

Y4 Medium Term Planning

Term 1 - Y4 Ukulele

Skills Development	Instrumental Skills
<ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound • Begin to demonstrate a secure pulse and understanding of rhythm • Perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim • Understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow • Begin to maintain a simple part in a whole class performance • Recognise and describe how sounds are made and changed on the instruments • Begin to explore simple improvisation using one note • Memorise rhythmic and melodic phrases • Begin to develop an awareness of the inter-related dimensions of music, pulse and articulations • Explore simple changes of metre through a variety of pieces • Make constructive comments about own and others' work to make improvements to the quality of the sound and technique • Listening to a variety of music from different period, countries, cultures and genres 	<ul style="list-style-type: none"> • Learn about instrument care • Recognise and show good posture • Produce controlled sounds using the open strings • Play a tune using the open strings using fingers/thumb or a plectrum • Pluck the strings and/or strum in time to the beat and demonstrate the difference between pulse and rhythm • Play two chords and begin to change between these • Know the names of all four strings and parts of the instrument • Create a short phrase using pitch and rhythm • Recognise sounds as high or low, loud or quiet, fast or slow, long or short • Identify why some sounds are more successful than others • Learn about simple graphic and traditional notations (including TAB) and begin to read these.

Overview of Sequential Activities

- To understand how to care for your instrument - Discuss their instrument and how to get it out of case, put it away.
- To learn the 4 strings and whether they are high or low.
- To learn how to hold your instrument and pluck and strum.
- To confidently strum all 4 strings in rhythm patterns and
- To compose your own open string part in a full class rhythm piece.
- To learn more about rhythm including how rests are used.
- To learn to play the chords C, F, G
- To change between chords in a songs
- To introduce learning/reading rhythmic patterns using minims, crotchets and quavers. (Charanga rhythm grids)
- Use rhythmic patterns to create own rhythmic compositions to perform to the class
- To play our own rhythms across all of our strings.
- Learning how to stay in time when a piece of music speeds up.
- To listen to each other and stay in time.
- To work on strumming patterns
- To learn how to work together in 2 part pieces
- To begin reading music through symbols.
- To apply this to new pieces of music and songs.
- To learn how longer notes look as a symbol.

Extension Activity

Extend rhythmic learning by using body percussion to create different textures. Introduce changing chords.

<u>Vocabulary</u>	<u>Songs/Pieces</u>
string chord crotchet minim strum quavers rhythm pulse pluck	My dog has fleas A sailor went to sea Charleston Thumbbrush strum Sur le pon d' Avignon Jimmy had a goldfish
<u>Assessment/Evidence</u>	Formative during lessons Performance of pieces when ready to be recorded in school's 'big book'