



Welcome to Cosby High School Guitar I

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Welcome to Cosby High School's first Bluegrass Guitar Course. There will be a multitude of musical experiences you will learn in this course. Music, in general, is a vast, complex area of art that requires a set of skills, patience, and understanding. Bluegrass is a style of music that incorporates rhythm, drive, and timing that can be contributed to all other genres of music. Hopefully, by the end of this course, you will be able to play a guitar with a concentration in a bluegrass-style of strumming and picking.

Materials:

- Guitars
- Picks (medium/heavy, .85mm to 2.0mm)
- Strings (medium gauge, D'Addario Phosphor Bronze)
- Capos (clamp version)
- Tuners

Instructional Units:

Learning guitar is a majority of hands-on learning, each unit can collaborate with another because it is versatile and complex. You will constantly be referring to introductory concepts as you progress through the course. Each unit has its own level of difficulty. As a result, the challenge of each unit can affect the progress a student will make. The more a student practices, the more you will progress as a guitar player. By the end of the course, the hope is that a student will take their knowledge learned and become a lifelong, aspiring musician.

- **Guitar Intro Basics**
 - Open-String Notes (EADGBE)
 - Tuning
- **Chords (bluegrass specificity)**
 - Major (A, C, D, E, F, G)
 - Minor (Am, Bm, Em, Dm)
 - Seventh Chords (C7, D7)
 - Alternate chord shapes (drive)
 - Drop-D tuning (specific chords)
- **Rhythm Techniques**
 - Boom-Chuck
 - Drive Rhythm (Downbeat)
 - $\frac{3}{4}$ Time Rhythm (Boom-Chuck)
 - Rhythm with switching between chords
 - Diamonds
- **Keys (specific to bluegrass)**

- Key of B (most prevalent)
- Key of B#
- Key of A
- Key of G
- Key of C
- Key of E
- **Nashville Number System**
 - 1-4-5
 - 1-4-1-5
- **The G-Run**
 - C-Run
 - D-Run
- **Studying the music of major bluegrass bands** (listening for concepts learned, such as the key, chords used, chord progressions, rhythm techniques, etc. Depending on student progress, students will play along to songs.)
 - Flatt & Scruggs
 - Stanley Brothers
 - Bill Monroe
 - JD Crowe & the New South
 - Doyle Lawson & Quicksilver
 - Country Gentlemen
 - Seldom Scene
 - Hot Rize
 - Bluegrass Cardinals
 - Lonesome River Band
 - Blue Highway
 - Illrd Tyme Out
 - & many more
- **Harmony (Advanced Unit)**
 - Lead
 - Tenor
 - Baritone
 - Bass
- **Major Pentatonic Scales (Advanced Unit)**
 - G
 - C
 - D
- **Reading Tabs (Advanced Unit)**
- **Fiddle Tunes (Advanced Unit)**
- **Cross Picking (Advanced Unit)**

Plagiarism

- Include plagiarism regarding generative AI (see board policy)
- Include this statement and everything below it:
 - According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
- This includes but is not limited to:
 - Copying verbatim all or part of another’s written work;
 - Using phrases, figures, or illustrations without citing the source;

- Paraphrasing ideas, conclusions, or research without citing the source;
- Using all or part of a literary plot, poem, or film without attributing the work to its creator.
- Consequences of Plagiarism
 - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion - and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;¹
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and¹
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

Grading:

Caring and Correct Use of Equipment (45%)

Various Assignments (25%)

Midterm Exam (15%)

Final Exam (15%)