

Medium Term Plan

School	St.Stephen's
Class Term and year	Y5&6 Autumn 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 and improvise 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 wide range of musical terms</p>
Songs, Games and warm-ups	<p>Sample song list: Count on Me, Happy Birthday, Let it Be, 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, while maintaining a steady pulse. • Most pupils can play C, Am, F, G & Em and sing simple songs using these chords, while maintaining a steady pulse. • Some pupils can play C, Am, F, G, Em & Dm and sing simple songs using these chords, while maintaining a steady pulse. • All pupils can create a range of pieces using different methods of composing in 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 5 SKILLS PROGRESSION

Singing

- Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.
- Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together.
- Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.
- Recognise and name a growing number of individual instruments within instrumental families.
- Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.
- Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.

Composing

- Improvise freely, (e.g. over a simple groove), responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments).
- Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.
- Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on tuned percussion and/or melodic instruments.
- Combine short compositions to create a class piece, exploring different structures
- Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.
- Make improvements to my own work, giving reasons using appropriate musical vocabulary.

Musicianship & Performing

Pulse and Rhythm

- Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse

Pitch

- Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with developing control.
- Understand how chords are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading Notation

- Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.
- Follow pitch notation on the stave with developing control.

Performing

- Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
- Conform to the etiquette of performance situations as a musician and as an audience member.

YEAR 6 SKILLS PROGRESSION

Singing

- Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.
- Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.
- Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.
- Recognise and name a growing number of individual instruments within instrumental families.
- Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.
- Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.

Composing

- Continue to improvise freely, responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments).
- Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.
- Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases using the note set and play on tuned percussion and/or melodic instruments.
- Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.
- Make improvements to my own work, giving reasons using appropriate musical vocabulary.

Musical Skills & Performing

Pulse and Rhythm

- Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.

Pitch

- Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with increasing control.
- Accompany melodies using block chords using tuned percussion or melodic instruments, or using music software.
- Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading Notation

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate.
- Further understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and play confidently from rhythm flashcards that contain known rhythms/ notes.
- Further develop the skills to read and perform pitch notation.

Performing

- Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
- Conform to the etiquette of performance situations as a musician and as an audience member.