

EDUCATIONAL EDITION

TEACHER'S GUIDE

eMedia

GUITAR METHOD

The Easiest Way to Learn!

New Interactive Feedback on Melodies!

WIN/MAC
CD-ROM

- Over 180 Lessons
- Over 70 Popular Songs
- Animated Fretboard
- Automatic Tuner

*e*Media

Teacher Integration Guide For eMedia Guitar Method



Table of Contents

Page 3	.....Introduction
Page 4	.....Overview
Page 4	.....Contents of <i>eMedia Guitar Method</i>
Page 6	.....Features
Page 9	.....Complete Curriculum Description
Page 16	.....Sample 46-day Lesson Plan Overview
Page 17	.....Daily Lesson Plan
Page 43	.....Curriculum Enhancement Suggestions
Page 46	.....About <i>eMedia Music</i> Corporation
Page 47	.....Appendix

Introduction

It is with great pleasure that we take this opportunity to share our Teacher Integration Guide with you. As the leading publisher of guitar instructional software, we at eMedia have found that our CD-ROMs are effective computer-assisted learning resources for beginning to intermediate-level guitar students. Whether the CD-ROM is required or suggested, educators immediately notice its benefits when students return to class after working with our software.

Here at eMedia, we are witnessing huge growth in guitar studies as we embark on our nationwide campaign to introduce our software to music educators and their students. The students enrolled in guitar classes range from 4th graders to adults. Their skill levels range from beginner to advanced. We have discovered that teachers offering guitar classes use many different types of printed books, yet very few integrate technology. When we expose educators to eMedia guitar software, however, they immediately become excited about our CD-ROM 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 the CD-ROM. This leads to an increased level of playing proficiency, which makes class time more productive for everyone.

There are many ways to integrate the 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.

It is proven that eMedia's guitar tutorial CD-ROMs 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, has 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 70 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.

Note: For special instructions about running *eMedia Guitar Method* without the CD-ROM, please skip to the Appendix at the end of this manual.

Contents of *eMedia Guitar Method*

Introduction

Chapter One – **About the Guitar**

Types of guitars; stringing; tuning; holding; finger position; reading chord charts; Simple G chord.

Chapter Two – **Simple Chords and Strumming**

Songs introducing Simple C and G7; Full A7, C, and D chords; double strum.

Chapter Three – **More Chords and Adding Accents**

Songs with accents; shifting accents; 3/4 accented time; A, Am, D7, E, Em, E7, Full G chords.

Chapter Four – **Slash Chords and Chord Progressions**

Songs with slash chords G/B, A/C#; new chords Am7, Bm, B7,C7, Dm, F, Full G7.

Chapter Five – Rock Strumming and Power Chords

Folk rock; syncopation; power chords A5, D5, E5; palm muting; contemporary rock strumming.

Chapter Six – Playing the Blues

Introducing the blues rhythm: “Corrina,” “Little Red Rooster” and others; the 12-bar blues.

Chapter Seven – Modern Rock Strumming and Movable Power Chords

Movable power chords; power chord riffs; palm muting in modern rock; rock/punk strums; The Chika.

Chapter Eight – Reading Tablature and Playing Melodies

Tablature, rhythmic notation, melodies – folk to classic, boogie-woogie bass, blues shuffle.

Chapter Nine – Bass-Note Strum with Country Tunes

Popular songs with bass-note strum, bass-note double strum, alternate bass-note strum.

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.

Appendix

Button symbols; commands and shortcuts; song looping; tools (Animated Fretboard, recorder, etc.)

Features

Descriptions of these features can also be found in the Appendix of *Guitar Method*.

Interactive Icons

- Audio button plays the songs.
- 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.
- Comment button plays instructor's spoken comment related to the lessons, such as playing tips and historical references connected to songs.
- Instant Feedback button enables or disables the highlighting of notes in melodies played by the students. For Instant Feedback to work, the computer must be able to hear the student playing guitar without too much background noise.

Note: A music lab will probably have too much background noise for accurate Instant Feedback through a standard microphone. 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.

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 come up showing where that note or chord is located on the fretboard.
- Students can grab and place the image of the Animated Fretboard anywhere on the screen. It is suggested to locate the Animated Fretboard directly under the music being studied. This is the same for the Metronome, Chord Dictionary and Automatic Tuner.
- Students can flip the Animated Fretboard over in case they are left-handed.
- The Animated Fretboard also features custom fingerboard skins so students can play their "dream guitar" while working through the lessons.

Automatic Tuner

- Students can always check their tuning before and during practice.
- The tuner lets students know if they are flat or sharp.

Digital Metronome

- After songs are mastered, the student should use the Metronome and play the exercise at several different tempos before moving on.

Chord Dictionary

- This can be used for composition and as a reference for additional chords.
- Chord progressions can be created by copying (“Print Screen” button) and pasting (Ctrl – V) the chord chart into the “Paint” accessories program in Windows. This can be printed and given to students.

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.

Song Highlighting and Looping

- This will allow students to select specific sections of music for repeated playback.
- The description of this feature can be found on Lesson A5 in the Appendix.
- Loop challenging parts of each exercise
 - This will allow students to repeat and drill problem spots over and over.
 - This should be utilized as much as possible.
- Suggested use: Highlight each exercise and listen to it at least three times before playing it in its entirety. The first time watch the notes, the second time watch the Animated Fretboard. Then on the third pass, finger the chords or melodies while watching the animated fretboard without sounding the instrument. Proceed with additional repetitions playing the song aloud after this process has been executed.

MIDI variable-speed option

- This allows students to slow down or speed up any exercise to match their skill level.
- The description of this feature can be found in Lesson A1 in the Appendix.
- Those who are not challenged can increase the tempo right away.
- Combine highlighting and looping with the MIDI variable-speed option. Highlight notes ranging between two notes or an entire phrase. Students can slow down the tempo with the MIDI variable-speed tool for each excerpt being studied. They can gradually speed up the tempo as they become more proficient.

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.

Print Screen

- Teachers and students can print almost any screen on the CD-ROM to create a hard copy.
- Copyrighted songs listed in the credits cannot be printed. Credits can be found in the Help menu (Windows) or the Guitar Method menu (Macintosh).

Audio Tracking

- Adjust the tracking if the audio is not synched to the highlighted notes on the staff and the fingerings on the Animated Fretboard. The tracking adjustment can be found in Preferences on the menu bar.

Chord Charts

- Click on the charts to hear the chord. The audio is a recording of an actual guitar.

Notation vs. Tablature

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

Complete Curriculum

Exercise Description and Lesson Chart

Introduction:

- i Introduction
- ii Contents

Chapter One – About the Guitar

- 1 Types of Guitars and Their Parts
- 2 Stringing the Guitar
- 3 Tuning the Guitar
- 4 Holding the Guitar
- 5 Right Hand and Finger Position
- 6 Left Hand and Finger Position
- 7 String and Finger Numbering
- 8 Reading Chord Charts
- 9 The Musical Alphabet and the Fretboard
- 10 Introducing the G Chord (Simple G)
- 11 Brother John (Frère Jacques)

Chapter Two – Simple Chords and Strumming

- 12 Introducing Chords C and G7 (Simple C & G7)
 - 13 Skip to My Lou
 - 14 Chord Quiz 1 & “Take a Break”
 - 15 Introducing Chords D and A7 (D, A7)
 - 16 Down in the Valley
 - 17 Chord Quiz 2 & “Take a Break”
 - 18 Red River Valley
 - 19 Silent Night
 - 20 Chord Quiz 3
 - 21 The Double Strum
 - 22 Marianne
 - 23 Jingle Bells (Full C)
 - 24 Chord Quiz 4
 - 25 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Three – More Chords and Adding Accents

- 26 Adding Accents
- 27 Go Tell Aunt Rhody
- 28 Careless Love (A)
- 29 Swing Low, Sweet Chariot (E)
- 30 Chord Quiz 5 & 6
- 31 Shifting the Accents
- 32 She'll Be Comin' 'Round the Mountain
- 33 Oh, Susanna (E7)
- 34 Hey, Ho, Nobody Home (Am)
- 35 Chord Quiz 7
- 36 Introducing 3/4 Accented Time
- 37 Amazing Grace
- 38 My Darling Clementine (D7)
- 39 Scarborough Fair (Em)
- 40 Will the Circle Be Unbroken (Full G)
- 41 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Four – Slash Chords and Chord Progressions

- 42 Slash Chords (G/B, A/C#)
- 43 Downtown Train
- 44 Chord Quiz 8 & 9
- 45 Shenandoah (Am7)
- 46 Knockin' on Heaven's Door
- 47 Auld Lang Syne (Bm)
- 48 Drunken Sailor (Dm)
- 49 Chord Quiz 10 & 11
- 50 Chords Learned So Far
- 51 Aura Lee (B7)
- 52 On Top of Old Smokey (F)
- 53 Chord Quiz 12 & 13
- 54 Star-Spangled Banner (Full G7)
- 55 When the Saints Go Marching In (C7)
- 56 Chord Quiz 14
- 57 Basic Chord Progressions
- 58 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Five – Rock Strumming and Power Chords

- 59 Folk Rock with Syncopation
- 60 La Bamba
- 61 Uncle John's Band Warm-Up/Uncle John's Band
- 62 Classic Rock Power Chords (A5, D5)
- 63 Rocky Be Goode (palm muting) (E5)
- 64 Contemporary Rock Strumming & Exercise
- 65 Rock 'N Me
- 66 More Syncopation
- 67 Rock Steady
- 68 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Six – Playing the Blues

- 69 The Blues Rhythm
- 70 The 12-Bar Blues
- 71 Corrina, Corrina
- 72 The Midnight Special
- 73 Blues Shuffle (chords)
- 74 Worried Man Blues
- 75 Boogie Woogie Bass (chords)
- 76 Little Red Rooster
- 77 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Seven – Modern Rock and Movable Power Chords

- 78 The Movable Power Chord
- 79 Finding More Power Chords
- 80 Power Chords Based on the 5th String
- 81 Knockin' on Heaven's Door with Power Chords
- 82 Power Chord Riffs
- 83 Melodic Power Chord Riffs
- 84 Palm Muting with Power Chords
- 85 Syncopated Strums with Power Chords
- 86 The 'Chika' with Power Chords
- 87 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Eight – Reading Tablature and Playing Melodies

- 88 Introduction to Tablature
 - 89 Playing Melodies: Right Hand
 - 90 Flash Card Quiz on Open Strings
 - 91 Playing Melodies: Left Hand
 - 92 Flash Card Quiz on Strings 1-3
 - 93 Rhythmic Notation
 - 94 Alouette & Ode to Joy
 - 95 Jingle Bells (melody)
 - 96 Au Clair de la Lune
 - 97 Aura Lee
 - 98 Flash Card Quiz on Strings 4-6
 - 99 Yankee Doodle
 - 100 Brother John & Volga Boatmen
 - 101 Largo & Brahms' Lullaby
 - 102 Bach Minuet
 - 103 Boogie Woogie Bass
 - 104 Blues Shuffle
 - 105 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Nine – Bass-Note Strums with Country Tunes

- 106 The Bass-Note Strum
 - 107 When the Saints Go Marching In (Bass Strum)
 - 108 Yankee Doodle (Bass Strum)
 - 109 My Bonnie
 - 110 The Bass-Note Double Strum
 - 111 Home on the Range
 - 112 The Alternate Bass-Note Strum
 - 113 Yellow Rose of Texas
 - 114 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Ten – Fingerpicking – from Arpeggio to Travis

- 115 Introduction to Fingerpicking (arpeggio)
- 116 Scarborough Fair (arpeggio)
- 117 House of the Rising Sun

- 118 Greensleeves
 - 119 Romanza Warm-up/Romanza
 - 120 Alternating Thumb (Travis) Fingerpicking
 - 121 Hush Little Baby
 - 122 Will the Circle Be Unbroken (Travis)
 - 123 Working on the Railroad
 - 124 Dreamboat Annie Warm-Up/Dreamboat Annie (Cadd9)
 - 125 Chords Learned So Far
- Optional:** Online Recommended Songs

Chapter Eleven – Reading Standard Music Notation

- 126 Reading Standard Music Notation
- 127 Note Values and Rests
- 128 Time Signatures
 - Barlines & Repeats
 - Simple Time Signatures
 - Compound Time Signatures
 - Asymmetrical Time Signatures
- 129 Right-Hand Techniques
- 130 Left-Hand Techniques
- 131 1st or E-String Notes
- 132 1st or E-String Exercises
- 133 Flash Card Quiz on String 1
- 134 1st or E-String Notes Up the Fretboard
- 135 2nd or B-String Notes
- 136 2nd or B-String Exercises
- 137 Flash Card Quiz on String 2
- 138 1st- and 2nd-String Exercises
- 139 Jingle Bells
- 140 Ode to Joy
- 141 Largo
- 142 Sur le Pont d'Avignon
- 143 2nd or B-String Notes Up the Fretboard
- 144 3rd or G-String Notes
- 145 3rd or G-String Exercises
- 146 Twinkle, Twinkle, Little Star
- 147 Down in the Valley
- 148 Flash Card Quiz on String 3

- 149 Au Clair de la Lune
- 150 Aura Lee
- 151 3rd or G-String Notes Up the Fretboard
- 152 4th or D-String Notes
- 153 4th or D-String Exercises
- 154 Yankee Doodle
- 155 Brother John
- 156 Flash Card Quiz on String 4
- 157 Lullaby by J. Brahms
- 158 My Bonnie
- 159 Bach Minuet
- 160 4th or D-String Notes Up the Fretboard
- 161 5th or A-String Notes
- 162 5th or A-String Exercises
- 163 When the Saints Go Marching In
- 164 Flash Card Quiz on String 5
- 165 Londonderry Air
- 166 5th or A-String Notes Up the Fretboard
- 167 6th or E-String Notes
- 168 6th or E-String Exercises
- 169 Volga Boatmen
- 170 Flash Card Quiz on String 6
- 171 Johnny Has Gone for a Soldier
- 172 Hey, Ho, Nobody Home
- 173 6th or E-String Notes Up the Fretboard
- 174 Simple Licks: Blues Lick
- 175 Simple Licks: Heavy Metal
- 176 Sharps, Flats and Naturals
Sharps and Flats Up the Fretboard
- 177 Key Signatures
- 178 Sharps in Key Signatures
- 179 Home on the Range
- 180 Alouette
- 181 Flats in Key Signatures
- 182 He's Got the Whole World in His Hands

Appendix

- A1 Button Symbols Used in Lessons
- A2 Program Options and Commands
- 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
- A9 Guitar Set-Up
- A10 Amplifying Your Guitar
- A11 Stringing a Steel-String Acoustic Guitar
- A12 Stringing an Electric Guitar
- A13 Stringing a Classical Nylon-String Guitar
- A14 More Ways to Tune Your Guitar
- A15 Holding the Guitar: Left-Handers
- A16 More About Chords
- A17 Instant Feedback
- A18 Note and Finger Tracker

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 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 *Guitar Method*, it's most effective to use either connected electric guitars or acoustic guitars with pickups instead of microphones. You'll get best results with USB audio interfaces that are optimized for guitar.

Daily Lesson Plan

Day 1

Introduction:

- i Introduction to Guitar Method
- ii Contents
 - **Go to the Contents screen and explain what the course will cover.**

Appendix:

- A1 Button Symbols Used in Lessons
 - Have students practice using these button symbols
- A2 Program Options and Commands
- 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
 - **Demonstrate the Recorder to students by recording yourself and playing it back.**
- A17 Instant Feedback
- A18 Note and Finger Tracker

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
 - 5 Right Hand and Finger Position
 - 6 Left Hand and Finger Position
 - 7 String and Finger Numbering

- 8 Reading Chord Charts
- 9 The Musical Alphabet and the Fretboard
- 126 Standard Music Notation [1]
Reading Standard Music Notation
- 127 Note Values, Rests [1]
- 128 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)
- 11 Brother John (Frère Jacques) [1]
- 12 Introducing Chords C and G7 (Simple C, Simple G7)
- 13 Skip to My Lou [1] (C-G7)

Day 3

- 4 Holding the Guitar
- 5 Right Hand and Finger Position
- 6 Left Hand and Finger Position
- 7 String and Finger Numbering
- 8 Reading Chord Charts
- 9 The Musical Alphabet and the Fretboard
- 126 Standard Music Notation [2]
Reading Standard Music Notation
- 127 Note Values, Rests [2]
- 128 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)
- 11 Brother John (Frère Jacques) [2]
- 12 Introducing Chords C and G7 (Simple C, Simple G7) [1]
- 13 Skip to My Lou [2]
- 14 Chord Quiz 1 (**PREPARE FOR QUIZ**)

15 Introducing Chords D and A7

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

Melodic Note Reading

129 Right-Hand Techniques

- **Discuss repeat signs.**

130 Left-Hand Techniques

131 1st or E-String Notes [1]

132 E-String Exercises [1]

134 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)

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

126 Standard Music Notation [3]

Reading Standard Music Notation

127 Note Values, Rests [3]

128 Time Signatures, Barlines & Repeats [3]

Simple Time Signatures

Compound Time Signatures

Asymmetrical Time Signatures

129 Right-Hand Techniques

130 Left-Hand Techniques

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

Chords

- 12 Introducing Chords C and G7 (Simple C, Simple G7) [2]
- 13 Skip to My Lou [3]
- 14 Chord Quiz 1 (**TEST**)

Melodic Note Reading

- 138 1st- and 2nd-String Exercises [1]
 - **Teach eighth notes and how to count eighth notes.**
- 139 Jingle Bells [1]
- 131 1st or E-String Notes [2]
- 132 E-String Exercises [2]
- 134 1st or E-String Notes Up the Fretboard [2]
- 135 2nd or B-String Notes [1]
- 136 2nd or B-String Exercises [1]

Group Singing With Accompaniment

- 13 Skip to My Lou

Day 5

REVIEW lessons 4-9

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

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

Chords

- 14 Chord Quiz 1 (**REVIEW**)
- 15 Introducing Chords D and A7 [1]
- 16 Down in the Valley [1]
 - **Discuss 3/4 time**

Melodic Note Reading

- 131 1st or E-String Notes [2]
- 132 E-String Exercises [2]
- 133 Flash Card Quiz on String 1
- 134 1st or E-String Notes Up the Fretboard [2]
- 135 2nd or B-String Notes [2]
- 136 2nd or B-String Exercises [2]
 - **Discuss 3/4 time again.**
- 138 1st- and 2nd-String Exercises [2]
- 139 Jingle Bells [2]

Day 6

Chords

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

Melodic Note Reading

- 135 2nd or B-String Notes [3]
- 136 2nd or B-String Exercises [3]
- 138 1st- and 2nd-String Exercises [3]
- 139 Jingle Bells (**MELODY TEST**) [3]
- 140 Ode to Joy, Beethoven [1]

Group Singing with Melody

- 139 Jingle Bells

Day 7

Chords

- 16 Down in the Valley [3]
- 17 Chord Quiz 2 (**TEST**)
- 18 Red River Valley (D-A7) [1]

- 19 Silent Night (Simple C, Simple G7, and Full D) [1]

Melodic Note Reading

- 138 Flash Card Quiz on String 2
140 Ode to Joy, Beethoven (screen 1) [2]
141 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 [2]
19 Silent Night [2]
20 Chord Quiz 3 (**PREPARE FOR QUIZ**)

Melodic Note Reading

- 141 Largo, Dvorák (screen 2) [2]
140 Ode to Joy, Beethoven (**MELODY TEST**) [3]

Day 9

Chords

- 18 Red River Valley [3]
19 Silent Night [3]
20 Chord Quiz 3 (**TEST**)
21 The Double Strum [1]
22 Marianne [1] (D-A7)

Melodic Note Reading

- 141 Largo, Dvorák (**MELODY TEST**) [3]
142 Sur le Pont d’Avignon [1]
143 2nd or B-String Notes Up the Fretboard [1]

Group Singing with Accompaniment

- 18 Red River Valley
19 Silent Night

Day 10

Chords

- 17 Chord Quiz 2 (**REVIEW**)
- 19 Silent Night [4]
- 20 Chord Quiz 3 (**REVIEW**)
- 21 The Double Strum [2]
- 22 Marianne [2]
- 23 Jingle Bells (Introducing the Full C) (Simple G, Full C, D and A7) [1]

Melodic Note Reading

- 142 Sur le Pont d'Avignon [2]
- 143 2nd or B-String Notes Up the Fretboard [2]

Day 11

Chords

- 21 The Double Strum [3]
- 106 The Bass-Note Strum [1]
- 22 Marianne [3]
- 24 Chord Quiz 4 (**PREPARE FOR QUIZ**)

Melodic Note Reading

- 139 Jingle Bells (melody) [4]
- 142 Sur le Pont d'Avignon [3]
- 143 2nd or B-String Notes Up the Fretboard [3]
- 144 3rd or G-String Notes [1]
- 145 3rd or G-String Exercises [1]

Group Singing with Accompaniment

- 22 Marianne

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

- 144 3rd or G-String Notes [2]
- 145 3rd or G-String Exercises [2]
- 146 Twinkle, Twinkle, Little Star [1]
- 139 Jingle Bells (melody) [4]

Group Singing With Melody

- 139 Jingle Bells

Day 13

Chords

- 26 Adding Accents [1]
- 27 Go Tell Aunt Rhody [1]

Melodic Note Reading

- 144 3rd or G-String Notes [3]
 - 145 3rd or G-String Exercises [3]
 - 146 Twinkle, Twinkle, Little Star [2]
 - 147 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

- 144 3rd or G-String Notes [4]
- 145 3rd or G-String Exercises [4]
- 146 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

- 144 3rd or G String Notes [5]
- 145 3rd or G String Exercises [5]
- 148 Flash Card Quiz on String 3
- 149 Au Clair de la Lune (melody) [1]

Group Singing with Accompaniment

- 147 Down in the Valley (chords)

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

- 149 Au Clair de la Lune (melody) [2]

Group Singing with Accompaniment

- 28 Careless Love
- 29 Swing Low, Sweet Chariot

Day 17

Chords

- 26 Adding Accents [4]
- 27 Go Tell Aunt Rhody [5]
- 28 Careless Love (A) [4]
- 29 Swing Low, Sweet Chariot (E) [3]
- 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:

- 149 Au Clair de la Lune (melody and chords written above)
- **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.**

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

- 150 Aura Lee [1]

Ensemble Studies

Activity #1:

- 149 Au Clair de la Lune (melody and chords written above)
- **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.**

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

- 150 Aura Lee [2]
- 151 3rd or G-String Notes Up the Fretboard [1]
- 152 4th or D-String Notes [1]
- 153 4th or D-String Exercises [1]
- 154 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

- 150 Aura Lee (**MELODY TEST**) [3]
- 152 4th or D-String Notes [2]
- 153 4th or D-String Exercises [2]
- 154 Yankee Doodle (Chords and Melody) [2]

Group Singing with Accompaniment

- 32 She'll Be Comin' 'Round the Mountain

Day 21

Chords

- 32 She'll Be Comin' 'Round the Mountain [4]
- 33 Oh, Susanna (E7) [3]
- 34 Hey, Ho, Nobody Home (Am) [2]
- 35 Chord Quiz #7 (PREPARE FOR QUIZ)

Melodic Note Reading

- 152 4th or D-String Notes [3]
153 4th or D-String Exercises [3]
155 Brother John (Frère Jacques) [1]

Ensemble Studies

- 154 Yankee Doodle (melody and chords written above)
- **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

Day 22

Chords

- 32 She'll Be Comin' 'Round the Mountain [5]
33 Oh, Susanna (E7) [4]
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

- 155 Frère Jacques [2]
157 Lullaby by J. Brahms [1]

Ensemble Studies

- 154 Yankee Doodle (melody and chords written above)
- **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

34 Hey, Ho, Nobody Home

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

155 Frère Jacques (MELODY TEST) [3]

Ensemble Studies

Activity #1

155 Frère Jacques

- **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.**

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

157 Lullaby by J. Brahms [2]

158 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

156 Flash Card Quiz on String 4

157 Lullaby by J. Brahms (**MELODY TEST**) [3]

158 My Bonnie [2]

- **Review and discuss how to read and count ties and dots.**

Group Singing with Accompaniment

37 Amazing Grace

Ensemble Studies

155 Brother John (Frère Jacques)

- **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 25

Chords

- 37 Amazing Grace [4]
- 38 My Darling Clementine (D7) [3]
- 39 Scarborough Fair (Em) [2]
- 40 Will The Circle Be Unbroken (Full G) [1]

Melodic Note Reading

- 158 My Bonnie (**MELODY TEST**) [3]
- 159 Bach Minuet [1]

Ensemble Studies

- 150 Aura Lee (melody)
- 150 Aura Lee (chords written above; note Dm needs to be taught separately)
 - **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

- 38 My Darling Clementine

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

- 159 Bach Minuet [2]
- 160 4th or D-String Notes Up the Fretboard [1]
- 161 5th or A-String Notes [1]

162 5th or A-String Exercises [1]

Ensemble Studies

150 Aura Lee (Chords written above; note Dm needs to be taught separately)

150 Aura Lee (melody)

- **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

39 Scarborough Fair

Day 27

Chords

39 Scarborough Fair (Em) [4]

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

Melodic Note Reading

159 Bach Minuet [3]

160 4th or D-String Notes Up the Fretboard [2]

161 5th or A-String Notes [2]

162 5th or A-String Exercises [2]

- **Discuss ties and dots**

163 When the Saints Go Marching In [1]

Group Singing with Accompaniment

39 Scarborough Fair

40 Will the Circle Be Unbroken

Day 28

Chords

- 40 Will the Circle Be Unbroken (Full G) [4]

Melodic Note Reading

- 159 Bach Minuet (**MELODY TEST**) [4]
161 5th or A-String Notes [3]
162 5th or A-String Exercises [3]
163 When the Saints Go Marching In [2]
165 Londonderry Air [1]

Day 29

Chords

- 40 Will the Circle Be Unbroken (Full G) [5]

Melodic Note Reading

- 163 When the Saints Go Marching In [3]
165 Londonderry Air [2]
166 5th or A-String Notes Up the Fretboard [1]

Group Singing with Melody

- 163 When the Saints Go Marching In

Day 30

Chords

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

Melodic Note Reading

- 163 When the Saints Go Marching In [4]
165 Londonderry Air [3]
166 5th or A-String Notes Up the Fretboard [2]
167 6th or E-String Notes [1]
168 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
- 165 Londonderry Air [4]
- 167 6th or E-String Notes [2]
- 168 6th or E-String Exercise [2]
- 169 Volga Boatmen (Am, Em) [1]
- 171 Johnny Has Gone for a Soldier [1]
 - **Teach the fermata.**

Day 32

Chords

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

Melodic Note Reading

- 165 Londonderry Air (**MELODY TEST**) [5]
- 167 6th or E-String Notes [3]
- 168 6th or E-String Exercise [3]
- 169 Volga Boatmen (Am, Em) [2]
- 171 Johnny Has Gone for a Soldier [2]
 - **Discuss the fermata.**
- 172 Hey, Ho, Nobody Home [1]
- 173 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

- 169 Volga Boatmen [3]
170 Flash Card Quiz on String 6
171 Johnny Has Gone for a Soldier [3]
172 Hey, Ho, Nobody Home [2]
173 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

- 172 Hey, Ho, Nobody Home (melody) (**MELODY TEST**) [2]
173 6th or E-String Notes Up the Fretboard [3]

Ensemble Studies

- 34 Hey, Ho, Nobody Home (chords) (Am)
172 Hey, Ho, Nobody Home (melody)
- **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 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)
172 Hey, Ho, Nobody Home

- 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

- 45 Shenandoah
34 Hey, Ho, Nobody Home

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

- 176 Sharps, Flats, and Naturals [1]
Sharps and Flats Up the Fretboard

Group Singing with Accompaniment

- 46 Knockin' on Heaven's Door

Day 37

Chords

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

Melodic Note Reading

- 176 Sharps, Flats, and Naturals [2]
Sharps and Flats Up the Fretboard
177 Key Signatures [1]
178 Sharps in Key Signatures [1]

179 Home on the Range [1]

Group Singing with Accompaniment

47 Auld Lang Syne

Day 38

Chords

51 Aura Lee (B7) [1]

Ensemble Studies

179 Home on the Range (melody) (**MELODY TEST**) [2]

179 Home on the Range (chords written above) [2]

- **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 39

Chords

51 Aura Lee (B7) [2]

52 On Top of Old Smokey (F) [1]

Ensemble Studies

179 Home on the Range (melody) [3]

179 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

- 180 Alouette [1]
- 181 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

- 180 Alouette [2]
- 181 Flats in Key Signatures [2]
- 182 He's Got the Whole World in His Hands [1]

Ensemble Studies

- 139 Jingle Bells (melody)
- 139 Jingle Bells (chords written above)
 - **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

- 52 On Top of Old Smokey

Day 42

Chords

- 52 On Top of Old Smokey (F) [4]
- 53 Chord Quiz 12 & 13 **(TEST)**
- 54 Star Spangled Banner (Full G7) [2]

Melodic Note Reading

- 180 Alouette [3]
- 181 Flats in Key Signatures [3]
- 182 He's Got the Whole World in His Hands [2]

Ensemble Studies

- 139 Jingle Bells (melody)
- 139 Jingle Bells (chords written above)
 - **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 43

Chords

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

Melodic Note Reading

- 181 Flats in Key Signatures [4]
- 182 He's Got the Whole World in His Hands [3]
- 163 When the Saints Go Marching In (melody) [5]

Ensemble Studies

- 140 Ode to Joy - Beethoven (melody and chords)

- 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

54 Star-Spangled Banner

Day 44

Chords

- 55 When the Saints Go Marching In (C7) [2]
 56 Chord Quiz 14 (**PREPARE FOR QUIZ**)
 57 Basic Chord Progressions [2]

Ensemble Studies

- 140 Ode to Joy - Beethoven (melody and chords)
- 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 45

Chords

- 55 When the Saints Go Marching In (C7) [3]
 56 Chord Quiz 14 (**TEST**)
 57 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

163 When the Saints Go Marching In (chords written above)

163 When the Saints Go Marching In (melody)

- 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 and Melody

55 When the Saints Go Marching In

Day 46

Chords

57 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

163 When the Saints Go Marching In (chords written above)

163 When the Saints Go Marching In (melody)

- 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 and Melody

182 He's Got the Whole World in His Hands

Curriculum Enhancement Suggestions

- Teachers can also use other eMedia software titles to enhance or expand upon a particular discussion.
- 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 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
- 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 all of eMedia's titles.
- Music theory software
 - This will allow teachers the ability to expand further on topics that are discussed in *eMedia Guitar Method*.
- 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 on the CD-ROM might 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.

About eMedia Music Corporation

eMedia Music Corporation is a software publisher dedicated to producing high quality multimedia music instruction software. Founded in 1994 by Adrian Burton, formerly a manager at Microsoft Multimedia Publishing, eMedia is now the world's leading publisher of music instruction software. eMedia's titles have been critically acclaimed by sources such as *Newsweek* ("Top 50 CD-ROM of the Year"), *Pittsburgh Post-Gazette* ("#1-Ranked Educational Software"), and *PC Magazine* ("Top 100 CD-ROM"). eMedia has also won many awards including the *Learning Magazine* "Teacher's Choice Award" and the *Children's Software Revue* "All Star Award." For three years eMedia has received the annual Deloitte & Touche Fast 50 award, which recognizes Washington state's 50 fastest-growing technology companies.

As computers continue to find their way into homes across the globe, eMedia is positioning itself to offer a profound new music education experience. Multimedia's interactive capabilities, incorporating audio, video, and user participation, surpass any traditional printed methods of education. Confident that this technology will become the dominant form of music self-education, eMedia is dedicated to producing innovative software with broad appeal to an international audience. eMedia's products are currently distributed in the United States, Canada, Australia, New Zealand, Belgium, England, France, Germany, Netherlands, Norway, Sweden, and Italy.

eMedia's distinguished music editorial staff includes:

Kevin Garry, Ph.D., who has been teaching guitar for over 25 years, including at the University of Washington and the University of Colorado–Boulder.

Sabina Skalar, M.F.A., a performing artist currently with the New York City Ballet Orchestra, who has over 40 years of experience with individual and group instruction.

Steven Lichtenstein, M.M., The Juilliard School, who has performed nationally for nearly two decades with a wide variety of performing organizations, including the San Francisco Opera.

For additional eMedia products, please visit **www.emediamusic.com**.

Appendix

How to run *eMedia Guitar Method* without the CD-ROM

Windows

Select "Full" installation when installing the software.

NOTE: If you already installed the "Compact" version, simply uninstall and reinstall the "Full" version.

Mac

- 1) Install the software by dragging the application from the CD-ROM to the "Applications" folder on the computer.
- 2) Find the application inside your "Applications" folder and right-click (or "Control" click if you don't have a two button mouse) on the icon to bring up a sub-menu. Select "Show Package Contents" from the sub-menu.
- 3) Open the "Contents" folder, and then open the "MacOS" folder found inside it.
- 4) In a separate window (keeping the "MacOS" window handy), go to the contents of the CD-ROM and scroll down to find the "Data" folder.
- 5) Open the "Data" folder and use Edit > Select All (⌘ + A) to select all of the files in the folder and drag them (or copy and paste them) into the "MacOS" folder.
- 7) Check the box to "Apply to All" and click "Replace" to overwrite all files with similar names.

The logo for eMedia features the word "eMedia" in a bold, italicized serif font. A thin, dark arc is positioned above the letters "e" and "M", starting under the "e" and ending under the "M".

eMedia

eMedia Music Corp.
664 NE Northlake Way
Seattle, WA 98105
www.emediamusic.com
(206) 329-5657
EG01101EM