



Preparatory Level Assessment (Guitar/Bass)

To complete this level of proficiency, students must demonstrate knowledge and fluency in the following areas:

Anatomy of the Guitar/Bass

Must possess a basic awareness of how the guitar works, and be able to identify:

- The body
- The neck
- The headstock
- The tuners
- The strings (by number and name)
- The frets
- The bridge, and the nut

Student must know the significance of the dots on the fingerboard (odd numbers from 3-9, 12, odd numbers from 15-21)

Student must be able to locate notes on any given string (i.e. find an F note on the D string) using the string names and the chromatic scale

Technique

Must demonstrate proper posture with the guitar. Must know the following:

- How to hold the guitar

- How to hold the pick
- How to position the fretting hand
- How to use the guitar strap while standing
- How to perform both upstrokes and downstrokes

Must be able to demonstrate the correct amount of fretting hand pressure.

Must be able to play the Finger Exercise at a slow and steady pace (downstrokes only), paying careful attention to:

- Fretting hand finger pressure
- Position of fretting fingers in relation to each fret
- Position of pick, and velocity (not picking too hard)
- Synchronization of the hands

Must be able to play simple triads on the first 3 strings (G-C-D).

Reading

Rhythmic Reading: The student must be able to sight read one simple 4-bar rhythmic example in 4/4 time while maintaining a steady beat between 60-80 BPM. The student will have 30 seconds to mentally practice before performing. Note values may include:

- Quarter notes and/or quarter rests
- Half notes and/or half rests
- Whole notes and/or whole rests
- Eighth notes

Tablature Reading: The student must have an understanding of how tablature works. He or she will be presented with a simple exercise written in tablature and should be able to execute.

Sight Reading on Staff: The student must be able to sight read a 4-measure example in 4/4 time on the treble clef staff. The melody will utilize the highest 2 strings of the guitar: The B string (string 5) and the E string (string 6).

Fingerboard Diagrams: The student must have an understanding of how to interpret fingerboard diagrams, both vertical and horizontal.

- The student will be able to locate and draw notes in positions requested by instructor (i.e. draw a dot on the 4th fret of the 3rd string)
- The student will be able to perform simple chords indicated by vertical diagrams

Traditional Notation: The student will be able to identify notes on the lines and spaces of the treble staff from E3 to G4.

Ear Training

The Student must be able to execute the following tasks:

- Determine whether two consecutive pitches are ascending or descending
- Determine whether a musical passage is getting louder (crescendo) or quieter (decrescendo)
- Determine whether a musical example is major or minor
- Copy a very simple melody (first pitch given!)

They will have the opportunity to hear each example 2 times.

Tone and Electronics

The student must have an awareness of how:

- To plug the guitar into the amp and produce sound
- To use the pickup switch to get different sounds
- To use an electronic tuner
- To get different sounds out of an amplifier
- To wind a cable!

Performance

The student must perform 3 short pieces. Memorization is not required. The songs must include the following:

- A simple melody indicated in tablature

- A simple chord progression using the three triads G-C-D.
- A simple rhythmic exercise.
- Student must play with a steady beat. The student chooses the tempo.

Music Theory

Note Identification: Students Must be able to identify B (middle line of staff/2nd string on guitar) through G (space above the staff/1st string, 3rd fret) on the guitar and on the staff in under 30 seconds each.

The student must be able to identify and define the following:

- Staff Elements: measure/bar, treble clef, staff, barline, double barline, final barline.
- Time Signatures: The student must be able to explain what the top and bottom numbers do, and are expected to know 4/4, 3/4 and 2/4
- Chromatic Scale: The student must be able to spell out the ascending chromatic scale
- Dynamic markings: Must know the difference between p and f, and crescendo and decrescendo
- Intervals: The student must be able to identify whole steps and half steps