

# Teaching Guitar Workshops

## Syllabus Level 2

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

- **NAMM** (the International Music Products Association)
- **GAMA** (the Guitar Accessories Marketing Association)
- **MENC** (The National Association for Music Education)
- **Duquesne University** (Administrative support for the **Teaching Guitar Workshops**)  
[www.guitaredunet.org](http://www.guitaredunet.org)

### SCOPE OF COURSE

Designed to enhance and expand the skills of the middle or high school music educator:

- currently teaching beginning guitar class and planning to offer upper level courses.
- currently teaching a multi-level guitar curriculum.

Nationally recognized guitar educators will offer knowledge, skills, and insights in guitar teaching methods for middle and high school multi-level programs. Participants will explore a wide variety of topics designed to meet the National Standards for Music Education through guitar instruction.

## TOPICS

### GUITAR SKILLS

• Review of Level 1 skills • exercises to expand right and left hand technique • tuning strategies • note reading in upper positions • playing 16ths, syncopations and triplets • selecting right and left hand fingerings • moveable scales • pick techniques • advanced fingerstyle technique • barre chords • moveable jazz chord voicings • chord progressions and substitutions • theory applied to the guitar • improvisation • rock techniques • classical and fingerstyle solo repertoire • intermediate to advanced ensembles

### TEACHING SKILLS

• Large ensemble techniques • Small ensemble formats • Problems/solutions in building the guitar orchestra • Audition processes • Assessment tools and strategies • Working with a student contract • Performance formats: logistics, scheduling, accountability

### EXPLORATION/SURVEYS

• Variety of currently-available classroom texts and manuals • Supplementary materials/finding ensembles • Acoustic and electronic instruments • Media resources: cassettes, CD, CD-ROM, video • Playing in many cultural styles (i.e. folk, Latin, rock, reggae, blues) • Using technology • Programming activities with band, chorus, orchestra, art, drama, and other disciplines

## TOPICS FOR DISCUSSION

Funding for expanded performance • Instruments • Class size, scheduling • Community support and involvement, forming a parent support organization • Developing your curriculum

## ENSEMBLE EXPERIENCE

Playing small ensembles according to skill level • Performing surveyed literature • Rehearsing under the guidance of workshop staff

*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.