/Performance Critiques

6. Mid-Term and Final Examinations

ATTENDANCE:

1. Day Classes: no more than 3 unexcused absences.
2. Night Classes: no more than 1 unexcused absence.

Subsequent absences will lower total cumulative grade by 10 points for each absence incurred.

COURSE OUTLINE:

1. Review of Foundational Skills
 - a. Tuning Procedures: Harmonic tuning
 - b. Chord Formations
 - c. Strumming Patterns
 - d. Transposition
 - e. Alternate Bass and Bass Techniques for all chords
 - f. Fingerstyle: Free stroke and arpeggios
 - g. Rest Stroke
 - h. Note reading on all open strings through first position
2. Movable Chord Types: Diminished, Major, Minor, Sevenths, Suspensions
3. Barr Chords
4. Music Theory
 - a. All Major Scales
 - b. All 3 Forms of Minor Scales
 - c. More Chromatic Scale Forms
5. More Arpeggio Patterns
6. Introduction of Classical Guitar Techniques
7. Fifth and Seventh Positions
8. Harmonics
9. Bass Solos with Chordal Accompaniment
10. Simple Modulation
11. Legato Techniques: Hammering on and Pulling off
12. Improvisational Techniques
13. More Ear Training
14. More Transposition
15. More Note Reading in Positions

Cellular and Electronic Devices in Class:

Students are **advised NOT** to bring cellular and electronic devices, such as cell phones, blackberry, bluetooth headset, IPOD, mp3 players, etc. to class. **Any such device which is visible and/or audible to the instructor will warrant the issue of an UNEXCUSED ABSENCE/S to the student/s possessing and/or using the devices during the class period.**

Thank you for your cooperation in this matter.

Special Note:

In accordance with the law, we ask if you have a disability or think you have a disability, please contact the Counseling Center.

Coastal Bend College does not discriminate on the basis of race, creed, color, national origin, gender, age, or disability.

Revised: April, 2012 lss