

# *Unit 4*

## **Preliminary Certificate**

### **Level One**

*In this unit you will work towards a  
Level One Preliminary Certificate  
and be assessed on:*

Sitting and holding the guitar;

Playing rest strokes with your index and middle fingers;

Using the correct left-hand fingers to fret notes;

Playing tunes using notes G-G on the three upper strings that include quavers and dotted minims;

Perform two pieces accurately from written music including music expression;

Play a tune that you haven't played before;

Play some short scales from memory;

Recognise the pulse of a piece of music as being in two or three time.

# Preliminary Certificate - Level 1 Guitar



Name: \_\_\_\_\_

School: \_\_\_\_\_

The the Level 1 certificate is the second level of assessment for guitar players and builds upon the skills learned at foundation level. The instrumental teacher will give the Award, based on a combination of continuous assessment of the technical and musical points below and a simple assessment test.

## Technical and Musical Knowledge

1. Sit and hold the guitar correctly
2. I can play rest stroke alternating index and middle fingers
3. I can locate and use the correct left-hand fingers to play notes G-G
4. I can play tunes using the notes G-G on the three upper strings
5. I can play and clap rhythms that include quavers/dotted minims
6. I can play with a clear, clean tone
7. I can play with expression: piano/forte, cresc./dim. and rall.
8. I can recognise and talk about musical words and symbols.


A) For the assessment test, candidates must;

1. Play 2 tunes chosen with their teacher, either a solo or ensemble
2. Play three simple scales from memory
3. Clap the pulse of a piece of music and say if it is in two or three time.


2. Complete one of the following:

- Play a tune they haven't played before (sight reading)
- Clap back a simple rhythm including quavers/ dotted minims


Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Pieces for the Level One Preliminary Award

Choose two of the pieces below to play with your teacher as part of your Preliminary Certificate Level one. Make sure you learn each piece really well so you can play to a steady pulse and count the rhythms accurately. Aim to include all the expression marks in your performance. When you feel confident your teacher will ask you to perform them during a lesson.

## Au Clair De La Lune

French Traditional

*f* C C C D | E D | C E D D | C :||

D D D D | A A | D C B A | G<sub>low</sub> ||

*f* C C C D | E D | C E D D | C || *rall.*

## Andantino

Mateo Carcassi (1792-1853)

*m i m i etc.*  
*p* C G<sub>low</sub> C G<sub>low</sub> | B G<sub>low</sub> B G<sub>low</sub> | D G<sub>low</sub> D G<sub>low</sub> | C G<sub>low</sub> C G<sub>low</sub> ||

*f* E G<sub>low</sub> E G<sub>low</sub> | F G<sub>low</sub> F G<sub>low</sub> | B G<sub>low</sub> B G<sub>low</sub> | C || *rall.*

## Frere Jacques

French Traditional

4/4

*f* *p* *f* *p*

*f* *p* *f* *rall.*

## Spring Theme (from the Four Seasons)

Antonio Vivaldi (1678-1741)

4/4

*f* *p* *f*

*f* *p* *rall.*

# Aura Lee

Trad. American

4/4 *f* G<sub>low</sub> C B C | D A D | C B A B | C :||

*p* E E E E | E E E | E D C D | E | *f*

E E F E | D A D | C B E D | C || *rall.*

# Happy Birthday

M. and P. S. Hill

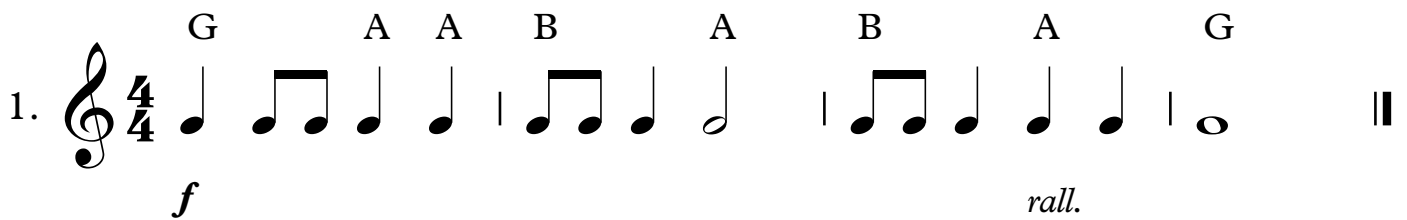
3/4 *p* G<sub>low</sub> G<sub>low</sub> | A G<sub>low</sub> C | B G<sub>low</sub> G<sub>low</sub> | A G<sub>low</sub> D | C G<sub>low</sub> G<sub>low</sub> | *f*


*p* G<sub>high</sub> E C | B A F F | E C D | C ||

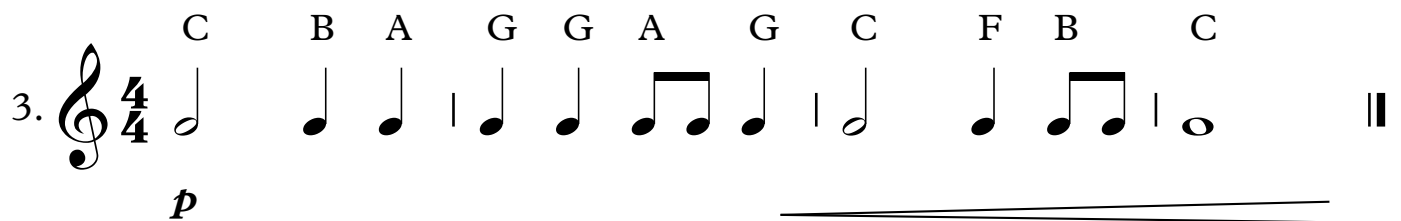
- 5 You will also have to choose to either sight-read a short piece of music, clap back a rhythm or make up your own tune to a given rhythm. Below are examples of each of these for you to try out at home. Aim to complete one example everytime you practice.

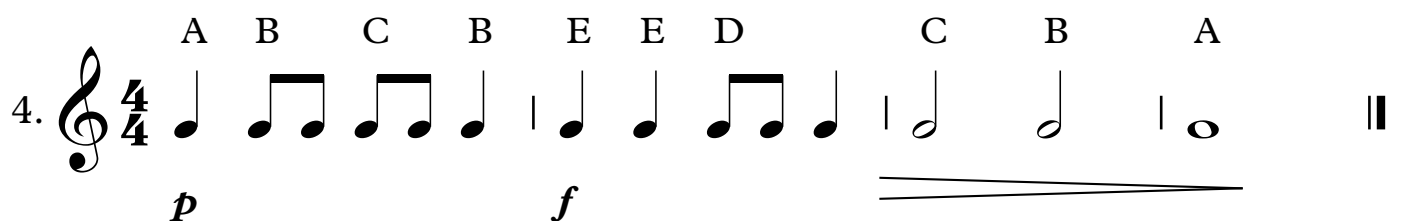
## A. Sight-reading - Practice

**Sight-reading** simply means to play some music you haven't played before. Below are some examples. First **look at it** and try to clap the rhythm. **Then think your way through the piece** trying to imagine which fingers you are going to use. Finally, **look for any patterns in the music** - such as places where the notes follow our musical alphabet. When you feel confident try to read through the piece once, keeping a steady pulse.

1. 

2. 

3. 

4. 

## B. Scales

Aim to play these short scales smoothly and on the pulse

Three short scales in 4/4 time, each with a treble clef and a double bar line at the end.

Scale 1: C D E F G | G F E D C

Scale 2: G A B C D | D C B A G

Scale 3: A B C D E | E D C B A

## C. Clap a Rhythm

Prepare to clap these rhythms back to your teacher keeping the pulse.

Four rhythmic patterns in 4/4, 2/4, 4/4, and 3/4 time signatures, each with a treble clef and a double bar line at the end.

1.  $\frac{4}{4}$  . | | | | | | | | | |

$\frac{2}{4}$  | | | | | | | |

$\frac{4}{4}$  | | | | | | | | | |

$\frac{3}{4}$  | | | | | | | |