

YEAR 7 PERFORMANCE STUDIES (MUSIC) UKULELE SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Ukulele is an accessible instrument which helps students to develop their understanding of music and develop their skills at performing within a group setting. The national curriculum for KS3 states that students should be taught to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Through learning chord progressions as a whole class and then in smaller groups, students learn how to develop ensemble awareness and gain confidence in performing.</p> <p>Some students may have played the ukulele before but for many this will be a completely new instrument which requires consideration of posture and technique. Tasks are differentiated to allow for more experienced ukulele players to lead or take a solo part within their group or explore more advanced chords and strumming patterns. Ukulele is revisited in Y8 and helps prepare students for learning the guitar due to some similarities in technique, reading chord diagrams and learning different strumming patterns. Learning the chord progression to the song Riptide allows students to understand more about musical structure which will help them understand how music is composed.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) Playing chord progressions accurately and rhythmically (C, G and Am) 2) Ukulele technique - correct posture and use of strumming patterns 3) Ensemble awareness – being able to participate in a group performance of the chord progression <p>These are the three key areas that enable students to successfully play the ukulele. Development of these skills lay the foundation to move onto learning more chords and reading ukulele tab in years 8 and 9.</p> <p>Once acquired, these skills feed into years 8 and 9 by providing transferable skills that are a necessity for the learning of other instruments (keyboard and guitar).</p>	<p><i>Chord (including major and minor) – playing more than one string (note) at one time</i></p> <p><i>Chord progression – playing more than one chord in a sequence</i></p> <p><i>Rhythm – the pattern of beats</i></p> <p><i>Tempo – the speed of the music</i></p> <p><i>Melody – the main tune</i></p> <p><i>Song structure – the different parts to a song (introduction, verse, chorus)</i></p> <p><i>Ensemble awareness – listening and playing in time</i></p> <p><i>Plucking – playing strings individually</i></p> <p><i>Strumming – playing all of the strings rhythmically</i></p>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted ukulele players in the following ways:</p> <ol style="list-style-type: none"> 1) Use of strumming patterns (e.g. 1 strum per beat or more complicated off beat patterns) 2) Roles within a group (some students may play a solo or direct the group) 3) Chord progressions (e.g. starting with 1 or 2 chords within the progression or adding extended chords in an instrumental section) <p>The scheme of learning caters for all abilities through the three music specific differentiation strategies above. There is a range of abilities in a music class due to ukulele playing being a skill that requires understanding of technique, accuracy of pitch and rhythm and ensemble awareness; this scheme of learning allows all abilities to progress. Higher achievers may play extended chords, perform a solo or direct their group, whilst lower achievers can focus on the main chords within the progression and increase difficulty once this is achieved. All activities will be grouped by ability to enable students to feel comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own musical ability.</p>	<p>Social Issues</p> <ul style="list-style-type: none"> • Being able to work as a team • Communication • Respecting others <p>Wider world learning</p> <ul style="list-style-type: none"> • The ukulele is an instrument from Hawaii but has become a popular instrument to play worldwide. • Students will listen to the song Riptide by Vance Joy and consider how and why 3 and 4 chord pop songs are so popular. • Students will listen to performances by different ukulele players. 	<p>Students will have the opportunity to further their skills at the weekly after school club which is provided free of charge by the Music department (every Thursday).</p> <p>Students have the opportunity to have 1:1 or duo instrument lessons which are provided by the Norfolk Music Hub.</p> <p>Students will have the opportunity to perform in school concerts (to be confirmed).</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>‘Music is a social act of communication among people, a gesture of friendship, the strongest there is’ Malcolm Arnold (composer). Music is a sociable subject and students are encouraged to work with students they would not necessarily work with. They then develop the ability to work in a team with a range of people, preparing them for later education and life.</p> <p>In addition to the above, the performance studies values are key in ukulele playing, for example:</p> <ul style="list-style-type: none"> ● Inspiration: Hearing a song by a famous singer and being able to play it on an instrument. ● Excellence: Solo performing opportunities, practise make permanent. ● Respect: Respecting those you make music with because everyone is unique in their musical ability. ● Determination: Improving your skills and mastering an instrument. 	<p>Students will read the lyrics to the song Riptide and count the beat to ensure that the chord changes are in the correct place.</p> <p>Students will devise their own strumming patterns to fit in 4 beat patterns using different note values (semibreves, minims, crotchets and quavers).</p>	<p>Some students may regard ukulele as an easy instrument to play. For many, it is easier than the guitar because it is a smaller size and there are only 4 strings as opposed to 6. Nevertheless, mastering the ukulele helps students to extend their knowledge and musical ability.</p> <p>Some students naturally hold the neck of the ukulele with their writing hand when it should be the opposite side.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the scheme of learning, whole class ukulele playing will take place to explore technique and chord playing. This will enable the teacher to place individuals into groups to work with so they can progress at the correct level. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (for example a student may direct their group or incorporate solo playing). The teacher will demonstrate the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be match based to enable the teacher to derive a <u>head</u> and <u>hands</u> level for the skills and concepts. The <u>heart</u> level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.</p>		
<p>Home learning/extra-curricular</p>		
<ul style="list-style-type: none"> ● Some students may have their own instrument to practise on. ● After school music club (every Thursday). 		
<p>Feedback</p>		

Feedback from the teacher in ukulele lessons will be purely verbal and specific to the lesson objective. Teachers will observe students rehearsing/performing in every lesson. **The teacher should aim to provide one piece of feedback on rehearsing/performing every lesson for every child. This will vary due to the size of classes.**

Due to the nature of learning an instrument, peer feedback will be incorporated frequently. Often students are feeding back to their own group and this provides an excellent opportunity for them to give details on what went well and what could be improved.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Unit: