Year 5 Terms 1-6

MUSIC

UKULELES



National Curriculum Links:

Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Use and understand staff and other musical notations.
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 using the inter-related dimensions of music.
Listen with attention to detail and recall sounds with increasing aural memory.
Use and understand staff and other musical notations.

Essential Prior Learning:

Know the difference between untuned and tuned instruments.
Identify the pitch, tone, dynamic of a piece of music.
Hold a steady beat.
Know what body percussion is.

Progression in Skill:

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.
Observe phrasing, accurate pitching and appropriate style.
Compose melodies made from pairs of phrases in either C major or A minor key; these can be enhanced with rhythmic or chordal accompaniment.
Use chords to compose music for a specific purpose.
Use the following to record compositions:
• graphic symbols • rhythm notation and time signatures
Read and develop use of semibreves, minims, crotchets, paired quavers and their rests.
Develop facility in the basic skills of the ukulele over the year.
Follow staff notation written on one stave, using notes within an octave; begin as a whole class and progress to smaller group performances.
Perform simple chordal accompaniments to familiar songs, e.g. The Lion Sleeps Tonight.
Understand the difference between 2/4, 3/4 and 4/4 time signatures.
Read and perform pitch notation within an octave.
Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Long-term Memory Knowledge:

Know the note duration of a minim, crotchet and paired quavers.
Sing in unison in a group keeping to a steady pulse, with appropriate pitch, volume and phrasing.
Know the chord fingering for C, F, Am and G7.
Strum the ukulele in time to an accompanied piece.
Perform choral accompaniments.
Compose melodies for the ukulele combining standard symbols and rhythmic notation (semibreves, minims, crotchets, paired quavers and rests), percussion and chords (C, F, Am and G7).
Use chords to compose music for a specific purpose:
• evoke an atmosphere/ mood • depict an environment
• accompany a silent film • set a scene in a play/book
Read and play short rhythmic phrases at sight.
Follow staff notation written on one stave, using notes within an octave.

Key Vocabulary	
stave	5 lines upon which notation for rhythm and pitch are written
pitch	how high or low a sound is
octave	distance between two musical notes that have the same letter name, like C to C: a scale like "do-re-mi-fa-sol-la-ti-do"
chord	a group of notes played together at the same time, usually three or more
paired quavers	two notes having the time value of one crotchet
crotchet	a note represented by a large solid dot with a plain stem: there are 4 crotchets in 4/4 time
minim	a note having the time value of two crotchets
rest	a silent pause in a musical composition
fret	a thin strip on a stringed instrument
time signature	tells you how many beats are in each bar

Progression in Resources:

Ukuleles

Relevance	
Now	Children enjoy singing in a group. Children learn how to hold the ukulele, play chords and strum the ukulele developing their confidence playing other string instruments. Children have increased confidence and a greater understanding of reading musical notation. Children understand and appreciate how artists all over the world compose music using the same notation, chords and lyric writing.
Future	Children enjoy making music, either alone or part of an ensemble; music can help improve children's well-being and influence mood.
Aspiration	Children play professionally – either as a soloist or part of a larger group, or join an amateur group for pleasure.