

## WCIT – Instrumental curriculum – UKULELE

This document sets out the planned learning outcomes for children who undertake a WCIT programme and the foundational musical knowledge that underpins their musical and instrumental learning.

### KS2 (Year 4) – End of year expectation

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical improvisation, composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will 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
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand a variety of musical notations that support musical learning rather than drive it
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music
- Develop musicians for the future
- Understand authenticity



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### Generic overview for all instruments taught within Leicestershire Music

Musical Activity	Desired Skills	Assessment Criteria
Performing	<b>Perform</b> on an instrument confidently and fluently, both in solo and ensemble contexts	I can play my instrument on my own and with others.
	<b>Follow and lead</b> simple performance directions	I understand and can respond to a leader's direction in a performance. I can lead a group using simple directions.
	<b>Maintain a part</b> within a group when playing or singing, with increasing accuracy	I can play / sing with an awareness of pitch, rhythm, dynamics and pulse.
	Plays their instrument with appropriate <b>posture and technical control</b>	I can demonstrate the correct way of holding and playing my instrument
Improvising & composing	<b>Improvise, compose and notate</b> in creative ways on their instrument.	I can improvise and play a simple rhythm
		I can compose and play a melody / rhythm on my instrument
		I can use a variety of notations when recording my work
Listening	<b>Offer comments</b> about own and others' work and ways to improve, using appropriate musical vocabulary, and be able to justify these	I can respond and feedback on performances of others
		I can recognise the characteristics of different genres including those of underrepresented groups (eg black composers)
		I can actively listen and identify characteristics from different genres in a variety of contexts
	<b>Listen to and evaluate</b> a range of live and recorded music from different traditions, genres, styles and times, particularly relating to their instrument family	I can recognise timbre, structure, dynamics, tonality, pitch, rhythm, texture (inter-related dimensions of music)

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### TERM 1

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p><b><u>Techniques</u></b> (eg. holding the ukulele properly, strumming etc)</p> <ul style="list-style-type: none"> <li>• Correct hold</li> <li>• Basic strumming – down &amp; up</li> <li>• Finger picking open strings</li> <li>• Correct posture and hold</li> <li>• Rest position</li> <li>• Play at least 3 chords and begin to change between them (Eg. C, Am F – possibly G/G7)</li> <li>• Play open string melodies (plus different fret numbers towards the end of term)</li> </ul> <p><b><u>Notations</u></b> (chord symbols or tab or both?)</p> <ul style="list-style-type: none"> <li>• Play known chords from chord symbols</li> <li>• Notation for plucking pieces - with note names on without the stave (notes with lines are longer, notes by themselves are shorter, etc.)</li> </ul> <p><b><u>Elements of music</u></b> (e.g. tempo, dynamics, pulse - this may come into listening also)</p> <ul style="list-style-type: none"> <li>• Pulse and rhythm as a focus.</li> </ul>	<p>I can play three different chords with the correct fingering on the ukulele and I can change between them</p> <p>I can demonstrate how to hold the ukulele in the correct position and have the correct posture when holding or playing the ukulele</p> <p>I can strum down and up on the ukulele in time to a pulse</p> <p>I understand what pulse and tempo are</p> <p>I can recognise different chord symbols and find these chords on the ukulele</p> <p>I know how to read tab notation and can find some single notes on the ukulele</p> <p>I can play a variety of songs on the ukulele and can perform these as a class</p> <p>I can play the ukulele copying and responding to a pulse and playing a variety of rhythms</p>
Improvising & composing	<p><b><u>Improvising/Composing</u></b></p> <ul style="list-style-type: none"> <li>• To be able to improvise basic rhythms both strumming and plucking the ukulele</li> </ul>	<p>I can play a variety of rhythms and create my own pattern using rhythm grids. I can create my own arrangement of a song using single plucked strings on the ukulele</p>

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	<ul style="list-style-type: none"> <li>To be able to improvise using at least the four strings plucking short 1 or 2 bar phrases.</li> <li>Compose own arrangement of 'My Dog Has Fleas' by choosing which order to pluck, strum or mix.</li> <li>Using the Charanga Rhythm Grids, composing their own rhythm grids. (eg. tea, coffee and Coca-Cola as crotchets, quavers and semiquavers)</li> </ul>	<p>I understand how to improvise a melody using the four strings</p> <p>I can compose a song using open strings on the ukulele</p> <p>I can complete my own rhythm grid and compose using crotchets, quavers and semiquavers</p>
<b>Listening</b>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>Identifying pulse &amp; tempo</li> <li>Identifying a chord/not a chord</li> <li>Identifying pitch</li> <li>To be able to identify short 1 bar rhythms</li> <li>Recognise the ukulele in recorded examples of music</li> <li>Listening and playing along to music from various genres</li> </ul>	<p>I understand what a chord and a single note sound like and can identify them</p> <p>I can recognise high and low pitch, slow and fast tempo and different rhythms</p> <p>I know when a ukulele is playing in a song</p> <p>I can demonstrate playing along to a variety of different genres of music</p>

### TERM 2

Musical Activity	Desired Skills	Assessment Criteria
<b>Performing</b>	<p><b><u>Techniques</u></b></p> <ul style="list-style-type: none"> <li>To be able to strum confidently along to simple strumming patterns using down and up strokes.</li> <li>To hold the ukulele properly and use rest position.</li> <li>Chords – more progression and fluency when changing chords as well as just learning them.</li> </ul>	<p>I can play three different chords with the correct fingering on the ukulele and I can change between them fluently and quicker than the previous term.</p> <p>I can demonstrate how to hold the ukulele in the correct position and have the correct posture when holding or playing the ukulele</p>

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Naturally the changes will be trickier, the harder the chords being learnt.

- Accurate strumming technique, begin to incorporate up strums and a wider range of simple strumming patterns.
- To be able to play simple melodies using open strings and frets 1-3 (whilst reading tab).
- Add 3 more chords to the knowledge (D, Dm and Bb)
- Plucking – Lots of A string plucking pieces getting used to at first, pieces moving relatively by step/close by.

### **Notations** (eg. slides, hammer-ons pull-offs?)

- Chord Diagrams
- Fretwork using string names and fret numbers i.e. C0 C2 E1
- Play a wider range of chords from chord diagrams.
- Begin to read simple rhythm notation (crotchet/quaver patterns).
- Begin to read tab to play 2/3 notes on each string.

### **Elements of music**

- Tempo and dynamics as a focus.
- Use interrelated dimensions of music (elements) in their own compositions to achieve an effect.

I can strum down and up on the ukulele in time to a pulse and using different strumming patterns

I understand what pulse and tempo are and can play along to these

I can recognise different chord symbols and find these chords on the ukulele, including Bb, Dm and D as well as previous chords

I know how to read tab notation and can find some single notes on the ukulele with rhythms added

I can play single notes on the ukulele using first, second and third frets on each string

I can play a variety of songs on the ukulele and can perform these as a class

I can clap and play different rhythms on the ukulele

I can read basic tab notation of two and three notes

I can play using different speeds and volumes and include these when making my own music

I can play the ukulele copying and responding with accuracy to a pulse and playing a variety of accurate rhythms

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<b>Improvising &amp; composing</b>	<p><b><u>Improvising/Composing</u></b></p> <ul style="list-style-type: none"> <li>• To be able to improvise/compose around short note or chord patterns with guidance.</li> <li>• Develop use of rhythms. i.e. dotted notes and syncopations (not necessarily explained as these but demonstrated and copied back at first and then by themselves)</li> <li>• Greater fluency using different fret numbers on at least one of the 4 strings.</li> </ul>	<p>I can play my own composed chord patterns with help from my teacher</p> <p>I understand more complex rhythms and can demonstrate these on my instrument</p> <p>I can play different frets on one strings on the ukulele with good accuracy and fluency</p>
<b>Listening</b>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• To be able to identify pulse, tempo and dynamics within music of various styles &amp; genres and listen/play along with confidence.</li> <li>• To start to recognise the parts of a piece within a structure i.e. where there are repetitions and where they are slight differences (higher ability pupils may even be able to identify what the differences are – i.e. different rhythm, different pitch, or a combination of these – this will be developed as a class in Term 3).</li> <li>• Listen to a wider range of ukulele performances and recognise known techniques used.</li> </ul>	<p>I can recognise different sections of a piece of music, including repetitions, variations in elements</p> <p>I know what techniques and parts ukuleles are playing by watching them perform</p> <p>I can demonstrate playing along to a wide variety of styles and genres</p>

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TERM 3

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p><b><u>Techniques</u></b></p> <ul style="list-style-type: none"> <li>• Correct posture, hold &amp; rest position</li> <li>• Be able to play 5 or more chords confidently</li> <li>• Development this term of strumming patterns rather than just down strums on the beat.</li> <li>• Be able to play simple melodies using open strings &amp; frets 1-7</li> <li>• Being aware of pieces moving by step and by leaps/jumps.</li> <li>• As a class to be able to start and stop playing together</li> <li>• To be able to play and perform together as a class ensemble</li> <li>• To be able to strum confidently along to simple and more complex strumming patterns including the Hawaiian strum using down and up strokes</li> <li>• Begin to explore techniques such as hammer-on.</li> <li>• Additional chords (Em, A) and use these in more complex music</li> </ul> <p><b><u>Notations</u></b> (eg. slides, hammer-ons pull-offs?)</p> <ul style="list-style-type: none"> <li>• Chord Diagrams</li> <li>• String name/fret number writing</li> <li>• Simple TAB reading for melodies</li> <li>• Reading basic musical notation to be able to strum a rhythm: ie. quavers, crotchets &amp; minims plus crotchet and minim rests.</li> </ul>	<p>I can play five chords or more with confidence</p> <p>I understand the different sections of a song (verse, chorus etc.) And how they fit within a piece of music – and can identify other structures such as binary and ternary</p> <p>I know how to play a variety of strumming patterns varying in complexity</p> <p>I can demonstrate starting and stopping a piece together as a class</p> <p>I know how to play a variety of strumming patterns varying in complexity</p> <p>I can use techniques such as a hammer-on in my playing</p> <p>I can recognise a variety of music notation including chord diagrams, TAB notation, notated stave and string name and fret numbers</p>



	<ul style="list-style-type: none"> <li>• Play a range of chords from chord diagrams, swapping between them confidently</li> <li>• Create own notation for compositions, eg traditional rhythm notation or own method of representing it.</li> </ul> <p><b><u>Elements of music</u></b></p> <ul style="list-style-type: none"> <li>• Timbre and structure as a focus (e.g. Use structure to analyse pieces already learned and how they work with patterns/repetitions in the music etc. and then go on to use this to make up our own pieces with a clear structure – either basic classical structures (binary/ternary) or more pop-based (intro/verse/bridge/chorus etc.)</li> <li>• Confidently and accurately refer to the interrelated dimensions of music (elements) when creating own music or evaluating live or recorded performances.</li> </ul>	<p>I can write down my own compositions that I produce with rhythm notation or another way</p> <p>I can identify where a piece of music repeats or where it changes and use these ideas to make my own structured pieces of music</p> <p>I can create music which uses different elements of music in it</p>
<b>Improvising &amp; composing</b>	<p><b><u>Improvising/Composing</u></b></p> <ul style="list-style-type: none"> <li>• Improvise own melody using open strings and/or fretted notes</li> <li>• Potential to look into a basic understanding of improvising based on chords progressions i.e. if chord progression was C, Am, F, G(7), to at least start developing the skills and understanding of using at least the tonic note of each chord or strumming the chord itself, and improvising on that as opposed to just free reign of the whole instrument. I.e. a more structured improvisation.</li> <li>• To compose own pieces in groups relating to learning about structure. This could be both</li> </ul>	<p>I can improvise my own pieces using open strings and fretted notes.</p> <p>I understand more complex rhythms and chord progressions and can demonstrate these on my instrument with confidence</p> <p>I can play different frets on one strings on the ukulele with good accuracy and fluency</p> <p>I can compose my own structured pieces in a group.</p>



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	<p>more classically or pop-related, both or both can be covered in the term.</p> <ul style="list-style-type: none"> <li>With Y5/Y6 groups, the expectation would be higher to try and cover as many elements of music as they can – varying dynamics, tempo, texture, rhythmic interest etc. and likewise for younger classes i.e. Y3/Y4, the focus would more be on less freedom with pitch and rhythm as to not make it too difficult for their age/capabilities).</li> </ul>	
<b>Listening</b>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>To have listened to a variety of music in from different styles/genres</li> <li>To have experienced listening to a live musician(s)</li> <li>To be able to identify pulse, tempo, dynamics, textures and rhythms when hearing a piece of music and to play along in time</li> <li>To be able to recognise the timbre that they or their peers are making and to have the knowledge to improve it i.e. quality and clarity of sound.</li> <li>To start to be able to play as a class in 2 or even 3 parts together at the same time and to be able to listen to other parts whilst also concentrating on their own part. (Ties in with texture).</li> <li>To recognise the parts of a piece within a structure i.e. where there are repetitions, where they are slight differences and what the differences are – i.e. different rhythm, different pitch, or a combination of these.</li> </ul>	<p>I understand the importance of playing a variety of different styles of music and I listen to different styles of music</p> <p>I can recognise different sections within a piece of music and when there is repetition, variation and different use of elements</p> <p>I know all of the different elements of music and when they are being used in a piece of music</p> <p>I can demonstrate playing in two or three parts as a class to develop my knowledge of texture</p> <p>I can comment on my peer's performance using elements of music and keywords with confidence</p>

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- Discuss own and others' performances referring to the interrelated dimensions of music with accuracy and confidence

### Glossary:

Term	Definition
<b>Tempo</b>	The speed of a piece of music (Andante, Allegro, Adagio)
<b>Pitch</b>	How high or low a note/piece of music is
<b>Dynamics</b>	The volume of a piece of music (pianissimo/fortissimo)
<b>Fret</b>	On the neck of the ukulele, boxes which you press the string down on to change the pitch of a note
<b>Chord</b>	More than one note played at once (more than one string)
<b>Hammer-on</b>	When you press a string and quickly let go to produce two quick notes together
<b>Pulse</b>	The beat that keeps music in time
<b>Ternary</b>	ABA – a three section piece of music
<b>Binary</b>	AB – a two section piece of music