

Lead Guitar Digital – Quick Start Guide for Teachers

As a Lead Guitar Teacher-of-Record you can rely on your Lead Guitar partner instructor to help you choose content delivery and live interaction opportunities from Lead Guitar that makes sense for your schedule, student access and resources. Your instructor partner is also your best resource for troubleshooting the on-line curriculum and materials as you use them.

Preparations before a Lesson Sequence Begins

1. Have the full Method Book PDF open in another window

This will allow you to quickly reference and share parts of the book during free-choice and review segments of lesson plans. It's available in the resource folder.

2. Tuning guitars

For live classroom guitars

It is essential that guitars are tuned once per day, and best if this is done by the TOR rather than individual students in the beginning levels. Out of tune guitars impede progress considerably as it is difficult and less rewarding to hear when a song is being played well by a whole class.

As you get accustomed to tuning a class set of guitars tune only the strings you are using regularly every day and the bass strings less often. For example, through the first four lessons you can tune only the 2nd string

We recommend using a clip-on digital tuner that can easily be changed from one guitar to another. Please ask your Lead Guitar instructor for advice on tuners and tuning if you need it.

and then only strings 1, 2 and 3 through Levels I and II of the Lead Guitar Method.

Once you've established a routine, about 10 minutes of tuning per day should be enough to keep the guitars sounding good

For fully on-line classes

We recommend having students download the app [GuitarTuna](#) on their smartphone for help with at-home tuning. It's free.

3. TOR's Established Set-up Routine

When completed students should be seated facing the projector screen with guitars in ready or quiet position and footblocks in place.

Quiet position is holding the guitar on one's lap with the strings facing down (so they can't be played).

Footblocks are critical to ergonomic playing. Here's a [link](#) to instructions on cutting wooden foot blocks. Students can also use a stack of books, a yoga block or a small, sturdy box.

Early Lessons Pacing:

In grades 3-5 a first time through a lesson plan may need to be divided into multiple class sessions.

Some high school classes may be able to move through more than one early Level I lesson plan in a single class session (especially lessons 1-4) and should consider skipping 'Song of the Wild' supplemental pieces in Level I to speed the class pace if core concepts are clearly being absorbed.

Supporting Learning between and during Video Modules

Lead Guitar learning modules provide all of the content you will need to teach guitar but, to be effective they rely on equally important input from a Teacher who will control pacing, trouble shoot with individuals, and reinforce good habits and concepts. Here are some thoughts on optimizing activities and videos you'll see frequently in lesson plans.

Warm-up Routines – these videos include sections with the instructor leading students in a repeating exercise. TOR's should take these opportunities during the warm-up routine to walk through the class (or scan through the online class) helping individual students and refocusing the class when they fall out of sync with the videoed instructor.

Get Ready to Play – These videos are an overview of the challenges and structure of a new song. They often ask for the TOR to follow up with a brief class discussion. In most cases, these are videos that are only used the first time a class uses a lesson sequence.

Component videos – TORs will want to have students in ready to play position before beginning the video. These videos are intentionally kept short and have a narrow focus to allow TORs to do follow up practice between component practice videos before moving on to the next challenge.

Play-along videos are used first to hear and see a song performed and then to guide play-throughs of songs once the component skills of each song have been learned. Choose a tempo that the whole class can play successfully by adjusting the tempo in the bottom right corner of the video window. Then gradually work the tempo up, interspersing run-throughs of the complete song with reviews of technical components that have gone wrong during those run-throughs.

Review or Preview Songs – These are free choice segments for which the TOR can use the full Method Book PDF.

Sight Reading – Lead Guitar has designed a series of sight-reading exercises tailored to each learning level. They are available in the resource folder.

Brain Break – Even learning music can get tiresome. The resource folder includes suggestions for music-focused classroom activities and performance videos that will give students a short respite from focused learning.

Individual Practice – These are important opportunities for students to absorb new information in their own way and at their own pace after component practice videos.

Paring down the videos as you practice each day

Each lesson is a compilation of short videos, that together, will give you and your class all of the expert insights you need to effectively master the components of a particular song or concept and put them together in finished form. The system is designed so that you use all of the videos and materials in order when a song is first introduced and then skip videos whose content is fully absorbed or supplant those videos with live teaching as the lesson is repeated and refined over days. For instance. Our Get Ready to Play Videos are an overview of new concepts students will encounter in a song and doesn't need to be viewed more than once, whereas the Warm-up Routine and play-along videos are likely to be used in every class session.