

KS2 Whole Class Ensemble Tuition (WCET)

Scheme of Work: Ukulele

Context

- This scheme is designed to deliver **Core Role 1** of the **National Plan for Music Education**; to ensure that every child has the opportunity to learn to play a musical instrument through whole-class ensemble teaching programmes.
- This scheme implements the **National Curriculum for Music**, ensuring that through this programme of study young people;
 - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
 - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
 - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- This scheme uses the **Model Music Curriculum (MMC)** as a point of inspiration, along with other resources/sources of expertise from those who have contributed towards it

Aims and Objectives of this scheme

1. To build on and develop pupils' general musical skills and awareness through the use of the voice and by learning to play a musical instrument and performing as part of a whole class musical ensemble
2. To develop an understanding of musical areas including:

Pulse and Rhythm	Notation Skills	Elements of Music
Instrument Recognition	Composition Skills	Improvisation Skills
Ensembles Skills	Musical Vocabulary	Listening Skills
3. To develop specific skills, technique and knowledge pertaining to the instrument/family of instruments being taught as detailed further within.

Learning Outcomes

- **To develop musical knowledge, understanding, appreciation and enjoyment by following a practical programme of study linked to the National Curriculum for Music, using singing and a musical instrument as a vehicle to learning**

By the end of the scheme of work;

- **All** pupils **will have had the opportunity** to express themselves through a musical instrument. All will be able to produce sounds with various pitches and durations and have been a member of a musical ensemble. All will have listened to music from different genres and be able to identify the different families of instruments. All will have performed from musical notation as well as developing their improvisation skills. As well as improvising all pupils will have composed a simple composition and recorded and appraised a performance of their music.
- **Most** pupils **will show understanding** of the basic skills of playing a brass instrument. Most will be able to produce notes with a pitch range of five notes and durations including quavers, crotchets, minims and semibreves. Most will become a member of a musical ensemble and perform to an audience. Most will have developed their listening skills and be able to identify all the families of instruments and different ensembles. Most will be able to read musical notation and improvise in different musical styles. Most will have composed their own pentatonic composition and record a performance of it.
- **Some** pupils **will demonstrate** innovative ways of expressive their musical ideas through their brass instrument. Some pupils will be able to articulate and slur notes ranging a full octave and play various durations and rhythms. Some will become a lead member of an ensemble, support pupils who are less developed and perform solo line in front of an audience. Some will develop their listening skills enough to identify specific instruments, genres and ensembles. Some will read notation with accuracy and improvise in different styles and moods. Some will write a structured composition and perform it to an audience.

In addition, by the end of the scheme of work;

- **All** pupils **will be able to demonstrate** that they can appraise each other's work/music using some appropriate musical terminology learned during the year.
- **Most** pupils **will** do this with some confidence and ease
- **Some** pupils **will** critically appraise each other's performance and composition using appropriate terminology with understanding, independence and confidence

Outline of Content/Activities: (methodology) [THIS SECTION FOR REVIEW]

<p>Unit 1 – Introduction to your Ukulele</p> <ul style="list-style-type: none"> • What is it? • Where is it from? (Brief history and development) • How does it work? (Vibration of strings, different parts, effect of using frets on pitch) • How to look after it. (Instrument care and maintenance) • What makes it happy! (Safe place at home / Lots of practice etc!) • Distribute instruments to class / home when agreement is signed. 	<p>Unit 2 – First String Notes</p> <ul style="list-style-type: none"> • Develop sense of pulse through use of the voice / body • Develop sense of rhythm over the pulse • Focus on understanding note lengths/rhythmic patterns using Tah, Te-Te and Sh • Introduce simple pieces using first open string (E) • Progress to using first open string (E) and first string third fret (G)
<p>Unit 3 – Chords</p> <ul style="list-style-type: none"> • Introduce the second open string (B) • What are we looking for? (Assessment for learning) use recordings • Further develop rhythm and pulse to include – Minims (tah-ah) • Introduce second string, 3rd fret (D) • Perform pieces using the note B, D and E 	<p>Unit 4 – Second String/Major and Minor</p> <ul style="list-style-type: none"> • Examine the idea of call and response and making your own music • Introduce the concepts of composition and improvisation • Introduce the third open string (G) • Introduce third string, second fret (A) • Perform pieces using the notes G, A and B
<p>Unit 5 – Staff Notation and Genres</p> <ul style="list-style-type: none"> • Introduce the concept of the Pentatonic scale using notes D,E,G,A and B • Explore the difference between 3 beats in a bar and 4 beats in a bar • Perform 'Morning Mood', a 3/4 piece • Introduce Chords using G, C and Em 	<p>Unit 6 – Getting Creative</p> <ul style="list-style-type: none"> • Introduce first string, first fret (F) • Introduce second string, first fret (C)
<p>Unit 7 – Tablature (Tab)</p> <ul style="list-style-type: none"> • Introduce the concept of Tab as an alternative method of notation • Perform Tab riffs 	<p>Unit 8 – Combining Single Notes and Chords</p> <ul style="list-style-type: none"> • Introduce the concept of Tab as an alternative method of notation • Perform Tab riffs
<p>Unit 9/10 – Concert time / Beyond the first year</p> <ul style="list-style-type: none"> • Select repertoire from throughout year • Perform in assembly as a practice • Presentation and performance skills. • Perform at KS2 Whole Class Music Festival. • Continuation preparation – next year music medal / grade 1? • Encourage Musical Bridges as a progression route, communicating this to students/parents/carers/school staff 	

Assessment Based Upon Pupil Outcomes

National Curriculum Strand	WT: Working Below/Towards Expected Age-Related Expectations (Developing/Emerging)	EX Working At Age-Related Expectations (Secure)	GD Working At Greater Depth Than Age Related Expectations (Exceeding, w/t towards Mastery)
<p>1. Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> • Pupils can identify how theirs and others performance could be improved. • Pupils can identify how theirs and others performance could be improved. They try to make adjustments to develop their own performance / work. 	<ul style="list-style-type: none"> • Pupils make refinements to improve their work using ideas shared by others and their own. They experiment with ideas to develop their performance / work. 	<ul style="list-style-type: none"> • Pupils evaluate and make critical judgements about theirs and others work. They can make refinements to improve their work quickly. • Pupils evaluate and make critical judgements about theirs and others work. They can make refinements to improve their work instantly and constantly strive for improvement.
<p>2. Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> • Pupils demonstrate melodic and rhythmic material and use basic notation skills while composing a Pentatonic March. 	<ul style="list-style-type: none"> • Pupils make subtle adjustments when needed combining sounds and textures within a structure • Pupils are also able to follow the steps and leaps rule and have a variety of notes that are used with some success. 	<ul style="list-style-type: none"> • Pupils also make and suggest subtle changes in articulation and tone colour to exploit the expressive and stylistic potential of the music. • Pupils explore the use of vibrato, expression and different tone colours in their music. They are able to compose in a variety of time signatures.
<p>3. Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> • Pupils demonstrate that they can repeat short rhythmic patterns and identify different sounds. They can identify different moods of music 	<ul style="list-style-type: none"> • Pupils demonstrate that they can successfully explore how sounds can be combined and used expressively. They are developing a 	<ul style="list-style-type: none"> • Pupils demonstrate that they can successfully explore how sounds can be played in harmony. They can perform a melodic line with a sense of feeling. They can

	<ul style="list-style-type: none"> Pupils demonstrate they can explore how sounds are made. They can repeat simple melodies and keep a steady pulse. They can identify different families of instruments. 	<p>sense of pitch and can improvise on these notes.</p>	<p>improvise with style and are a lead member in a musical ensemble.</p> <ul style="list-style-type: none"> Pupils demonstrate that they can successfully explore how sounds can be played in harmony and distinguish between major and minor. They can perform a melodic line with a sense of feeling and follow musical instructions. They can improvise in different genres and are a lead member in a musical ensemble.
<p>4. Pupils should be taught to use and understand staff and other musical notations</p>	<ul style="list-style-type: none"> Pupils demonstrate they can respond to basic, simple graphic notation in terms of rhythm and pitch using voice and instruments Pupils demonstrate that they can understand and respond to basic stave (and TAB if appropriate) notation covering a small number of pitches and note values/rhythms 	<ul style="list-style-type: none"> Pupils demonstrate that they can recognise / identify and musically demonstrate awareness of a link between shape and pitch in staff and graphic notations. Pupils demonstrate an understanding of notation by performing pieces on their instrument 	<ul style="list-style-type: none"> Pupils demonstrate an understanding of notation by being able to play confidently and fluently as part of an ensemble/group whilst responding to staff/tab notation Pupils are able to confidently notate pitch/rhythm aurally and notate their own compositions
<p>5. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<ul style="list-style-type: none"> Pupils demonstrate understanding by using non-musical and basic musical words to describe a piece of music Pupils demonstrate understanding by using non-musical and basic musical words to describe 	<ul style="list-style-type: none"> Pupils demonstrate understanding by using musical words to describe a piece of music and what they like and do not like about that piece of music 	<ul style="list-style-type: none"> Pupils can consistently use accurate musical language to describe and talk about music. Pupils are able to identify musical styles through their style indicators and instruments played and discuss in greater depth

	what they like and do not like about a piece of music	<ul style="list-style-type: none"> • Pupils demonstrate understanding by being able to identify basic musical styles through learning about their style indicators and the instruments played 	
5. Pupils should be taught to develop an understanding of the history of music	<ul style="list-style-type: none"> • Pupils demonstrate an understanding that some music was written longer ago than other music by using listening skills to identify style and instruments 	<ul style="list-style-type: none"> • Pupils are able identify and describe the different purposes of music • Pupils show knowledge by being able to place music chronologically in terms of genre/style indicators 	<ul style="list-style-type: none"> • Pupils are able to compare and contrast the impact that different composers from different times have had on people of that time • Pupils are able to present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.