

## 2. Guitar "Off to a Great Start"

The author of the Classroom Guitar Workbook Series will show you what is in Book 1 and give you concrete examples of how to use the material.

A step by step guide on how to run a first year guitar program while maintaining your sanity. Includes theory lessons, composition exercises, solo and ensemble pieces and free downloads of all songs in the book.

### **1. These books have been written by a classroom guitar teacher and are suited to the 4 years of a high school music program.**

Book 1 is first year (grade 9),

Book 2 is second year (grade 10)

Book 3 is second year (grade 11)

Book 4 is second year (grade 12)

(though many music teachers have used book 1 for grades 7 and 8.)

### **2. All music examples can be downloaded from the web for free.**

Book 1 is in a more “accompaniment” style with bass, guitar, drums and keyboard. (melody and accompaniment). Books 2-4 have each piece played on guitar.

These tracs may be downloaded by the teacher for private or classroom use, or by individual students who want to practice along at home. I always encourage all students to download the songs for the year and listen to them before we play them in class. Students can expect a 10-20% increase in their mark if they know the song, in their head, before they try to play it on guitar.

In the classroom, the tracs are helpful to keep the students “on task” while the teacher helps individual students. When playing scales and exercises that have no prerecorded trac, use drum tracs or a metronome.

### **3. A complete semester layout of tests and assignments is provided.**

You can see how the book has been used and just change the dates for assignments. (free on the web)

#### **Book 1 includes:**

- a thorough approach to beginning classical guitar
- introduction to “The Blues” and the pentatonic scale
- 27 theory lessons
- 7 lessons on counting
- chord diagrams
- blank staff paper, tab paper, and tab/staff paper
- 52 musical accompaniments, downloadable free
- 5 duets
- 3 trios
- teacher support

Always start by rote. Get them comfortable on the guitar before they learn to read. Use guitar diagrams on the board. They should be able to play a chromatic scale in 1<sup>st</sup> position, the “D” chord,

and the C major notes on the top 3 strings (in 1<sup>st</sup> position) before they start reading. A number of rote examples are provided. I usually draw a guitar diagram on the board and use a pointer stick. Whenever possible, play along with the recorded tracs or use a drum machine or metronome. It will keep the students together as you go around the class helping individuals

With original compositions I like to give a mark specifically for a creative title.

## **After the first few weeks, a typical class might look like this.**

*(70 minute period)*

1. Warm ups: 5-10 minutes -Scales, chords and exercises by rote -always with a drum beat -keep track of tempos
2. Review of learned pieces: 5-10 minutes As the year goes on, you will have a lot of material to choose from. Vary what you are doing so they keep all former pieces at their finger tips.
3. Theory: 5-10 minutes maximum -keep it short and keep reviewing
4. New pieces: 10-20 minutes I like to do a few bars at a time, and then give them a few minutes to work on it. When they get restless, it is time to move on. I might have 4-6 pieces on the go in this section.
5. Individual practise time: 5-15 minutes The time spent here, as in all sections, will depend on how you are feeling and how they are working. Tell them what they should be working on.
6. New pieces again: 5-10 minutes -or review what was done earlier in new pieces
7. Wrap up: 3-5 minutes Play something they know really well.

You also might want to add listening and history into that mix.

*In first year, keep time slots short, like Sesame Street.*

## **Theory**

Book 1 begins “in the beginning”, assuming the student has no previous musical experience. Of course, if they have other musical experiences, it will help them with guitar and theory.

Some students find theory tedious and boring. It is important to remind them that theory is a lot like performance, it must be practised to be mastered. That is why all 27 lessons should be completed. They are there to help the student, not to torture them. (though some students will not believe you)

If you have questions or comments, please contact  
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[www.classroomguitar.org](http://www.classroomguitar.org)



# Pre-Reading Exercises

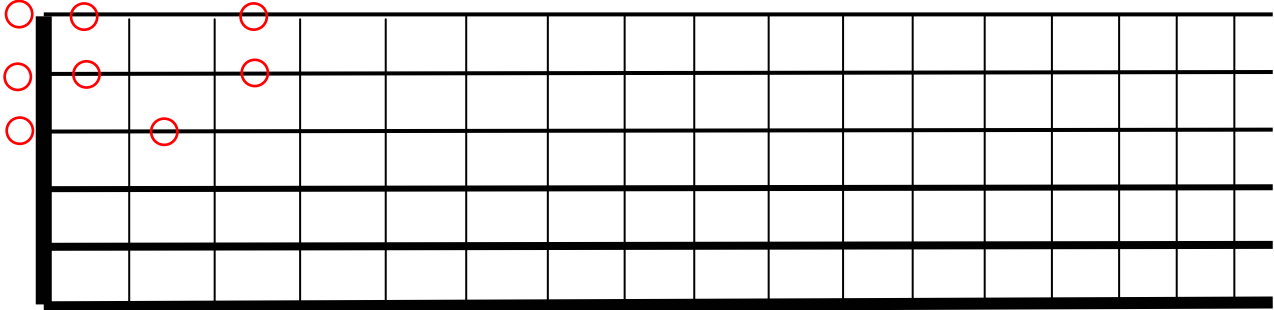
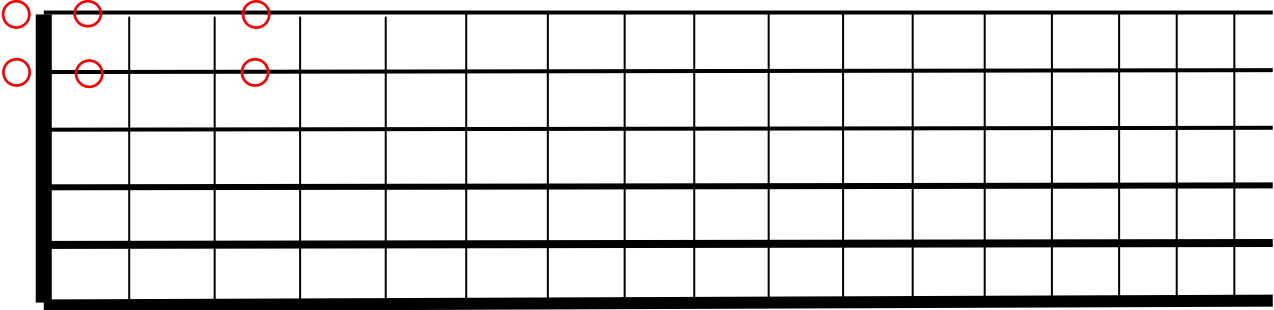
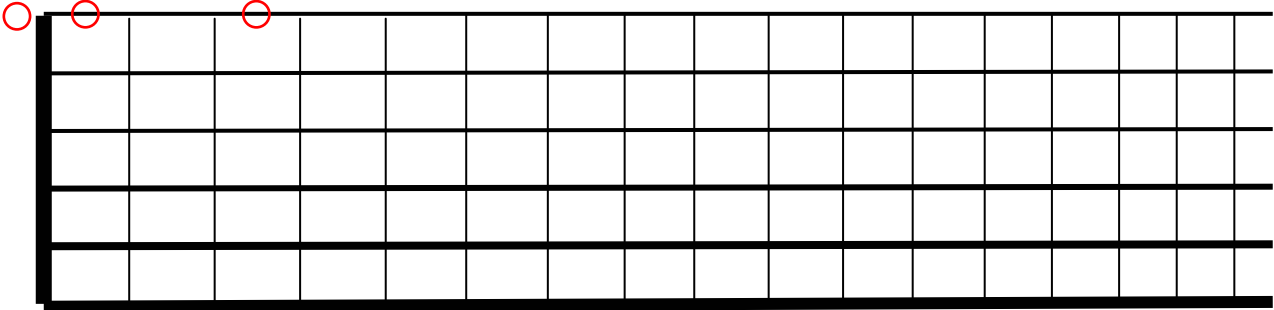
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	open	first finger	second finger	third finger
Guitar				
Guitar	T A B	0 0 0 0 0 0	1 1 1 1 1 1	2 2 2 2 2 2
				3 3 3 3 3 3

	5	fourth finger	third	second	first	
Gtr.						
Gtr.		4 4 4 4 4 4	3 3 3 3 3 3	2 2 2 2 2 2	1 1 1 1 1 1	

Go immediately to the second string. When the second string is done, go to the third string.



## The “D” Chord

xxo132      xxo132

↑      →

Thumb      Brush      Thumb      Brush  
With index finger

Musical staff: G major, 4/4 time. Notes: G4, rest, G4, rest. Chords: D (beats 1 and 3).

Use this “thumb/brush” method to play the following.  
The louder you sing, the better it will sound!

## Row, Row, Row Your Boat

T    B    T            B  
Row, row, row your boat

T            B            T            B  
Gently down the stream

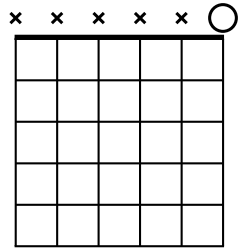
T            B            T            B  
Merrily, merrily, merrily, merrily

T            B            T            B  
Life is but a dream

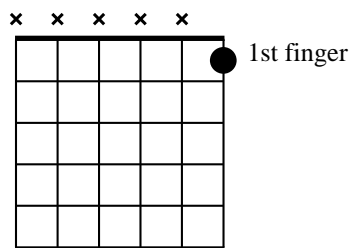
# The First String "E"

CD 3

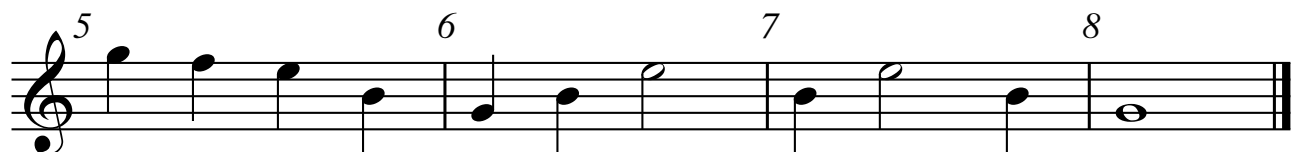
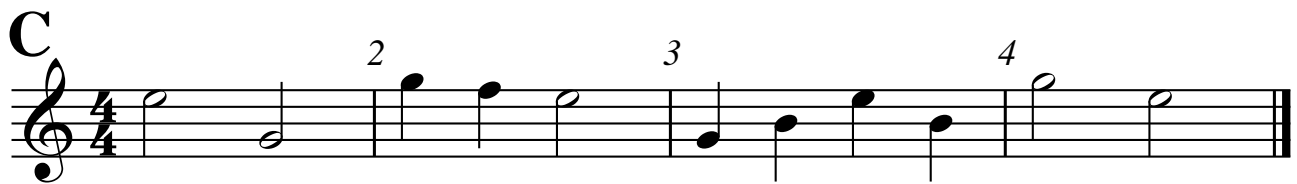
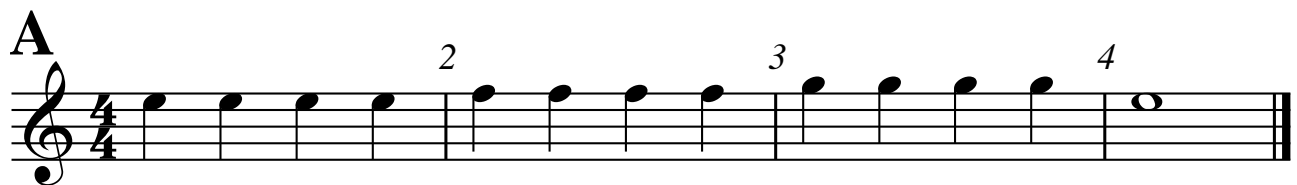
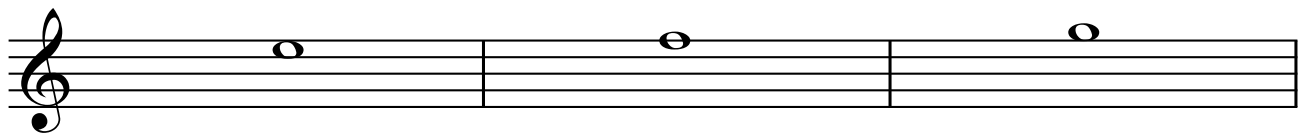
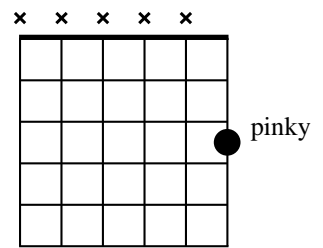
E - open  
first string (review)



F - first string,  
first fret.



G - first string,  
third fret.



# Original Composition #1

It is now time for you to create your own composition. Using the three notes that we have played so far, create an eight bar composition. Use the space provided below and only use half, whole and quarter notes.

## *Working Copy*

Two blank musical staves for a working copy. The first staff has a treble clef and is divided into four measures by vertical bar lines. Above the first three measures are the numbers 2, 3, and 4. The second staff also has a treble clef and is divided into four measures by vertical bar lines. Above the first three measures are the numbers 5, 6, and 7. The fourth measure of the second staff ends with a double bar line.

*Your Masterpiece:* \_\_\_\_\_

Two blank musical staves for a masterpiece. The first staff has a treble clef and is divided into four measures by vertical bar lines. Above the first three measures are the numbers 1, 2, and 3. The second staff also has a treble clef and is divided into four measures by vertical bar lines. Above the first three measures are the numbers 5, 6, and 7. The fourth measure of the second staff ends with a double bar line.

## Ode To Joy      CD 6

Chord progression for "Ode To Joy":

- 1: C
- 2: G
- 3: C
- 4: G
- 5: C
- 6: F
- 7: C
- 8: G C
- 9: G C
- 10: G C
- 11: G C
- 12: F G
- 13: C
- 14: F
- 15: C
- 16: G C

## Jingle Bells      CD 7

Chord progression for "Jingle Bells":

- 1: C
- 2: (no chord)
- 3: (no chord)
- 4: (no chord)
- 5: F
- 6: C
- 7: D<sup>7</sup>
- 8: G<sup>7</sup>
- 9: C
- 10: (no chord)
- 11: (no chord)
- 12: (no chord)
- 13: F
- 14: C
- 15: G<sup>7</sup>
- 16: C

# 12 Bar Blues

CD 9

1 2 3 4

5 6 7 8

9 10 11 12

E A B<sup>7</sup> E

This song ends with a repeat sign. When you get to the end, go back to the beginning and play through one more time.

