

Sheffield Music Hub - Whole Class Ensemble Teaching (Y4)



Charnock Hall Primary Academy
A L.E.A.D. Academy

Instrument/Vocal: Ukulele with Dr C Carr School: CHPA



Autumn	Spring	Summer
Main focus: Pulse, rhythm and time	Main focus: Harmony, melody and notation	Main focus: Structure and songs
<p>Pupils will:</p> <ul style="list-style-type: none"> • be introduced to pulse, rhythm and time unit groupings. • be taught visual indications of a pulse • be taught to clap and play to a pulse • learn to count a pulse • rehearse to improve keeping a pulse • taught to internalise pulse • rehearse to improve pulse. • perform to a live audience of their peers • listen to and appreciate recorded/live performances to inform and improve their own practice <p>Pupils will:</p> <ul style="list-style-type: none"> • be introduced to units of rhythm: crotchets, minims, quavers and semibreves. • Units of rhythm in groups of time with visual representations of crotchets, minims, quavers and semibreves • learn to accent a beat. <p>Pupils will:</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • be taught to play single notes with right hand “walking fingers”. • be introduced to staff notation, TAB (tablature) and chord charts. • learn to play different chords by use of chord charts and stickers. • practise switching chords by learning different games, skill builders and repertoire. <p>Chords and rhythms will be brought together with strumming practise.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • be introduced to the concept of pitch, and be able to identify high and low notes through use of the instruments and their voices. • be introduced to chords, melody, notation and TAB. • play different single notes in time. • learn to read notes off a stave and find them on a ukulele 	<p>Pupils will:</p> <ul style="list-style-type: none"> • play a number of different songs on their instrument. • increase the number of chords they can identify and play and will become more proficient at transitioning between them. • work towards incorporating different rhythms and strumming into the repertoire they have been practising. • work towards a performance (of their adults), containing between 1-4 songs from repertoire they have been learning throughout the year. <p>Pupils will:</p> <ul style="list-style-type: none"> • work towards understanding and identifying the structure of a song, such as the intro, verse, bridge chorus etc. • be introduced to performance markings such as repeats, dynamic signs, time signatures and tempo markings. • be introduced to different sections to a piece of music. • be taught to hear the changes and sections of a piece of music.

<ul style="list-style-type: none"> learn the smooth transition from 'rest position' to 'playing position' and vice versa (through listening for musical cues) <p>Pupils will be introduced to the ukulele by covering these skills...</p> <ul style="list-style-type: none"> How to hold the instrument correctly How to identify different parts of the instrument (head, neck, body) How to name, identify and locate different strings and frets. When and when not to play the instrument. 	<ul style="list-style-type: none"> rehearse to improve playing the different notes in time to a pulse. perform to a live audience to their peers. listen to and appreciate recorded/live performances to inform and improve their own practice 	<ul style="list-style-type: none"> learn to contrast sections with dynamics (e.g. loud/soft). rehearse to improve moving between chords and melodies in the same sections or different sections. <p>Pupils will:</p> <ul style="list-style-type: none"> perform to a live audience of parents. listen to and appreciate recorded/live performances to inform and improve their own practice
Outcomes		
<p>Some students might...</p> <ul style="list-style-type: none"> Be able to identify and perform a variety of rhythms along to a beat and perform from both audible and visual cues. Remember and identify rhythm notation symbols and names. Identify and memorise all parts of the instrument and be able to locate string and fret numbers intuitively. <p>Most students will...</p> <ul style="list-style-type: none"> Be able to keep a steady pulse/beat Be able to explain and show the difference between pulse and rhythm. Be able to perform different rhythms including semibreve, minim, crotchet and quaver note values. 	<p>Some students might...</p> <ul style="list-style-type: none"> Be able play chords using the chord charts and without the use of stickers Pick up the ability to switch between chords at a fast tempo and move onto including strumming patterns. <p>Most students will...</p> <ul style="list-style-type: none"> Be able to perform the C, Am and F chords using stickers Play repertoire by strumming and switching once every 4 beats. <p>Some students may need extra support in order to</p> <ul style="list-style-type: none"> Create the correct sound whilst strumming a chord. 	<p>Some students might...</p> <p>Be able to perform repertoire whilst incorporating strumming patterns which include quaver notation values and be able to transition between different chords in time with the pulse of the music.</p> <p>Most students will...</p> <p>Be able to perform repertoire in time with the pulse, strumming once per chord and be able to play the chords C, Am, F and G using chord charts or letters to identify which chord to play.</p> <p>Some students may only be able to perform partial amounts of repertoire and may need additional support in following the music and staying in time with the pulse.</p>

<p>Some students might need support by way of reminders or by extra support from the class teacher in...</p> <ul style="list-style-type: none"> ● Keeping a steady pulse and performing rhythms to a set tempo. ● Identifying rhythm notation names and signs ● Holding the instrument correctly ● When to pick up and play the instrument. <p>Outcomes</p> <p>Some students might play single notes (walking fingers) and strum in time with different quaver, crotchet and minim rhythm strumming patterns.</p> <p>Most students will play single notes (walking fingers) and strum in time to crotchet and minim rhythms.</p> <p>Some students might need support with quavers</p>	<ul style="list-style-type: none"> ● Transition between chords. <p>Some students may not be able to progress past C Major and A minor chords.</p> <p>Outcomes</p> <p>Some pupils might be able to play a 5 note scale and move between 4 chords.</p> <p>Most pupils will be able to play single notes going across strings and move between 3 chords.</p> <p>Some pupils will be able to play a minor 3rd on and off on the top string. They may remember a chord shape holding the right finger down</p>	<p>Outcomes</p> <p>Some pupils can play a song or piece of music with two different thematic sections.</p> <p>Most pupils can play a song with a chords progression section with different chords and a melody section.</p> <p>Some pupils will be able to play a piece of music with a held down chord and a melody section containing two notes like a minor 3rd.</p>
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