Teaching Guitar Workshops
Syllabus  Level 1

Taught by members of the MENC Guitar Education Team through the generosity of our sponsors:

- **NAMM** (the International Music Products Association)
- **GAMA** (The Guitar and Accessories Marketing Association)
- **MENC** (The National Association for Music Education)
- **Duquesne University** (Administrative support for the Teaching Guitar Workshops)

**www.guitaredunet.org**

**SCOPE OF COURSE**
Designed to enhance and expand the skills of the elementary, middle or high school music educator who is currently teaching or will teach:

- guitar as part of a general music class
- guitar class(s) as part of the school curriculum

Nationally recognized guitar educators will offer knowledge, skills, and insights in guitar teaching methods useful for all grade levels. Participants will explore a wide variety of topics designed to meet the National Standards for Music Education.

**TOPICS**

**GUITAR SKILLS**
- Strumming common chords
- Note-reading in first position
- Creating a bass line
- Beginning improvisation
- Beginning solos
- Beginning classical technique
- Flat pick technique
- Applying chord knowledge to song accompaniment: strumming, finger-style
- Playing with understanding movable barre chords, power chords and basic pentatonic scale
- Developing a good sound
- Tuning

**TEACHING SKILLS:**
- Successfully achieving large ensemble in first-year classes
- Working with small ensembles in a large classroom setting
- Individual, small-group and large-group teaching strategies
- Preparing for performance
- Assessment tools and strategies
- Planning lessons that work
- Classroom management
- Performance formats: logistics, scheduling
- Accountability

**EXPLORATION/SURVEYS**
- Variety of currently available classroom texts and manuals
- Supplementary materials
- Acoustic and electronic instruments
- Media resources: CD, CD ROM and DVD
- Playing in many cultural styles (i.e. folk, Latin, rock, reggae, blues)
- Using technology
- Electric bass techniques
- Programming activities with band, chorus, orchestra, art, drama, and other courses

**TOPICS FOR DISCUSSION**
Funding your program
- Maintenance, repair storage
- Teaching at-risk students
- Class size, scheduling, recruiting
- Community and administrative support and involvement
- Working within a music department as a member of the team
ENSEMBLE EXPERIENCE
• Self-selected small ensemble rehearsals supervised by staff • Working with mixed electric and acoustic guitar

All areas of instruction are designed to develop participant success in implementation of the National Music Education Standards.

GRADING
75% of the final grade will be based on participation in large and small ensembles for preparation of repertoire performed in class.

25% of the final grade will be based on a final curriculum project* which may consist of one or more of the following:
• Three lesson plans for your use in the classroom. Keep in mind that these lesson plans will be designed for your specific classroom circumstance.
• Development of a rationale for inclusion of guitar in your school curriculum; should be specific to your district and ready for presentation to administrators.
• Develop teaching materials/visual aids such as bulletin boards, videos, Power Point
• Course Outline - Scope and sequence of what you plan to teach in your guitar course.
• Develop a Grant proposal to fund part of your program.

*FINAL PROJECTS SHOULD BE PRESENTED TO THE EDUCATION ADMINISTRATOR BY THE FINAL DAY OF THE WORKSHOP. Projects may be turned in to the Administrator in a format accessible to the participant whether hand-written, an email document or document shared via a jump drive to the Administrator’s computer. Electronic documents are preferred. Under extenuating circumstances, a short grace period may be granted to the participant.

GRADING GUIDELINES
The grading system used is the plus/minus system as published in the School of Music catalog.

a. Superior effort receives an "A" grade
   1. excellent work, on time
   2. catalyst and involvement in class demonstrations
   3. evidence of creative thought and incentive to work beyond requirements
   4. consistently improving
b. Strong effort receives a "B" grade
   1. above average work and promptly done
   2. active participation in class
   3. evidence of creative thought
   4. consistently improving
c. Minimum effort receives a "C" grade
   1. work is average but turned in on time
   2. moderate participation in class
   3. application of basic skills

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.