



Unit focus	Introduction to learning the Guitar 1		
Knowledge, skills and understanding	- Listening – Listen to music carefully and start to understand where the words pulse, pitch and rhythm fit in, listen to identify where that music may be from - Internal thinking – Formulate ideas and answers independently that can then be shared if required. - Guitar - Learn to play the guitar with a good posture and understanding of technique. - Read music – Learn to play simple pieces using open strings through musical symbols with progression to note reading. - Perform – Perform solo and small group pieces. What makes a good performance?		
Key vocabulary	Pitch, Pulse/Beat, Rhythm, Strings, Sound Hole, Vibration, Tempo		
Sound and Symbol	Identify Crotchet, Minim, Quavers and Crotchets. Identify the Stave. Hand symbols between E and B string while singing.	Outcomes - Pupils should understand how "pulse" is important in music and be able to demonstrate this through clapping, moving, or walking with the awareness that the pulse may be at different speeds depending on what music we are listening too. - Pupils should be able to identify the difference between a pulse and a rhythm and how they work together. - Pupils should be aware and able to demonstrate a good posture while holding their Guitar and be able to identify different parts of the instrument and what the purpose is. - Pupils should be aware of a rest stroke and walking fingers to demonstrate a good technique - Pupils will learn to play simple pieces of music using open strings while trying to show good technique - Pupils will have the opportunity to perform solos and small group pieces as well as playing together in the whole class – Learning to express themselves musically. - Pupils learn to sing confidently in lessons	
Instrumental / vocal repertoire	Backing tracks from "Guitar Basics" including Country music, Tribal, Spanish Flamenco and Jazz. "Salt Creek" by Mike Witcher Accompaniments by teacher "Bubblegum" vocal warm up		
Listening repertoire	"Salt Creek" by Mike Witcher Teacher demonstration of Flamenco, Spanish Classical and Oasis.		

Unit focus	Introduction to learning the Guitar 2 – The Spanish Guitar		
Knowledge, skills and understanding	- Listening – Further develop listening skills to identify rests and silence in music. - Internal thinking – Continue to formulate ideas and answers independently that can then be shared if required. - Guitar - Learn to play the guitar with a good posture and understanding of technique. - Read music – Learn to play simple pieces using open strings and introduce frets in the left hand. Continue development of note reading skills - Perform – Perform solo and small group pieces. - World music – What did the Spanish guitar sound like?		
Key vocabulary	Pitch, Pulse/Beat, Rhythm, Strings, Sound Hole, Vibration, Tempo, Crotchet, Quaver and Minims		
Sound and Symbol	Identify crotchet and quaver rests. Find the notes in our voices – play and sing simultaneously	Outcomes - Pupils can clap simple and more complicated patterns and continue them on the guitar - Pupils continue to sing confidently in lessons and find enjoyment in well-known Christmas tunes - Pupils learn how to continue playing simple tunes but are able to add the note of A to the music - Pupils continue to identify parts of their instrument but also learn about different types of string instruments. - Pupils can use their own sentences to help remember rhymical patterns. - Pupils know the origin of the Spanish Guitar and have heard of and listened to Flamenco	
Instrumental / vocal repertoire	Jingle Bells, Merry Christmas Everyone, further music and backing tracks from "Guitar Basics"		
Listening repertoire	Shaking Stevens – Merry Christmas Everyone		

Unit focus	Guitar used in popular music	
Knowledge, skills and understanding	- Learn – What other types of guitars are there? Why are they different? When and how are they used? - Listening – Listen to high quality music involving guitars in popular music - Read – Read more complexed music and rhythmical patterns - Notation - Understand how to read music. How does the stave work? - Technical Skills – Continue to adopt a good posture when playing the guitar. Thumb behind the neck to help with fingers on frets. Continue to walk fingers. - Singing - Continue to sing confidently and enjoy the opportunity to sing some popular rock songs	
Key vocabulary	Rock, Pop, Pitch, Pulse/Beat, Rhythm, Strings, Vibration, Tempo, Crotchet, Quaver and Minims	
Sound and Symbol	Minim and Semibreve rests, Treble Clefs and Time Signatures	Outcomes - Pupils continue to sing in lessons and can experiment with singing and playing - Pupils continue to think about their posture and how it can improve their playing. - Pupils are continuing to learn simple tunes but are now adding the notes of A and F using their first and second fingers on the frets - Pupils will research famous guitarists that we can listen to in lessons - Pupils can start to identify any note on the stave without ledger lines - Pupils will understand how the guitar came to be used widely in popular music.
Instrumental / vocal repertoire	Guitar Basic repertoire, Mild Thing, I spied a spy,	
Listening repertoire	Living on a Prayer, Wild thing, Children to research famous guitar players to listen too.	

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Medium term planning template

Unit focus	Guitar used in Popular music 2	
Knowledge, skills and understanding	1. Learn – What is a chord? How can I play one? How is playing a chord different to plucking my guitar. 2. Listening – Continue listening to high quality music in a variety of popular genres. 3. Read – Continue learning and developing note reading skills with the introduction of some tab. 4. Sing – Continue to develop singing skills through warm up activities and song focus. 5. Perform – Solo and group performances in classroom	
Key vocabulary	Chord, Pop, Rock, Heavy Metal, Ostinato, Beat, Pulse Rhythm, Pitch and words covered in previous terms.	
Sound and Symbol	Children can react to pitch through hand symbols	Outcomes 1. I know what a Chord is and how to play at least one. 2. I know what the difference between a chord and plucking is 3. I am learning to read music in two ways – standard notation and tab 4. I continue to sing in lessons and think about using good breathing and breath control to support this.
Instrumental / vocal repertoire	Guitar Basics repertoire, Demonstrations by AL. Mild Thing, I spied a spy	
Listening repertoire	Children will be enabled to research and listen to music they have discovered to share with the class. Possibly learn to play this music...	

Unit focus	Instruments in the Orchestra	
Knowledge, skills and understanding	1. Learn – What instruments form the traditional orchestra? Why do I not often see my guitar in an orchestra? 2. Play – Play some traditional orchestra/classical music on my guitar. 3. Read – Continue learning and developing note reading skills with the introduction of some tab. 4. Sing – Continue to develop singing skills through warm up activities and song focus. 5. Perform – Continue to perform solo and group performances	
Key vocabulary	Pitch, Pulse/Beat, Rhythm, Strings, Sound Hole, Vibration, Tempo, Crotchet, Quaver and Minims, Orchestra, Strings, Brass, Percussion, Woodwind	
Sound and Symbol	Continue Identifying notation and tab, Use symbols for describing pitch, rhythm and rest.	Outcomes 1. I have learnt what instruments form the traditional orchestra 2. I know why my guitar often does not feature in classical music – but sometimes does! 3. I have continued to develop my note reading skills 4. My singing continues to improve 5. I have performed as a small solo/group piece in front of my class – maybe in assembly if possible
Instrumental / vocal repertoire	Young persons guide to the orchestra, Night on a bare mountain, pachabel's cannon.	
Listening repertoire	Young persons guide to the orchestra, sugar plum fairy, BBC ten pieces	

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Medium term planning template

Unit focus	World Music	
Knowledge, skills and understanding	1. Learn – What is the meaning of the term – World Music? 2. Listening – Listen to a variety of music from different locations around the world – have I played world music already? How can I identify music from different parts of the world? 3. Read – Continue learning and developing note reading skills with the introduction of some tab. 4. Sing – Continue to develop singing skills through warm up activities and song focus.- Singing songs in a different language 5. Perform – Solo and group performances in classroom/school assembly	
Key vocabulary	World Music, Samba, Reggae, Tango, Waltz, Flamenco, Pitch, Pulse/Beat, Rhythm, Strings, Sound Hole, Vibration, Tempo, Crotchet, Quaver and Minims, Orchestra, Strings, Brass, Percussion, Woodwind	
Sound and Symbol	Continue Identifying notation and tab, Use symbols for describing pitch, rhythm and rest.	Outcomes 1. Understand what the term "World Music" means 2. I have heard music from all around the world and realised that world music has been part of my day to day listening for sometime. 3. I have continued to develop my standard notation and tab reading skills and know that this is a transferable skill to other instruments. 4. I sing regularly in lessons 5. I have had the opportunity to perform in a school concert/assembly
Instrumental / vocal repertoire	Three little birds, Guitar basics repertoire, Sambatini	
Listening repertoire	Three little birds, Demonstrations from AL, Sambatini, Banu Hai	