EDUCATIONAL EDITION

Teacher's Guide

Version 6

eMedia

GUITAR™

METHOD

The Easiest Way to Learn!

Gives Feedback on Your Playing!

- Over 190 Lessons
- Over 80 Popular Songs
- Interactive Content
- Built-in Guitar Tools
- Jam Tracks

Win/Mac Software

eMedia

eMedia Guitar Method Educational Edition

Table of Contents

Introduction

It is with great pleasure that we take this opportunity to share our Teacher's Guide with you. As the leading publisher of guitar instructional software, we at eMedia have found that our software is an effective computer-assisted learning resource for beginning to intermediate-level guitar students. Whether *eMedia Guitar Method* is required or suggested, educators immediately notice its benefits when students return to class after working with our software at home.

Students across the nation are extremely interested in learning to play guitar. From grades 4 and up, beginner to advanced students have enthusiastically enrolled in guitar classes. We have discovered that teachers offering guitar classes use many different types of printed books, yet very few integrate technology. However, when we expose educators to eMedia guitar software, they immediately become excited about our software and want their students to use it right away, both in class and at home. Educators conclude that students practice more inside and outside of class when using *eMedia Guitar Method*. This leads to an increased level of playing proficiency, which makes class time more productive for everyone.

There are many ways to integrate *eMedia Guitar Method* software into guitar classes. Some of the most common scenarios include installing the software on one computer in the music room, or having students use it as a take-home learning aid. Installing the software in every station within a computer lab has also proven to be a very innovative and effective way to teach class guitar. (These uses require appropriate licensing – please contact your eMedia sales representative for more information.)

It is proven that eMedia's guitar tutorial software will motivate students to practice through songs they recognize and enjoy. Skills are introduced in a gradual and systematic step-by-step approach. Songs make practice interesting and quizzes help reinforce the techniques. eMedia's flagship title, *Guitar Method*, along with our other titles, have a proven track record of accelerating students' proficiency and allowing them to grow confidently as guitarists. Above all, the curriculum within the eMedia software can serve as an effective learning tool – a tool that will complement all existing guitar class learning materials regardless of whether they are classical or folk based.

Thank you for choosing eMedia Music as your resource for computer-assisted instructional software for guitar.

Overview

eMedia Guitar Method guides students through step-by-step lessons that range from the basics, such as stringing the guitar and playing simple chords, to strumming styles, playing melodies and fingerpicking.

Instructor Kevin Garry, Ph.D., demonstrates techniques in full-motion video. Each lesson carefully builds upon the previous material, with skills added systematically. Over 80 songs are complemented with preparatory exercises and quizzes. The Animated Fretboard features a variable-speed option with four viewing angles. The student has the option to play music using either music notation or tablature, both of which are taught in an easily understood manner.

Software Installation

Windows:

Installation will typically begin automatically when you insert the disc. If it doesn't:

1. Press the Windows key (⊞) + "E."

2. Right-click on CD/DVD-ROM drive icon and select "Open."

3. Double-click on "Setup.exe" to begin the installation process.

4. Follow the instructions that appear on your screen.

To run the software: Double click the shortcut on your Desktop or click the icon the Start Menu (Start Screen on Windows 8). Follow the prompts to enter your serial number, register your software, and to copy the media from the disc to your hard drive so you can run the software without the disc in the computer.

Mac OS X:

1. Insert the disc. Double-click the disc icon that appears on your desktop.

2. Drag the application icon in the newly opened window and release it on the Applications folder icon in the same window. This action copies the application to your Mac's Applications folder.

To run the software: Double click the program icon in the Applications folder to run the program. (You may wish to drag the application icon to your Dock for quicker access.) Follow the prompts to enter your serial number, register your software, and to copy the media from the disc to your hard drive so you can run the software without the disc in the computer.

For computer system requirements, see pg. 47.

Contents of *eMedia Guitar Method*

Chapter Ten – Fingerpicking – from Arpeggio to Travis
Introduced in "Scarborough Fair;" "House of the Rising Sun;" "Romanza;"
and Others.

Chapter Eleven – Reading Standard Music Notation
How to Read Music String by String; Rhythm; Time Signatures;
Accidentals; Key Signatures.

Chapter Twelve – Ear Training
Introduction to Playing By Ear; Using Your Voice; Direction, Distance,
and Duration.

Appendix
Button Symbols; Commands and Shortcuts; Song Looping; Tools
(Animated Fretboard, Recorder, etc.); Instant Feedback;
Performance Evaluation.

Features of *eMedia Guitar Method*

Descriptions of these features can also be found in the software Appendix.

Interactive Icons
- The Video button plays video related to the lesson.
  (The horizontal scroll bar for the video can be held by the pointer and moved back and forth to repeat the viewing of certain parts of a video.)

- The Audio button plays a live-recorded example.

- The Accompaniment button plays a backing track.

- The Comment button plays instructor's spoken comment related to the lessons, such as playing tips and historical references connected to songs.

- The chord charts are also interactive buttons. Click on them to hear the chord strummed on a guitar.

- The Instant Feedback and Performance Evaluation buttons enable the highlighting of notes or chords played by the students as well as scoring system. For interactive feedback to work, the computer must be able to hear the student playing guitar without too much background noise.*

- The MIDI Tempo Slider allows the student to alter the tempo of the song or exercise using MIDI tracks. Click the dot to return to the default tempo and live-recorded audio.

* A music lab will probably have too much background noise for accurate interactive feedback through a standard microphone. If you want to take advantage of interactive feedback in a lab setting, we recommended that students use an electric guitar or an acoustic guitar with a pickup and connect the output of the pickup to the computer through an audio interface that is optimized for guitar.

Progress Tracking
- Allows one to review the students' progress through the Method on a particular computer and check the highest scores for Performance Evaluation at a glance. It can also be printed and erased.

Music Tracking
- Highlights display on screen as the music plays to guide the student in reading the notation.
- This feature can be disabled using the "Music Tracking" item under the Options menu.
- The first time the student arrives at a screen with music notation (or if the Metronome tool is launched first), a Synchronization window is presented for calibration of sound and visual synchronization. To find this again, open the Preferences window (Guitar Method menu on Mac, Help menu on Windows) and click the Synchronization button.

Animated Fretboard
- Shows students where to put their fingers as the music plays.
- Students can double-click on a specific note or chord and the Animated Fretboard will show where this note or chord is located on the fretboard.
- Students can move the Animated Fretboard to any location by clicking and dragging the top bar, and it can be resized by clicking and dragging the lower right corner of the window.
- Students can flip the Animated Fretboard from left-to-right or upside-down in case they are left-handed or prefer a mirror view.
- The Animated Fretboard also features custom fingerboard skins so students can play their favorite guitar while working through the lessons.

Song Highlighting and Looping
- Allows students to select specific sections of music for repeated playback and to loop challenging parts of any exercise. Students can repeat and drill problem spots over and over. Looping should be utilized as much as possible.
- Additional details can be found on Appendix screen A5.

MIDI Tempo Slider
- Allows students to slow down or speed up any exercise to match their skill level.
- Those who are not challenged may wish to increase the tempo.

Chord Charts
- Display the correct fingering for chords used in the song or exercise.
- Click the charts to hear the chord played on a guitar.

Notation vs. Tablature
- A notation default setting for selected lessons can be set to either "Tablature" or "Notation" using the Options menu item.

Automatic Tuner
- Offers an easy-to-use interface for standard tuning.
- Students should regularly check their tuning.
- This feature requires a microphone or a direct connection from the guitar to the computer.

Metronome
- Offers an easy way to practice any song or exercise at a variety of tempos.

Recorder
- Students can record themselves to check on their playing.
- The teacher can have students record their playing as homework to be turned in on a disk or sent to the teacher by email.

Chord Dictionary
- This can be used for composition and as a quick reference. It shows common voicings for over 250 chords.

Note and Finger Tracker
- Students can see individual notes they are playing on a simulated fretboard and also on staff notation.
- This feature requires a microphone or a direct connection from the guitar to the computer.

Print Screen
- Teachers and students can print almost any screen. Copyrighted songs listed in the credits cannot be printed. Credits can be found in the Help menu (Windows) or the Guitar Method menu (Mac).

Suggested Learning Strategy for Students

The many interactive features can be combined to enhance learning. Here is a helpful strategy you can present to your students. It is assumed that the students are using headphones and have a microphone or direct connection between their guitar and computer.

Directions for students:

• Absorb the lesson material on screen. Read the text, watch any videos, and listen to any audio coments.

• Click the audio button to hear the exercise or song in its entirety before playing anything. Keep your eyes on the music notation.

• Play the audio again, and this time watch the Animated Fretboard, taking note of the suggested fingering.

• Check your fingering. Turn on Instant Feedback (the ear icon button). Double-click a chord name in the notation to bring up the Animated Fretboard showing the fingering. Place your fingers to match and strum. The name will light up green to confirm you played it correctly. You can check all the chords in the song or exercise this way before you start playing the song.

• When you are ready to play along with the audio, click the audio button with Instant Feedback engaged. This begins Performance Evaluation. Play along with the song you hear in your headphones. When the song is finished, *Guitar Method* will show you how you did and present a score. You can repeat this step as often as you like and *Guitar Method* will retain your best score. You can use this with the standard audio or with the Jam Track. It also works with the variable-speed MIDI tracks so you can slow it down as needed.

• Another option for Performance Evaluation is Silent Mode. To engage Silent Mode, click the button in the upper right corner of the screen. You will hear a count off followed by a click track only. Play along with the click track just the same as you would play along with the song. Note that some of the songs will include a few beats extra between chord changes to give you time to switch your fingering.

Tip: To address stumbling blocks, students can highlight a range from two notes to an entire phrase and slow the tempo down using the Tempo Slider. They can gradually speed up the tempo as they become more proficient. Click on the dot to resume normal audio playback.

List of Lessons

Introduction

Chapter 1 – About the Guitar

Chapter 2 – Simple Chords and Strumming

Optional: Online Recommended Songs

Chapter 3 – More Chords and Adding Accents

Optional: Online Recommended Songs

Chapter 4 – Slash Chords and Chord Progressions

Optional: Online Recommended Songs

Chapter 5 – Rock Strumming and Power Chords

Optional: Online Recommended Songs

Chapter 6 – Playing the Blues

Optional: Online Recommended Songs

Chapter 7 – Modern Rock and Movable Power Chords

Optional: Online Recommended Songs

Chapter 8 – Reading Tablature and Playing Melodies

Optional: Online Recommended Songs

Chapter 9 – Bass-Note Strums with Country Tunes

Optional: Online Recommended Songs

Chapter 10 – Fingerpicking – from Arpeggio to Travis

Optional: Online Recommended Songs

Chapter 11 – Reading Standard Music Notation

Chapter 12 – Ear Training

Appendix

List of Songs

12-Bar Blues
Alouette
Amazing Grace
Au Clair de la Lune
Auld Lang Syne
Aura Lee
Bach Minuet
Blues Shuffle
Boogie Woogie Bass
Brahms' Lullaby
Brother John (Frère Jacques)
Camptown Races
Careless Love
Corrina, Corrina
Down in the Valley
Downtown Train
Dreamboat Annie
Drunken Sailor
Go Tell Aunt Rhody
Greensleeves
He's Got the Whole World in His Hands
Hey, Ho, Nobody Home
Home on the Range
House of the Rising Sun
Hush, Little Baby
Imagine
Jingle Bells
Johnny Has Gone for a Soldier
Knockin' on Heaven's Door
La Bamba
Largo (from the New World Symphony)
Little Red Rooster
Londonderry Air
Marianne
Midnight Special
My Bonnie
My Darling Clementine

Ode to Joy
Oh, Susanna
On Top of Old Smokey
Red River Valley
Rock'n Me
Rock Steady
Rocky Be Goode
Romanza
Scarborough Fair
She'll be Comin' 'Round the Mountain
Shenandoah
Silent Night
Star-Spangled Banner
Sur la Pont d'Avignon
Swing Low, Sweet Chariot
Twinkle, Twinkle, Little Star
Uncle John's Band
Volga Boatmen
Wayfaring Stranger
When the Saints Go Marching In
Will the Circle Be Unbroken
Working on the Railroad
Worried Man Blues
Yankee Doodle
Yellow Rose of Texas

List of Techniques

3/4 Accented Time
A or 5th-String Notes
Accents (Adding Accents)
Accents (Shifting the Accents)
Accidentals
Alternate Bass-Note Strum
Alternating Thumb Fingerpicking (Travis)
Amplifying Your Guitar
Arpeggio Fingerpicking
Asymmetrical Time Signatures
B or 2nd-String Notes
Bass-Note Double Strum
Bass-Note Strum
Blues Rhythm
Chord Charts
Chord Progressions
Compound Time Signatures
Contemporary Rock Strumming
D or 4th-String Notes
Double Strum
E or 1st-String Notes
E or 6th-String Notes
Fingerpicking (Arpeggio)
Fingerpicking (Travis)
Flats in Key Signatures
Folk Rock
G or 3rd-String Notes
Holding a Pick
Holding the Guitar
Key Signatures
Left Hand and Finger Position
Left-Hand Techniques
Melodic Power Chord Riffs
Metronome (Using the Metronome)
Movable Power Chord
Musical Alphabet
Note Values

Sample 46-Day Lesson Plan

Computer-Assisted Guitar Class for Beginning Guitarists
Learning *eMedia Guitar Method*

- Numbers in brackets (e.g., [X]) are listed after each melody and chord exercise or lesson marking how many days they have been covered. This does not apply to numbers after quizzes.

- Unless they are singing, students should always quietly verbalize the note names while they are studying individually or as a group.

- Make sure everyone has a guitar.

- Make sure software is properly loaded.

- Set the audio at a comfortable volume setting.

- Make sure headphones are working.

- Tune guitars.

- Check student's body and hand position. This is something the teacher should check on a daily basis.

- When playing, students should use the tips of their fingers to fret the notes and "anchor" the left-hand thumb behind the neck.

- Make sure students do not press on the string over the fret. This will cause buzzing.

- Make sure students press down hard enough to create a clear tone.

- Music labs can be noisy, so to take advantage of the Instant Feedback features of *eMedia Guitar Method*, it's most effective to use either connected electric guitars or acoustic guitars with pickups instead of microphones. There are numerous ways to connect the patch cord from one of these guitars to your computer.

Daily Lesson Plan

Day 1
Introduction:
i   Introduction to *eMedia Guitar Method*
ii   Contents
               - Visit the Contents screen and explain what the course will cover.

Appendix:
A1   Button Symbols Used in Lessons
               - Make sure students understand the button functions on both pages.
A2   Program Options and Commands
               - Explain the menu items on all three pages to the students.
A3   Shortcuts for Program Commands
A4   Animated Fretboard
A5   Song Highlighting and Looping
A6   Using the Chord Dictionary
A7   Using the Metronome
A8   Recording and Playing Yourself Back
A17   Instant Feedback
A18   Performance Evaluation
A19   Performance Evaluation (Silent Mode)
A20   Note and Finger Tracker
A21   Progress Tracking

Day 2
               - Make sure everyone has a guitar.
               - Make sure software is properly loaded.
               - Set the audio at a comfortable volume setting.
               - Tune guitars.
               - Check student's body and hand position.
                (This is something you should check on a daily basis.)
               - Make sure headphones are working.
1   Types of Guitars and Their Parts
4   Holding the Guitar [1]
5   Right Hand and Finger Position [1]
6   Left Hand and Finger Position [1]
7   String and Finger Numbering [1]
8   Reading Chord Charts [1]
9   The Musical Alphabet and the Fretboard [1]
128   Standard Music Notation [1]
               Reading Standard Music Notation
129   Note Values and Rests [1]

| 130 | Time Signatures, Barlines & Repeats [1] |
| | - Simple Time Signatures |

Optional: Make study sheets reviewing note values by printing the lesson screens for each student. Make sure these worksheets are appropriate to the students' age level.

Chords

10	Introducing the G Chord (Simple G) [1]
11	Brother John (Frère Jacques) [1]
12	Introducing Chords C and G7 (Simple C, Simple G7) [1]
13	Camptown Races (C and G7) [1]

NOTE: Lessons 10 and 11 will introduce your students to Instant Feedback and the Performance Evaluation. If you want to take advantage of the interactive feedback features in a lab setting, we recommended that students use an electric guitar or an acoustic guitar with a pickup and connect the output of the pickup to the computer through an audio interface that is optimized for guitar. Otherwise, students can enjoy the interactive feedback features of the software at home using a microphone.

Day 3

4	Holding the Guitar [2]
5	Right Hand and Finger Position [2]
6	Left Hand and Finger Position [2]
7	String and Finger Numbering [2]
8	Reading Chord Charts [2]
9	The Musical Alphabet and the Fretboard [2]
128	Standard Music Notation [2]
	Reading Standard Music Notation
129	Note Values and Rests [2]
130	Time Signatures, Barlines & Repeats [2]
	Simple Time Signatures
	Compound Time Signatures
	Asymmetrical Time Signatures

Optional: Make study sheets reviewing rests for students to complete.

Chords

10	Introducing the G Chord (Simple G) [2]
11	Brother John (Frère Jacques) [2]
12	Introducing Chords C and G7 (Simple C, Simple G7) [2]
13	Camptown Races (C and G7) [2]
14	Chord Quiz 1 (PREPARE FOR QUIZ)

15   Introducing Chords D and A7 [1]

NOTE: Tell students not to press down on the fretboard if their fingers become sore.

Melodic Note Reading
131   Right-Hand Techniques [1]
          - Discuss repeat signs.
132   Left-Hand Techniques [1]
133   1st or E-String Notes [1]
134   E-String Exercises [1]
136   1st or E-String Notes Up the Fretboard [1]

NOTE: Now is a great time to introduce your students to Instant Feedback and the Note and Finger Tracker tools. If you want to take advantage of Instant Feedback in a lab setting, we recommended that students use an electric guitar or an acoustic guitar with a pickup and connect the output of the pickup to the computer through an audio interface that is optimized for guitar. Otherwise, students can enjoy the Instant Feedback feature of the software at home using a microphone.

Ensemble studies
11   Brother John (Frère Jacques) [3]

Students can play Brother John as a round while singing along. Divide the class into four groups. Divide the song into four (two-measure) sections. Assign each group to each two-measure phrase. Each group begins playing when the melody reaches their group.

NOTE: The song "Row, Row, Row, Your Boat" can also be played as a round when singing along. This song is not found on the CD-ROM, but can be played with the same chord as used in "Brother John."

Day 4
128   Standard Music Notation [3]
          Reading Standard Music Notation
129   Note Values and Rests [3]
130   Time Signatures, Barlines & Repeats [3]
          Simple Time Signatures
          Compound Time Signatures
          Asymmetrical Time Signatures
131   Right-Hand Techniques [2]
132   Left-Hand Techniques [2]

Optional: Make study sheets reviewing time signatures for students to complete.

Chords

12	Introducing Chords C and G7 (Simple C, Simple G7) [3]
13	Camptown Races (C and G7) [3]
14	Chord Quiz 1 (TEST)

Melodic Note Reading

140	1st- and 2nd-String Exercises [1]
	- Teach eighth notes and how to count eighth notes.
141	Jingle Bells [1]
133	1st or E-String Notes [2]
134	E-String Exercises [2]
136	1st or E-String Notes Up the Fretboard [2]
137	2nd or B-String Notes [1]
138	2nd or B-String Exercises [1]

Group Singing With Accompaniment

| 13 | Camptown Races (C and G7) [4] |

Day 5
REVIEW lessons 4-9

4	Holding the Guitar [3]
5	Right Hand and Finger Position [3]
6	Left Hand and Finger Position [3]
7	String and Finger Numbering [3]
8	Reading Chord Charts [3]
9	The Musical Alphabet and the Fretboard [3]
128	Standard Music Notation [4]
	Reading Standard Music Notation
129	Note Values and Rests [4]
130	Time Signatures, Barlines & Repeats [4]
	Simple Time Signatures
	Compound Time Signatures
	Asymmetrical Time Signatures
131	Right-Hand Techniques [3]
132	Left-Hand Techniques [3]

Optional: Make study sheets for a mixed review for students to complete.

Chords

| 14 | Chord Quiz 1 (REVIEW) |
| 15 | Introducing Chords D and A7 [2] |

16   Down in the Valley [1]
           - Discuss 3/4 time

Melodic Note Reading
133   1st or E-String Notes [3]
134   E-String Exercises [3]
135   Flash Card Quiz on String 1
136   1st or E-String Notes Up the Fretboard [3]
137   2nd or B-String Notes [2]
138   2nd or B-String Exercises [2]
           - Discuss 3/4 time again.
140   1st- and 2nd-String Exercises [2]
141   Jingle Bells [2]

Day 6
Chords
15   Introducing Chords D and A7 [3]
16   Down in the Valley [2]
17   Chord Quiz 2 (PREPARE FOR QUIZ)

Melodic Note Reading
137   2nd or B-String Notes [3]
138   2nd or B-String Exercises [3]
140   1st- and 2nd-String Exercises [3]
141   Jingle Bells (MELODY TEST) [3]
142   Ode to Joy, Beethoven [1]

Group Singing with Melody
141   Jingle Bells [4]

Day 7
Chords
16   Down in the Valley [3]
17   Chord Quiz 2 (TEST)
18   Red River Valley (D and A7) [1]
19   Silent Night (Simple C, Simple G7, and Full D) [1]

Melodic Note Reading
139   Flash Card Quiz on String 2
142   Ode to Joy, Beethoven [2]
143   Largo, Dvorák [1]
           - Discuss dotted quarter notes.

Group Singing with Accompaniment
16   "Down in the Valley" as a group during the last 5 minutes of class.

Day 8
Chords
17   Chord Quiz 2 (REVIEW)
18   Red River Valley (D and A7) [2]
19   Silent Night (Simple C, Simple G7, and Full D) [2]
20   Chord Quiz 3 (PREPARE FOR QUIZ)

Melodic Note Reading
143   Largo, Dvořák [2]
142   Ode to Joy, Beethoven (MELODY TEST) [3]

Day 9
Chords
18   Red River Valley (D and A7) [3]
19   Silent Night (Simple C, Simple G7, and Full D) [3]
20   Chord Quiz 3 (TEST)
21   The Double Strum [1]
22   Marianne (D and A7) [1]

Melodic Note Reading
143   Largo, Dvořák (MELODY TEST) [3]
144   Sur le Pont d'Avignon [1]
145   2nd or B-String Notes Up the Fretboard [1]

Group Singing with Accompaniment
18   Red River Valley (D and A7) [4]
19   Silent Night (Simple C, Simple G7, and Full D) [4]

Day 10
Chords
17   Chord Quiz 2 (REVIEW)
19   Silent Night (Simple C, Simple G7, and Full D) [5]
20   Chord Quiz 3 (REVIEW)
21   The Double Strum [2]
22   Marianne (D and A7) [2]
23   Jingle Bells (Introducing the Full C) (Simple G, Full C, D and A7)

Melodic Note Reading
144   Sur le Pont d'Avignon [2]
145   2nd or B-String Notes Up the Fretboard [2]

Day 11
Chords
21   The Double Strum [3]
107   The Bass-Note Strum
22   Marianne (D and A7) [3]
24   Chord Quiz 4 (PREPARE FOR QUIZ)

Melodic Note Reading
141   Jingle Bells (melody) [5]
144   Sur le Pont d'Avignon [3]
145   2nd or B-String Notes Up the Fretboard [3]
146   3rd or G-String Notes [1]
147   3rd or G-String Exercises [1]

Group Singing with Accompaniment
22   Marianne (D and A7) [4]

Day 12
Chords
          - Introduce tuning with the digital tuner.
          - Practice tuning by ear.
17   Chord Quiz 2 (REVIEW)
20   Chord Quiz 3 (REVIEW)
24   Chord Quiz 4 (TEST)

Melodic Note Reading
146   3rd or G-String Notes [2]
147   3rd or G-String Exercises [2]
148   Twinkle, Twinkle, Little Star [1]
141   Jingle Bells (melody) [6]

Group Singing With Melody
141   Jingle Bells [7]

Day 13
Chords
26   Adding Accents [1]
27   Go Tell Aunt Rhody [1]

Melodic Note Reading
146   3rd or G-String Notes [3]
147   3rd or G-String Exercises [3]
148   Twinkle, Twinkle, Little Star [2]

149   Down in the Valley [1]
          - Discuss dots and ties.

Day 14
Chords
26   Adding Accents [2]
27   Go Tell Aunt Rhody [2]
28   Careless Love (A) [1]

Melodic Note Reading
146   3rd or G-String Notes [4]
147   3rd or G-String Exercises [4]
148   Twinkle, Twinkle, Little Star (MELODY TEST) [3]

Day 15
Chords
24   Chord Quiz #5 & #6 (PREPARE FOR QUIZ)
26   Adding Accents [3]
27   Go Tell Aunt Rhody [3]
28   Careless Love (A) [2]
29   Swing Low, Sweet Chariot (E) [1]

Melodic Note Reading
146   3rd or G String Notes [5]
147   3rd or G String Exercises [5]
150   Flash Card Quiz on String 3
151   Au Clair de la Lune (melody) [1]

Group Singing with Accompaniment
149   Down in the Valley (chords) [2]

Day 16
Chords
27   Go Tell Aunt Rhody [4]
28   Careless Love (A) [3]
29   Swing Low, Sweet Chariot (E) [2]
30   Chord Quiz #5 & #6 (TEST)

Melodic Note Reading
151   Au Clair de la Lune (melody) [2]

Group Singing with Accompaniment

28   Careless Love [4]

29   Swing Low, Sweet Chariot [3]

Day 17
Chords

26   Adding Accents [4]

27   Go Tell Aunt Rhody [5]

28   Careless Love (A) [5]

29   Swing Low, Sweet Chariot (E) [4]

30   Chord Quiz #5 & #6 (REVIEW)

Ensemble Studies: Print out the screen of "Au Clair de la Lune" (Lesson 149) for each student to do these group exercises.

Activity #1:

151   Au Clair de la Lune (melody and chords written above) [3]
- Divide the class between accompaniment (Group #1) and melody (#2).
- Accompaniment students read chords on the screen without the audio.
- Melody students read the melody while the teacher's computer plays the audio.
- Advanced students can play the double strum, bass-note strum, and accented strum when playing chords.

Activity #2
- Break into pairs and play a duet of "Au Clair de la Lune."

Day 18
Chords

31   Shifting the Accents [1]

32   She'll Be Comin' 'Round the Mountain [1]

Melodic Note Reading

152   Aura Lee [1]

Ensemble Studies

Activity #1:

151   Au Clair de la Lune (melody and chords written above) [4]
- Divide the class between accompaniment (Group #1) and melody (#2).
- Accompaniment students read chords on the screen without the audio.
- Melody students read the melody while the teacher's computer plays the audio.

- Advanced students can play the double strum, bass-note strum, and
  accented strum when playing chords.

Activity #2
- Break into pairs and play a duet of "Au Claire de la Lune."

Day 19
Chords
31   Shifting the Accents [2]
32   She'll Be Comin' 'Round the Mountain [2]
33   Oh, Susanna (E7) [1]

Melodic Note Reading
152   Aura Lee [2]
153   3rd or G-String Notes Up the Fretboard
154   4th or D-String Notes [1]
155   4th or D-String Exercises [1]
156   Yankee Doodle (Chords and Melody) [1]

Day 20
Chords
31   Shifting the Accents [3]
32   She'll Be Comin' 'Round the Mountain [3]
33   Oh, Susanna (E7) [2]
34   Hey, Ho, Nobody Home (Am) [1]

Melodic Note Reading
152   Aura Lee (MELODY TEST) [3]
154   4th or D-String Notes [2]
155   4th or D-String Exercises [2]
156   Yankee Doodle (Chords and Melody) [2]

Group Singing with Accompaniment
32   She'll Be Comin' 'Round the Mountain [4]

Day 21
Chords
32   She'll Be Comin' 'Round the Mountain [5]
33   Oh, Susanna (E7) [3]
34   Hey, Ho, Nobody Home (Am) [2]
35   Chord Quiz #7 (PREPARE FOR QUIZ)

Melodic Note Reading
154   4th or D-String Notes [3]
155   4th or D-String Exercises [3]
157   Brother John (Frère Jacques) [1]

Ensemble Studies
156   Yankee Doodle (melody and chords written above) [3]
        - Divide the class between accompaniment (Group #1) and
          melody (Group #2).
        - Accompaniment students read chords on the screen without
          the audio.
        - Melody students read the melody while the teacher's computer plays the
          audio.
        - Advanced students can play the double strum, bass-note strum, and
          accented strum when playing chords.

Group Singing With Accompaniment
33   Oh, Susanna [4]

Day 22
Chords
32   She'll Be Comin' 'Round the Mountain [6]
33   Oh, Susanna (E7) [5]
34   Hey, Ho, Nobody Home (Am) [3]
35   Chord Quiz #7 (TEST)
36   Introducing 3/4 Accented Time [1]
        - Review and practice counting and playing eighth notes.
37   Amazing Grace [1]

Melodic Note Reading
157   Brother John (Frère Jacques) [2]
159   Brahms' Lullaby [1]

Ensemble Studies
156   Yankee Doodle (melody and chords written above) [4]
        - Divide the class between accompaniment (Group #1) and melody (#2).
        - Accompaniment students read chords on the screen without the audio.
        - Melody students read the melody while the teacher's computer plays
          the audio.
        - Advanced students can play the double strum, bass-note strum, and
          accented strum when playing chords.

Group Singing with Accompaniment
34   Hey, Ho, Nobody Home [4]

Day 23
Chords
35   Chord Quiz #7 (REVIEW)
36   Introducing 3/4 Accented Time [2]
37   Amazing Grace [2]
38   My Darling Clementine (D7) [1]

Melodic Note Reading
157   Brother John (Frère Jacques) (MELODY TEST) [3]

Ensemble Studies
Activity #1
157   Brother John (Frère Jacques) [4]
          - Divide the class between accompaniment (Group #1) and melody (#2).
          - Accompaniment students read chords on the screen without the audio.
          - Melody students read the melody while the teacher's computer plays the
            audio.
          - Advanced students can play the double strum, bass-note strum, and
            accented strum when playing chords.

Activity #2
Students can play this song in a round. Divide the class into four groups. Divide the
song into four (two-measure) sections. Each group begins playing when the melody
reaches their group. Chorded accompaniment can be included as an additional
group, thus creating five groups.

NOTE: The song "Row, Row, Row, Your Boat" can also be played as a round.
This song is not found on the CD-ROM, but can be written and handed out to the
students.

Melodic Note Reading
159   Brahms' Lullaby [2]
160   My Bonnie [1]
          - Review and discuss how to read and count ties and dots.
Day 24
Chords
35   Chord Quiz #7 (REVIEW)
36   Introducing 3/4 Accented Time [3]
37   Amazing Grace [3]
38   My Darling Clementine (D7) [2]

39   Scarborough Fair (Em) [1]
            - Review the lesson video regarding finger movement.

Melodic Note Reading
158   Flash Card Quiz on String 4
159   Brahm's Lullaby (MELODY TEST) [3]
160   My Bonnie [2]
            - Review and discuss how to read and count ties and dots.

Group Singing with Accompaniment
37   Amazing Grace [4]

Ensemble Studies
157   Brother John (Frère Jacques) [5]
            - Divide the class between accompaniment (Group #1) and melody (#2).
            - Accompaniment students read chords on the screen without
              the audio.
            - Melody students read the melody while the teacher's computer plays the
              audio.
            - Advanced students can play the double strum, bass-note strum, and
              accented strum when playing chords.

Day 25
Chords
37   Amazing Grace [5]
38   My Darling Clementine (D7) [3]
39   Scarborough Fair (Em) [2]
40   Will The Circle Be Unbroken (Full G) [1]

Melodic Note Reading
160   My Bonnie (MELODY TEST) [3]
161   Bach Minuet [1]

Ensemble Studies
152   Aura Lee (melody) [4]
152   Aura Lee (chords written above; Dm needs to be taught separately) [5]
            - Divide the class between accompaniment (Group #1) and melody (#2).
            - Accompaniment students read chords on the screen without
              the audio.
            - Melody students read the melody while the teacher's computer plays the
              audio.
            - Advanced students can play the double strum, bass-note strum, and
              accented strum when playing chords.

Group Singing with Accompaniment

38   My Darling Clementine [4]

Day 26

Chords

39   Scarborough Fair (Em) [3]

40   Will the Circle Be Unbroken (Full G) [2]
           - If students still have trouble playing the Full G, let them play the Simple
             G chord.

Melodic Note Reading

161   Bach Minuet [2]

162   4th or D-String Notes Up the Fretboard [1]

163   5th or A-String Notes [1]

164   5th or A-String Exercises [1]

Ensemble Studies

152   Aura Lee (Chords written above; note Dm needs to be
           taught separately) [5]

152   Aura Lee (melody) [5]
           - Divide the class between accompaniment (Group #1) and melody (#2).
           - Accompaniment students read chords on the screen without the audio.
           - Melody students read the melody while the teacher's computer plays
             the audio.
           - Advanced students can play the double strum, bass-note strum, and
             accented strum when playing chords.

Group Singing with Accompaniment

39   Scarborough Fair [4]

Day 27

Chords

39   Scarborough Fair (Em) [5]

40   Will The Circle Be Unbroken (Full G) [3]

Melodic Note Reading

161   Bach Minuet [3]

162   4th or D-String Notes Up the Fretboard [2]

163   5th or A-String Notes [2]

164   5th or A-String Exercises [2]
           - Discuss ties and dots

165   When the Saints Go Marching In [1]

Group Singing with Accompaniment

39   Scarborough Fair [6]
40   Will the Circle Be Unbroken

Day 28
Chords
40   Will the Circle Be Unbroken (Full G) [4]

Melodic Note Reading
161   Bach Minuet (MELODY TEST) [4]
163   5th or A-String Notes [3]
164   5th or A-String Exercises [3]
165   When the Saints Go Marching In [2]
167   Londonderry Air [1]

Day 29
Chords
40   Will the Circle Be Unbroken (Full G) [5]

Melodic Note Reading
165   When the Saints Go Marching In [3]
167   Londonderry Air [2]
168   5th or A-String Notes Up the Fretboard [1]

Group Singing with Melody
165   When the Saints Go Marching In [4]

Day 30
Chords
42   Slash Chords (G/B, A/C#) [1]
43   Downtown Train [1]

Melodic Note Reading
165   When the Saints Go Marching In [5]
167   Londonderry Air [3]
168   5th or A-String Notes Up the Fretboard [2]
169   6th or E-String Notes [1]
170   6th or E-String Exercise [1]

Day 31
Chords
42   Slash Chords (G/B, A/C#) [2]
43   Downtown Train [2]
44   Chord Quiz 8 & 9 (PREPARE FOR QUIZ)

Melodic Note Reading
164   Flash Card Quiz on String 5
167   Londonderry Air [4]
169   6th or E-String Notes [2]
170   6th or E-String Exercise [2]
171   Volga Boatmen (Am and Em) [1]
173   Johnny Has Gone for a Soldier [1]
           - Teach the fermata.

Day 32
Chords
42   Slash Chords [3] (G/B, A/C#) [3]
43   Downtown Train [3]
44   Chord Quiz #8 & #9 (TEST)

Melodic Note Reading
167   Londonderry Air (MELODY TEST) [5]
169   6th or E-String Notes [3]
170   6th or E-String Exercise [3]
171   Volga Boatmen (Am and Em) [2]
173   Johnny Has Gone for a Soldier [2]
           - Discuss the fermata.
174   Hey, Ho, Nobody Home [1]
175   6th or E-String Notes Up the Fretboard [1]

Day 33
Chords
43   Downtown Train [4]
44   Chord Quiz #8 & #9 (REVIEW)
45   Shenandoah (Am7) [1]

Melodic Note Reading
171   Volga Boatmen [3]
172   Flash Card Quiz on String 6
173   Johnny Has Gone for a Soldier [3]
174   Hey, Ho, Nobody Home [2]
175   6th or E-String Notes Up the Fretboard [2]

Day 34
Chords
44   Chord Quiz #8 & #9 (REVIEW)
45   Shenandoah (Am7) [2]
46   Knockin' on Heaven's Door [1]

Melodic Note Reading
174   Hey, Ho, Nobody Home (melody) (MELODY TEST) [3]
175   6th or E-String Notes Up the Fretboard [3]

Ensemble Studies
34   Hey, Ho, Nobody Home (chords) (Am) [5]
174   Hey, Ho, Nobody Home (melody) [4]
          - Divide the class between accompaniment (Group #1) and melody (#2).
          - Accompaniment students read chords on the screen without the audio.
          - Melody students read the melody while the teacher's computer plays
            the audio.
          - Advanced students can play the double strum, bass-note strum, and
            accented strum when playing chords.

Day 35
Chords
45   Shenandoah (Am7) [3]
46   Knockin' on Heaven's Door [2]
47   Auld Lang Syne (Bm) [1]

Ensemble Studies
34   Hey, Ho, Nobody Home (Am) [6]
174   Hey, Ho, Nobody Home [5]
          - Divide the class between accompaniment (Group #1) and melody (#2).
          - Accompaniment students read chords on the screen without the audio.
          - Melody students read the melody while the teacher's computer plays
            the audio.
           - Advanced students can play the double strum, bass-note strum, and
            accented strum when playing chords.

Group Singing with Accompaniment
45   Shenandoah [4]
34   Hey, Ho, Nobody Home [7]

Day 36
Chords
46   Knockin' on Heaven's Door   [3]
47   Auld Lang Syne (Bm) [2]
48   Drunken Sailor (Dm) [1]
49   Chord Quiz 10 & 11 (PREPARE FOR QUIZ)

Melodic Note Reading
178   Sharps, Flats, and Naturals [1]
         Sharps and Flats Up the Fretboard

Group Singing with Accompaniment
46   Knockin' on Heaven's Door [4]

Day 37
Chords
47   Auld Lang Syne (Bm) [3]
48   Drunken Sailor (Dm) [2]
49   Chord Quiz #10 & #11 (TEST)

Melodic Note Reading
178   Sharps, Flats, and Naturals [2]
         Sharps and Flats Up the Fretboard
179   Key Signatures
180   Sharps in Key Signatures
181   Home on the Range [1]

Group Singing with Accompaniment
47   Auld Lang Syne [4]

Day 38
Chords
51   Aura Lee (B7) [1]

Ensemble Studies
181   Home on the Range (melody) (MELODY TEST) [2]
181   Home on the Range (chords written above) [2]
         - Divide the class between accompaniment (Group #1) and melody (#2).
         - Accompaniment students read chords on the screen without
           the audio.
         - Melody students read the melody while the teacher's computer plays the
           audio.

       - Advanced students can play the double strum, bass-note strum, and
        accented strum when playing chords.

Day 39
Chords

51	Aura Lee (B7) [2]
52	On Top of Old Smokey (F) [1]

Ensemble Studies

181	Home on the Range (melody) [3]
181	Home on the Range (chords written above) [3]

       - Divide the class between accompaniment (Group #1) and
        melody (Group #2).
       - Accompaniment students read chords on the screen without the audio.
       - Melody students read the melody while the teacher's computer plays the
        audio.
       - Advanced students can play the double strum, bass-note strum, and
        accented strum when playing chords.

Day 40
Chords

51	Aura Lee (B7) [3]
52	On Top of Old Smokey (F) [2]

Melodic Note Reading

182	Alouette [1]
183	Flats in Key Signatures [1]

Day 41
Chords

52	On Top of Old Smokey (F) [3]
53	Chord Quiz 12 & 13 (PREPARE FOR QUIZ)
54	Star-Spangled Banner (Full G7) [1]

Melodic Note Reading

182	Alouette [2]
183	Flats in Key Signatures [2]
184	He's Got the Whole World in His Hands [1]

Ensemble Studies

141	Jingle Bells (melody) [8]
141	Jingle Bells (chords written above) [8]

       - Divide the class between accompaniment (Group #1) and melody (#2).

- Accompaniment students read chords on the screen without the audio.
- Melody students read the melody while the teacher's computer plays the audio.
- Advanced students can play the double strum, bass-note strum, and accented strum when playing chords.

Group Singing with Accompaniment
52   On Top of Old Smokey [4]

Day 42
Chords
52   On Top of Old Smokey (F) [5]
53   Chord Quiz 12 & 13 (TEST)
54   Star-Spangled Banner (Full G7) [2]

Melodic Note Reading
182   Alouette [3]
183   Flats in Key Signatures [3]
184   He's Got the Whole World in His Hands [2]

Ensemble Studies
141   Jingle Bells (melody) [9]
141   Jingle Bells (chords written above) [9]
- Divide the class between accompaniment (Group #1) and melody (#2).
- Accompaniment students read chords on the screen without the audio.
- Melody students read the melody while the teacher's computer plays the audio.
- Advanced students can play the double strum, bass-note strum, and accented strum when playing chords.

Day 43
Chords
54   Star-Spangled Banner (Full G7) [3]
55   When the Saints Go Marching In [1] (C7)
58   Basic Chord Progressions [1]

Melodic Note Reading
183   Flats in Key Signatures [4]
184   He's Got the Whole World in His Hands [3]
165   When the Saints Go Marching In (melody) [5]

Ensemble Studies
142   Ode to Joy - Beethoven (melody and chords) [4]

- Divide the class between accompaniment (Group #1) and melody (#2).
- Accompaniment students read chords on the screen without the audio.
- Melody students read the melody while the teacher's computer plays the audio.
- Advanced students can play the double strum, bass-note strum, and accented strum when playing chords.

Group Singing with Accompaniment
54   Star-Spangled Banner [4]

Day 44
Chords
55   When the Saints Go Marching In (C7) [2]
56   Chord Quiz 14 (PREPARE FOR QUIZ)
58   Basic Chord Progressions [2]

Ensemble Studies
142   Ode to Joy - Beethoven (melody and chords) [5]
         - Divide the class between accompaniment (Group #1) and melody (#2).
         - Accompaniment students read chords on the screen without the audio.
         - Melody students read the melody while the teacher's computer plays the audio.
         - Advanced students can play the double strum, bass-note strum, and accented strum when playing chords.

Day 45
Chords
55   When the Saints Go Marching In (C7) [3]
56   Chord Quiz 14 (TEST)
58   Basic Chord Progressions [3]

Activity #1:
         - Analyze six chord progressions with Roman numerals (use songs between Chapters 2 and 4).

Activity #2:
         - Compose songs based on chord progressions learned.
         - Create melodies that go over chords.
         - Perform songs as a group.

Ensemble Studies
165   When the Saints Go Marching In (chords written above) [6]

165   When the Saints Go Marching In (melody) [6]
         - Divide the class between accompaniment (Group #1) and melody (#2).
         - Accompaniment students read chords on the screen without
      the audio.
         - Melody students read the melody while the teacher's computer plays the
           audio.
         - Advanced students' can play the double strum, bass-note strum, and
           accented strum when playing chords.

Group Singing with Accompaniment and Melody
55   When the Saints Go Marching In [4]

Day 46
Chords
58   Basic Chord Progressions [4]

Activity #1:
         - Compose songs based on chord progressions learned.
         - Create melodies that go over chords.
         - Perform students' songs as a group.

Ensemble Studies
165   When the Saints Go Marching In (chords written above) [7]
165   When the Saints Go Marching In (melody) [7]
         - Divide the class between accompaniment (Group #1) and melody (#2).
         - Accompaniment students read chords on the screen without the audio.
         - Melody students read the melody while the teacher's computer plays the
           audio.
         - Advanced students can play the double strum, bass-note strum, and
           accented strum when playing chords.

Group Singing with Accompaniment and Melody
182   He's Got the Whole World in His Hands

Curriculum Enhancement Suggestions

- Teachers should go through their existing curriculum and connect together topics that are found in *eMedia Guitar Method* with their lesson plan. This can be done by reviewing the exercise descriptions found on pages 11-17.

- Teachers can also use other eMedia software titles to enhance or expand upon a particular discussion.

- Teachers can use email to send students their graded assignments or any of the documents suggested below.

- The teacher can load supplementary topics on each student's computer, or the documents can be printed and handed out.

- Topics authored by the teacher could include:
  - Additional songs written by the teacher that tie into the curriculum
  - Additional assignments, quizzes, tests
  - Composition exercises
  - Improvisation exercises

- *eMedia Music Theory Tutor* software allows teachers the ability to expand further on topics discussed in *eMedia Guitar Method*.

- If no theory software is available, then teachers can create documents that cover scales, chord progressions, and two- to four- part harmony pieces.

- Chord progressions can be analyzed on any of the songs in the curriculum.

- Ability to print out songs
  - When teachers do not have computers in the classroom, then it is suggested that the teacher print out the screens. These print-outs allow teachers to use hard copies of the lessons for classroom use. This is especially helpful for students who do not have computers at home.

- Audio examples of songs
  - Additional songs can be heard by playing compact discs on the computer. This can expand the topic of "styles."
  - Students can bring in their own music.
  - Some songs in *Guitar Method* may not be in the vocal range of a particular student or group of students. This occurs on only a few songs. Encourage the students to sing when they can, dropping out and rejoining as needed.

- Students and teachers can grab the scroll bar on the video player and repeat sections of the video.

Classroom activity ideas:

Introduce the Afro-Cuban Clave Rhythm
- Apply the "clave" rhythmic phrase to these songs: La Bamba, When the Saints Go Marching In, Working on the Railroad, Uncle John's Band.
- Discuss the importance of "phrase" and how it is created through "tension and release."
- Have students clap the clave rhythm.
- Show how clave fits into the songs listed above.
- Have half the class sing and play guitar while the other half of the class claps clave and sings.

Counting exercises developing the sense of sub-division within time keeping.

Have students play **quarter** notes on the low "E" string while counting aloud separately:
- Eighth-note duration, Sixteenth-note duration

Have students play **eighth** notes on the low "E" string while counting aloud separately:
- Quarter-note duration, Sixteenth-note duration

Have students play **sixteenth** notes on the low "E" string while counting aloud separately:
- Quarter-note duration, Eighth-note duration

Ensemble Ideas – "Form a Band"

Divide the class into five sections of students performing the following:
1. Melody on the guitar
2. Bass notes on the guitar
3. Chords on the guitar
4. "Drummers" (They stomp their feet for the bass drum and clap their hands for snare. Feet on beats 1 and 3, hands on beats 2 and 4.)
5. Choral group sings the songs

System Requirements

Windows®:
Windows XP/Vista/Windows 7/Windows 8/Windows 10
2.5 GHz processor / 8 GB RAM recommended for interactive features
CD-ROM or Download Connection

Mac:
Mac OS X 10.5 or later
CD-ROM or Download Connection

(Internet connection recommended for product activation.)

Technical Support

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When contacting us for support:
• Include the name of your school and the number of stations in your lab
• Describe teacher/student computer platforms and operating systems
• Describe any error messages or odd behavior with the software