

SOUND™

INNOVATIONS

for **ELEMENTARY CLASS GUITAR**

An Innovative Method for Class Instruction

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The Sound Innovations for Guitar series combines creative and traditional approaches for learning and performing music. In this book, intended for elementary school-age children, students will begin by learning familiar melodies through rote demonstration and imitation. Students will then segue to combining rote learning with reading guitar tablature. In this way they begin to see the relationships between strings, frets, and melodies. This is followed with the introduction of standard music notation—students will learn the names of the notes they’ve already been playing and to count the rhythmic values they’ve already been playing. Throughout the book students will perform in various ensemble situations playing melodies, counter-melodies, chords, and singing with guitar accompaniment.

mp3

STREAMING
VIDEO



Sound Innovations for Elementary Class Guitar is best used with the multi-media components available at alfred.com/ElementaryGuitarSI. The site features streamable video lessons in which the author explains all concepts and demonstrates the music in this book and the student book. There are also downloadable MP3 recordings that demonstrate every musical example, and supplemental worksheets in PDF format that can be printed and handed out to the class. Visit alfred.com/ElementaryGuitarSI to access this content, and for instructions on downloading the MP3s and supplemental PDFs.



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LESSON 1 | Plucking and Using a Pick

OVERVIEW

In Level 1, students will learn by the most natural process of all—through demonstration and rote learning. We will begin using tablature in Lesson 5 and music notation about midway through Level 2. Guitar tablature allows students to experience and perform music on the guitar immediately. (For more on reading guitar tablature, see Appendix 2 on page 125.)

In Lesson 1, students will begin playing notes on the guitar. They will play individual strings as shown in the examples. Please note that it's not integral that students refer to their student books until Lesson 5.

PREP

- Guitars should be tuned before the lesson.
(See Appendix 1 on pg. 124 or the video appendix on tuning for more information.)

GOALS

- Students will play their first examples on a guitar.
- Students will begin to develop the right-hand thumb for plucking strings.
- Students will play together, staying “on beat.”
- Students will echo teacher rhythms.
- Students will improvise rhythms.

CORE MUSIC STANDARDS

Performing AS #6: Present

LESSON 1A: INTRODUCTION

1. Students should be seated with their guitars in *quiet mode* (guitars lying face down/strings down) in their laps.
2. Show the Level 1, Lesson 2 video to the class, which can be streamed from alfred.com/ElementaryGuitarSI. The instructor in the video will demonstrate basic posture, right-hand technique, and Examples 1.1 and 1.2.



LESSON 1B: FIRST PLUCKING RHYTHM

1. Students may place guitars in playing position.
2. Describe *plucking*: sounding a string with a right-hand finger.
3. Explain that we will be plucking strings with the right-hand thumb. Note that this will be the left-hand thumb for left-handed students. See the video appendix on left-handed students at alfred.com/ElementaryGuitarSI for more information on instructing them.
4. Demonstrate Example 1.1, “First Plucking Rhythm.” Students will listen, observe, and then play along with you until everyone is accurately playing the open E string (1st string) in the indicated rhythm.
5. Next, demonstrate the same rhythm on the open B string (2nd string). Ask the class to play along. Continue to string 3 and through the remainder of strings.

TEACHER NOTE

We are not concerned with note names at this time. The only goal is to get the students to sound each string clearly with the thumb.

Example 1.1 FIRST PLUCKING RHYTHM

(Play each note with the thumb.)

LESSON 1C: PLUCK EVERY STRING

1. Students may place guitars in playing position.
2. Demonstrate Example 1.2 for the class. Play at a slow but very steady tempo, and say the string number as you play strings 1 to 6. Do not use note names yet.
3. Ask the class to play Example 1.2 with you and then on their own. Circulate around the room, helping as needed. (See Observational Assessments, below.)

Example 1.2 PLUCK EVERY STRING

Say: String 1 String 2 String 3 String 4 String 5 String 6

(Play each note with the thumb.)

4. Ask the class to perform example 1.2 in reverse, beginning on string 6 (the string furthest from the floor) and working back to string 1 (the string closest to the floor).

OBSERVATIONAL ASSESSMENTS

Make note of problems, challenges, and successes students are encountering. Use your assessment notes to guide and focus review and practice sessions.

TEACHER NOTE

If you are unfamiliar with guitar tablature, read Appendix 2 on pg. 125 and try playing these examples looking only at the TAB. You will notice that standard music notation indicates the notes and rhythms you are to play, while TAB indicates exactly where to play the notes on the strings and frets. In other words, the primary difference between standard notation and TAB is that standard notation tells us what notes and rhythms to play, but we have to interpret that into appropriate fingerings and positions on our instrument. TAB is a diagram of where to play the notes on the guitar fretboard.

LESSON 1D: PLUCKING ECHOES

1. Students may place guitars in playing position.
2. Check tuning. (See Appendix 1 on pg. 124 or the video appendix on tuning for suggestions.)
3. Explain to the class that you will play a measure that they will “echo” back.
4. Play each one-measure phrase several times until the response is excellent, then move on to the next phrase.
All strings are still plucked with the thumb only.

Example 1.3 PLUCKING ECHOES

Phrase 1: Treble clef, notes G4, A4, B4, C5. Fingering: 1, 2, 3, 4. Bass clef: 0, 0, 0.

Phrase 2: Treble clef, notes G4, A4, B4, C5. Fingering: 1, 2, 3+, 4. Bass clef: 0, 0, 0, 0, 0.

Phrase 3: Treble clef, notes G4, A4, B4, C5. Fingering: 1+, 2, 3+, 4. Bass clef: 0, 0, 0, 0, 0, 0.

Phrase 4: Treble clef, notes G4, A4, B4, C5. Fingering: 1, 2+, 3, 4. Bass clef: 0, 0, 0, 0, 0.

EXPANSION EXERCISES

- For fun, make up some simple rhythms (each on one open string), and ask the class to echo back.
- Select a student to improvise a simple rhythm on one open string, and ask the class to echo back the student’s examples.

OPTIONAL LESSON 1E: USING A PICK

In this lesson, students will learn to use a guitar pick instead of the thumb. This is optional. Using a pick is very important for developing more advanced guitar technique and especially useful for strumming chords; but for younger students, the thumb works well and may be easier than learning to manipulate a pick. (See Appendix 3 on pg. 126 and the Lesson 1 video for a discussion and demonstration of various guitar techniques.)

1. Students should be seated with their guitars in quiet mode.
2. Refer back to the Lesson 1 video. The instructor will demonstrate right-hand pick technique and also demonstrate Examples 1.1 and 1.2 with a pick.
3. *Picking* refers to playing strings with a pick. Begin by playing all notes with a *downstroke* of the pick, meaning to strike the string with a downward attack, towards the floor.
4. Guide the class through Examples 1.1 and 1.2 using a pick.

OBSERVATIONAL ASSESSMENTS

Circulate throughout as the class practices Examples 1.1 and 1.2 with a pick. Assist as needed and make note of problems, challenges, and successes students are encountering. Use these assessment notes to guide and focus review and practice sessions.

OPTIONAL LESSON 1F: PLAY “PLUCKING ECHOES” WITH A PICK

1. Students may place guitars in playing position.
2. Repeat Lesson 1D, “Plucking Echoes” (Ex. 1.3), now using a pick.

EXPANSION EXERCISES

- Make up some simple rhythms (each on one open string), and ask the class to echo back.
- Select a student to improvise a simple rhythm on one open string, and ask the class to echo back.

LESSON 2 | Strumming

OVERVIEW

In this lesson, students will begin strumming across all six strings of the guitar. The student book is still not necessary. You should demonstrate each example, and then the students will play back in response.

PREP

- Ideally, guitars should be tuned before the lesson.
- Students will need guitar picks (unless they are strumming with the thumb only).

GOALS

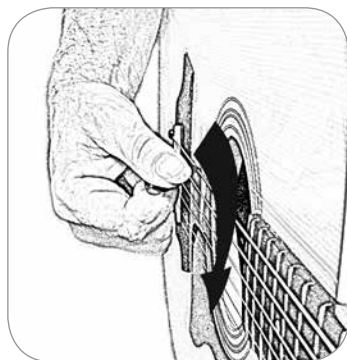
- Students will strum the open strings with a steady rhythm.
- Students will strum and count aloud.
- Students will play together, staying on beat.
- Students will echo teacher rhythms.
- Students will improvise rhythms.
- Students will use a down-up strum.

CORE MUSIC STANDARDS

Creating AS #1: Imagine
Performing AS #6: Present

LESSON 2A: STRUMMING INTRODUCTION

1. Students should be seated, with their guitars in quiet mode.
2. Show the Level 1, Lesson 2 video to the class, which can be streamed from alfred.com/ElementaryGuitarSI. The instructor will demonstrate and explain good right-hand strum technique.
3. Students should remain in quiet mode while you explain and demonstrate strum technique.
4. Describe *strumming*: using the pick or thumb to play all strings simultaneously. Guitarists use strumming when they play chords.
5. Ask students to position the pick on string 6, holding the pick with a very relaxed grip and allowing the right hand to “fall” through all six strings. This is a *strum*.
6. Ask the class to strum the open strings with a steady beat. Begin playing a simple, slow quarter-note strum, and ask the class to join in.



TECHNIQUE

Don't push the hand through the strings; just allow it to drop through the strings to create a single, even sound rather than six separate notes (refer to the demonstration on the video). At this point, the left hand should be used to simply support and balance the weight of the guitar.