



Teacher Profile

My name is Jess Baudot, and I teach music at Seaside High. I enjoy all types of music, learning new things, hanging out with my pets, paddleboarding, and sewing. My favorite time of the school year is August because nothing beats the first day of school buzz and excitement.

Teaching music has been my career goal since I started music in elementary school. I appreciate being able to share such a versatile subject with young people, hopefully opening the doors and continuing pathways to a life-long love of music.

I received a Bachelors of Music Education and K-12 Music Teaching Credential from Sonoma State. I student taught for a year at Albany High School in the East Bay and have since landed at Seaside High School. This will be my fourth year as a Spartan!

Please contact me via email or google chat at jbaudot@mpusd.k12.ca.us

Course Name: Guitar 1 & 2

x	9th grade
x	10th grade
x	11th grade
x	12th grade

Semester (5 credits)

x Yearlong Course (10 credits)

Two-Year Course (IB Courses) (20 credits)

Graduation area requirement (List below)

Visual and Performing Arts- 1 year-long course

A-G Designation (List A-G subject area below)

F- VAPA

CTE Pathway Course (List pathway below)

College Credit Course (List below)

Course Overview

What is this course all about?

This is an entry level performance class that will predominantly explore the fundamentals of guitar technique, music literacy, traditional and contemporary repertoire, and music theory. Students will participate in weekly check-ins, in-class performances, and collaborations with other classes, with the option of performing for larger events.

How will this course help me be College and Career Ready?

Participating in a music class provides you the opportunity to develop many skills, musically and professionally. Each rehearsal you will collaborate with others, communicate your ideas, listen and think critically. The necessity to practice on your own and work towards something creates a strong work ethic in musicians, fueled by goal setting and reflection.

What concepts and skills will I master in this course?

Create	Perform	Respond	Connect
- plan, make draft compositions that demonstrate understanding of musical concept studied	- analyze repertoire using music reading skills to identify challenging passages and develop practice strategies to address them.	- analyze how the structure and context of varied musical works inform the response	- synthesis and relate knowledge and personal experiences to make music
- evaluate and refine draft compositions based on collaborative feedback	- interpret and demonstrate expressive qualities in a varied selection of repertoire	- interpret a musical work using composition techniques and performance experience to identify the composers' intent.	- relate musical ideas and works with varied context to deepen understanding
- present compositions individually or as an ensemble that demonstrate understanding of musical concept studied	- rehearse, evaluate, and refine selected repertoire using practice strategies to target technical passages and the use of peer and teacher feedback to guide practice	- evaluate performances of musical works (including your own) based on analysis, interpretation, and established criteria	
	- present and perform expressively, with appropriate interpretation and technical accuracy		

What will be graded?

Students will work at their own pace to complete a self-guided checklist to navigate a comprehensive method book with exercises, songs, and composition spaces. Examples with a star (*) are graded. When a student reaches that example, I will grade their performance with a rubric that includes categories such as rhythm, note accuracy, and

hand placement. At the end of each quarter, students will perform a selection of their choice for the class. This piece can be from the book or from other sources.

How will I receive feedback on my progress?

For individual assignments and playing tests, I will give written feedback via google classroom that will include categories such as: rhythm, note accuracy, and hand placement. Students can request to meet to discuss results and feedback anytime.

What opportunities will I have to show growth in my learning based on the feedback that I received?

Students may redo any assignment within the grading period as long as it includes a 3-4 sentence written or verbal reflection on how feedback was applied to produce new learning results.

What will success look like in this course?

Learning a musical skill is largely dependent on effort. Everyone will show up to class with different levels of proficiency in their musical discipline. If you are willing to put in the work to grow, success will be there. Steps to success in this class include: being ready to play/sing 3 minutes after the final bell, having all of the materials you need in class with you, practicing for at least an hour outside of class each week, and attending performances to support your team.

What do I do if I need help in this course?

If you have any questions, please don't hesitate to reach out to me in person or via email/ google chat. I value open communication and want you to be able to ask for help if you need it.

We also have a very strong student music leadership that is here to offer student support with music classes and beyond!

What do I do if I am absent?

If you are absent from **class** it is your responsibility to ask your section what was rehearsed that day.

If you have a **prearranged** and **excused absence** from a performance, make up work will be assigned on a case by case basis. It is your responsibility to communicate your absence to your section and make sure your part is accounted for. Absences from performances must be communicated as soon as possible from the parent/guardian of the student in order to be excused. Please see the music handbook for more details.

Grading Rubric		
Letter Grade	Grading and Assessment Scale*	Level of Mastery
A	3.6-4.0	Extensive Understanding: Student can apply the concepts and skills learned to new contexts independently
B	2.8-3.59	Sufficient Understanding: Student demonstrates a thorough understanding of the concept and can perform the target skill independently.
C	1.8-2.79	Partial Understanding: Student demonstrates partial understanding of the concepts; or, can perform portions of the target skill with assistance.
D	0.8-1.79	Emerging Understanding: Student requires extensive assistance and support to understand the foundational concepts and skills.
F	0-0.79	No Evidence of Understanding- Little or no evidence of progress toward emerging understanding.

*Scale set by MPUSD, [see website for further information about standards-based grading](#)

Spartan PRIDE Learner Profile

<i>Prepared</i>	• I come to class with my chromebook charged • I come to class ready to learn, with all of my needed materials • I come to class with my phone away
<i>Respected</i>	• I use positive and respectful language with my peers and teachers. • I treat all students, staff and community members, including LGBTQ members and individuals that are of a different race, and religion the way I would like them to treat me.
<i>Innovative</i>	• I contribute my unique ideas and perspectives to discussions and assignments • I am open minded and explore opinions and ideas other than my own • I use a variety of resources (counseling, tutoring, office hours) to solve problems and develop solutions.
<i>Determined</i>	• I stay engaged in the class content from bell to bell • I keep working even when the work is difficult • I communicate with my teacher to advocate for myself when needed
<i>Excellent</i>	• I take advantage of retake opportunities to strive towards mastery • I will accept and volunteer my assistance to the Spartan Community. • My success is defined by more than my academic production.

Student and Parent Feedback

Something about me that is important for my teacher to know is...

After high school I plan to...

Learning is most engaging when...

Anything else you would like your teacher to know?