

Yellow award - Guitar

- Keep in time with the rest of my group

After basic rhythmic clapping exercises, a simple tune such as the melody line from 'Clocks' by Coldplay to be performed by the group.

- Work out a simple tune by ear

Happy Birthday or Jingle Bells

- Play a simple tune from memory

A previously studied short tune, such as 'Seven Nation Army' by The White Stripes

- Correct an incorrect note

Use a familiar tune, such as 'Somewhere over the Rainbow' (in G). Change an F# to F.

- Play and hear the difference between sharps, naturals and flats

Use the above exercise to develop the understanding of sharps. Change all F# to F. Also use various chords (such as D) to show how this can affect the major/minor tonality. Use the 'Jaws' theme to explain semi tones. Use the opening of 'Chasing Cars' by Snow Patrol or 'Black Sabbath' by Black Sabbath to explain flats. Students are always amused by the 'Devil in Music' flattened 5th. I always demonstrate this further with the opening to 'Seasons in the abyss' by Slayer.

- Always maintain good posture, right and left hand shape

No tension in the back, arms or shoulders. Thumb generally behind the neck. Right hand pick held correctly (first finger curled so fingernail joint parallel with side of thumb) or finger style hand position adopted correctly (claw, with p on low E, ima on gbe)

- Play hammers and slides, staccato and legato

A good piece to demonstrate hammers and slides is 'Wonderful Tonight' by Eric Clapton. This is also a good point to introduce bends. Staccato can be effectively demonstrated with the opening riff of 'Purple Haze' by Jimi Hendrix and legato could be introduced by way of trills. 'Sweet Home Alabama' by Lynyrd Skynyrd is an interesting study for legato technique as is 'Always with me, Always with you' by Joe Satriani.

- Play a two octave scale and an arpeggio, and can read those notes

G Major in 2 octaves (root fret 3, string 6) with accompanying two octave triad & maj7 arpeggio. Delivered in tab and notation with letter names if necessary. Use to reinforce knowledge of sharps.

- Read and play dotted rhythms and tied notes

*'Day tripper' by The Beatles
'Scarborough Fair'*

- Do a crescendo and a diminuendo

Use 'Smells like teen spirit' by Nirvana to demonstrate.

- Decide on suitable dynamics, tempi and articulation for my pieces

Depending on the piece, for example, in a grunge context the student could study the impact of quiet verse / loud chorus. For a Carulli classical piece, the student could experiment with hand position nearer the bridge. For melodic work, a mixture of left hand legato and picking techniques. Experiment with tempo for what feels comfortable to the student and appropriate to the piece.

- Make up (improvise or compose) a simple tune

Use the 'flat pack' method. Provide a chord bank of diatonic chords (C Dm Em F G Am) Student chooses 4 chords in any order, one per bar. Ask the student to play what they have 'composed'. Give the notes of the C pentatonic scale and begin to make up a melody to go over the top. Student advised to record themselves playing the progression and then to play along with notes from the scale. Use 2 or 3 note phrases. Use short rhythmic cells from other songs but with different notes.

- Understand and play 6/8

'House of the Rising Sun' by The Animals

- Know how the tempo is indicated in a written part and play at different speeds

Introduce metronome markings and relate 60bpm to a ticking clock for reference

- Play 8 open chords

C A G E D Am Dm Em

- I can play...

List the pieces the student has learned up to this point incorporating the required techniques

- Perform a tune with friends for an audience and talk about what went well.

Perform for family