

Date \_\_\_\_\_

Name \_\_\_\_\_

**Guitar Pedagogy, APP, 302-1  
San Francisco Conservatory of Music**

**Homework 4**

**Based on the activities below, what would the purpose be for playing these with a student? Why would you introduce these games in a guitar lesson? For each activity please give logical musical, technical, or motivational learning outcome(s).**

**1. Ball Games:** Bounce or roll up and down or back and forth to the count of 1, 2. Sing easy songs with the child such as “Cuckoo” or “Twinkle, Twinkle.” Keep the rhythm even while you count to the bounce or roll.

**2. Getting the guitar out:** Have the child stand about ten feet away from the guitar, which rests in its case. You say, “Ready, get set, go! Start counting “1, 2, 3, 4, 5,” etc., as the child quickly runs to the guitar case opens it quickly, removes the guitar establishes a sitting position with the correct posture and position. When the student is “ready” you time him or her when they are all set to play.

**3. Listening game:** Play certain notes on the guitar and have the child identify the sounds as “high or low.” When the student can easily distinguish between the “high” and “low” notes have them match pitches and when that is established sing back “do” “re” “mi,” etc.

**4. Conductor:** Have the student play conductor. Teach them a 2 pattern and play while they conduct you. Once the 2 pattern is established add 4 and 3 patterns.

**5. Freeze game:** Have the child start to play a piece. When you call out “freeze,” the child must stop playing immediately. You then check the child’s posture and hand positions. This is an especially good game to play if you wish to correct faulty posture, hand positions, thumb position, etc.

**6. Pick a piece to play:** Mark all the pieces in your students repertoire on squares of colored paper. Put all the pieces in a box and let the student choose which piece he or she wants to play.

**7. What song is this?:** Play the first phrase of a piece and have the student complete the song. Or hum the first notes of a piece and have the student play the rest. Sometimes, for variety, play “turn-about” by letting the student become the “teacher” and play the first few notes of the piece.

**8. Leave-it-out game:** Play a song, such as “Twinkle, Twinkle, Little Star” with the student, both of you leaving out one specified note as you both continue to play the song in correct rhythm.

**9. Grade 1 to 10:** Have the student play a piece with special attention to one aspect of the music: for example legato playing, even rhythm or correct notes. Then ask the student to grade his or her own performance on a scale of 1 to 10.

**10. Counting game:** Clap out rhythms, say out loud the counts. Use recordings or play examples to demonstrate especially difficult or unusual rhythms.

**11. Using the metronome:** Encourage students to use a metronome when practicing. Have students clap along with the metronome. Use one that accents different time signatures and guess which one you are in. Challenge students to clap with the metronome so they cannot hear the click. Have the student work on setting the metronome themselves to various tempos you give them.

**12. Listening exercises and games:** Put on a recording and have students identify characteristics of the performance. What kind of instrument plays the melody? What time signature is the piece in? Was the beginning louder or softer than the end? How many times in the song did the singer sing?

**13. Increasing dexterity:** Repetition is an important part of increasing dexterity but it can also be boring to a child. Develop games of repetition using timers, stop watches or challenges. “How long can you play this passage without making a mistake?” “Let’s play this together and see who messes up first.” “Let’s see how fast we can play this passage” or “Let’s see if we can make this shift and hit this high note before we finish today’s lesson.”