

Long-term Plan

GUITAR

Skills To Be Taught	Level One (pre-Grade 1)	Level Two (Grade 1)	Level Three (Grades 2 - 3)	Level Four (Grades 4 - 5)	Level Five (Grades 6 - 8)
Pitch - range - scales - intervals - harmony - notation	Recognise and play open strings Recognise notes from notation (introducing standard or tab notation as appropriate) Introduce 1st position, with attention to left hand shape and position Introduce 'cut down' chords using top or bottom 3 or 4 strings Understand the basic principles of tuning Understand the difference between single notes and chords	Sing, play and recognise tones and semitones within major and minor scales in open position (one octave) and the pitch patterns of the arpeggios Learn pieces relating to these keys, using standard or tab notation Develop sight-reading skills within these keys Play simple open major and minor chords	Extend range to two octaves Scales and arpeggios with up to three sharps Learn pieces relating to these keys and develop sight-reading skills within these keys Introduce chromatic patterns and fingerings Introduce interval scales (together and broken in sixths) and broken chords Introduce harmonics Ability to tune guitar	Extend range to include full chromatic coverage within two octaves Scales and arpeggios with up to three sharps and two flats, with alternate scale patterns and positions. Interval scales in octaves. Learn pieces relating to these keys and develop sight reading skills Introduce bar chords, power chords and read from chord symbols Ability to tune using harmonics	Extend range to three octaves All scale patterns in all keys. Interval scales in thirds and tenths Develop sight reading skills within these keys Play all positions over the full range of the instrument with fluidity Play artificial harmonics

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Duration - <i>rhythm</i> - <i>pulse</i> - <i>tempo</i>	Play simple rhythms (using crotchets, quavers, minims and semibreves) Recognize simple rhythms from standard notation Play pieces in 4/4 and 3/4 time Play with a steady pulse at a moderate tempo .	Extend ability to read and play rhythms in simple time, including dotted rhythms, single quavers and rests Understanding and expression of strong and weak beats Understanding the difference between tempo, rhythm and pulse Play in varied tempi (from moderately fast to moderately slow) Play using gradations of tempi (<i>ritardando</i> and <i>accelerando</i>) Set and maintain a steady pulse	Introduction of compound time signatures and rhythms Introduction of triplets, semiquavers and syncopated rhythms Play in varied tempi (from fast to slow)	Introduction of irregular time signatures e.g. 5/4 Refine the ability to distinguish tempo characteristics, e.g. <i>allegro</i>, <i>andante</i>, <i>lento</i>	Complex rhythms and rhythmic transitions in all time signatures Understanding all tempo directions and to interpret and implement those directions Understanding and implementation of rubato

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Technique - tone - articulation - fingering - posture - dynamics	Sitting and holding the instrument correctly and with good posture, including rest position Learn down strokes on open strings using thumb or pick Introduce 'walking' fingers (alternating index and middle fingers) and 'rest stroke' Co-ordinate left hand and right hand finger movement Play at a reliable <i>mf</i> and understand <i>p</i> and <i>f</i> dynamics	Introduce different plucking styles: Thumb (p) Index finger (i) Middle finger (m) Ring finger (a) Introduce strumming different patterns with thumb or pick Recognise causes of unsatisfactory sounds and improve tone quality Introduce staccato To be able to contrast <i>f</i>, <i>mf</i>, <i>mp</i>, and <i>p</i>, <i>crescendo</i> and <i>diminuendo</i>	Increase finger dexterity Identify areas of physical tension independently and adjust posture accordingly Extend techniques to include bending, sliding, palm muting, vibrato, economy picking, and (for electric guitar) artificial harmonics Increase dynamic range including <i>ff</i>, and <i>pp</i> Make links between techniques and interpretation e.g. playing with a 'dolce' tone	Develop awareness and use of tonal qualities, supported by relevant finger techniques e.g. hybrid picking Extend range of articulations Develop dynamic subtleties, including ability to express <i>sf</i>, <i>fp</i>, <i>morendo</i> etc.	Advanced tonal and contemporary techniques, e.g. artificial harmonics, sweep picking, tapping Full dynamic range and use of dynamics to develop phrasing and interpretation Full palette of articulations Conscious use of refined extended techniques in relation to style and interpretation
Singing - songs - aural skills	Sing at least one song within a simple pitch range (this might be a piece being learned on the instrument) Sing up and down the scale patterns of the pitches learned	Sing with improved pitching and confidence Sing songs whilst playing a simple guitar accompaniment Sing back a short (two bar) phrase	Sing with improved pitching and confidence across a wider pitch range Sing back a short phrase, including in a minor key	Take part in choirs Sing songs whilst playing more complex guitar accompaniment Sing simple lines from notation	Take part in choirs and vocal ensembles

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Theoretical knowledge and understanding - <i>structure</i> - <i>musical terms</i> - <i>style</i>	Awareness of the layout of a piece, any repetitions, including ternary (ABA) form Recognise direction of pitches e.g. step by step up or down	Use of elementary musical terms (e.g. <i>forte and piano</i>) Understanding phrasing	Expanding understanding of more complex structures e.g. <i>DS al Fine</i> Recognise rhythmic, melodic and harmonic features e.g. sequences, intervallic leaps	Understanding more complex structures e.g. Rondo form, Minuet and Trio Understanding musical character and style	Understanding more advanced forms e.g. Sonata form, mobile structures Make musical decisions by reflecting on musical styles and conventions
Performing - <i>solo</i> - <i>in parts</i> - <i>ensembles</i>	Perform simple repertoire from chart or standard notation or from memory Perform solo and with others for an audience in a variety of contexts Perform with keyboard accompaniment and/or CD backing tracks	Perform music in a variety of different genres and styles Perform in parts e.g. duets, rounds Develop ensemble skills	Perform longer, more advanced pieces, with an awareness for communicating musical style Able to hold individual line in a small ensemble Opportunities for duets, trios and quartets Develop ensemble skills, including contemporary bands	Able to perform two or three solo pieces, with or without accompaniment, in the same programme Opportunity to learn other instruments in the family e.g. bass guitar, electric guitar Opportunity to play in mixed ensembles and bands	Perform advanced repertoire in substantial programmes involving a range of styles, including contemporary music. Develop chamber music skills, large ensemble/orchestral skills, contemporary band skills

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Composing and Improvising	Take part in question and answer activities, leading to improvising with simple rhythms and pitches over two bars	Extend length of improvised responses in question and answer activities Create music and effects using different techniques e.g. col legno	Pupils work together to structure composed and/or improvised pieces Introduce chords and simple chord sequences Song writing	Ability to notate composition, using standard or graphic scores Improvise within a more complex framework, using a variety of keys	Compose and/or improvise using a wider variety of styles e.g. rock, jazz, minimalist, atonal, pastiche Refine notation of compositions
Listening	Appraise own and others' achievements and performances Play simple patterns and pieces by ear and from memory Listen to a variety of music in different styles and genres, appreciating different moods and characteristics, and be able to describe these in words. Listen, understand and respond to instructions	Listen to others when playing with accompaniment or as an ensemble Recognise simple chord changes (harmonies) and intervals Use simple musical vocabulary to describe music Understand tasks set for practice	Awareness of relationship to all other parts in ensemble playing Play more advanced pieces by ear and / or from memory Able to identify time signatures and rhythms when listening to music, both in simple and compound time Self assessment to develop effective practice strategies	Recognition of more complex musical elements and structures e.g. major/minor tonality, chord changes, intervallic shapes and sequences Recognition and understanding of textures and timbres Recognition and identification of a variety of musical styles, e.g. classical, romantic, waltz, tango, jazz,	Full awareness of other parts in ensemble work, and ability to respond musically Perform advanced pieces from memory A full vocabulary of musical terms to describe musical elements and styles Recognise cadences and chord progressions