

Medium Term Plan

School	St. Stephen's
Class Term and year	Y3&4 Spring Term
Unit title	Ukulele
Unit overview	The unit is designed to teach pupils the basic musical elements, simple notation reading, performance skills and composition. This is taught through performance, listening and composition based around both the ukulele and the GarageBand app.
Learning activities	<p>Pupils will perform songs using their ukulele and voice. Some songs will require just ukulele, just voice or both together.</p> <p>Pupils will compose using the GarageBand iPad app.</p> <p>Pupils will play and sing along with lyric and chord charts, TAB and traditional notation.</p> <p>Pupils will listen to various musical styles and discover a range of musical instruments.</p> <p>Pupils will discover the meaning of a range of musical terms</p>
Songs, Games and warm-ups	<p>Sample song list: The Lion Sleeps Tonight, Diamonds, The Tide is High, One Note Samba</p> <p>Sample list of games and warm-ups: Don't Clap This One Back, The Name Game, Tea-Coffee-Lemonade, The Bubble Gum Song, 123, Tony Chestnut, Zip & Zap</p>
Listening Focus	<p>Mozart Horn Concerto (live)</p> <p>12 Bar Blues Jazz (live)</p> <p>Instruments of the orchestra - various pieces</p> <p>Bossa Nova - various pieces</p>
Assessment Focus	<p>Classes will be judged on:</p> <ul style="list-style-type: none"> • All pupils can play chords C, Am, F, G and sing simple songs using at least 3 of these chords, while maintaining a steady pulse. • Most pupils can fluently play chords C, Am, F & G and sing simple songs using these chords, while maintaining a steady pulse. • All pupils can create simple compositions using GarageBand <p>Pupils will be expected to engage in performing, listening and composing</p>
Curriculum Links	Simple maths and fractions will be used in notation

	YEAR 3 SKILLS PROGRESSION	YEAR 4 SKILLS PROGRESSION
Singing	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow) 	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)
Listening	<ul style="list-style-type: none"> • Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. 	<ul style="list-style-type: none"> • Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor.
Composing	<ul style="list-style-type: none"> • Improvise (using voices and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate). • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. • Explore and develop using Music Technology (where available) to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Become more skilled in improvising on a given note range (using voice, body percussion and instruments). • Use improvisations within more structured composition work • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases. • Combine known rhythmic notation with letter names to create short phrases using a limited range of pitches appropriate to the instrument. • Explore and develop using Music Technology (available) to capture, change and combine sounds. • Make improvements to own work, giving reasons for changes made.

Pulse & Rhythm

- Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.)
- Understand the difference between pulse and rhythm.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note
- Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.)
- Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.

Pitch

- Play simple melodic patterns using a small number of notes, following dot notation.
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes.

Reading Notation

- Recognise the symbols for crotchets, quavers and crotchet rests.
- Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.
- Use dot notation to show higher or lower pitch with greater confidence.

Performing

- Rehearse and perform with others, beginning to show an awareness of the audience.

Pulse & Rhythm

- Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.)
- Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.

Pitch

- Play and perform simple melodies using a small range of notes, beginning to follow staff notation.
- Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, partner songs.
- Copy short melodic phrases using a small number of notes, recognising pitch changes by ear

Reading notation

- Recognise the symbols for minims, crotchets, quavers and crotchet rests.
- Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.
- Introduce the stave, lines and spaces, and clef.

Performing

- Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.