

	Main Objectives	Interrelated Dimensions of Music	Musicianship Skills	National Curriculum
Lesson 1	<p>Understand the care and parts of the ukulele</p> <p>Recognise the sound of the open strings</p>	Beat/ Pulse/ Rhythm, Pitch	<p>Listen with understanding, placing the music in a historical context</p> <p>Sing in tune.</p> <p>Understand the care and parts of the ukulele</p>	Listen with attention to detail and recall sounds with increasing aural memory
Lesson 2	<p>Pluck with a clear sound, using rest stroke</p> <p>Sing in unison with a widening range</p> <p>Hold the Ukulele correctly</p>	Beat/ Pulse, Pitch Rhythm, Tone Tempo	<p>Listen with understanding, placing the music in a historical context</p> <p>Sing in unison with a widening range</p> <p>Pluck with a clear sound, using rest stroke</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Lesson 3	<p>Strum with a steady beat</p> <p>Learn the left-hand finger numbers for ukulele playing</p>	Beat/ Pulse Rhythm, Pitch, Tone Tempo	<p>Listen with understanding, placing the music in a historical context</p> <p>Show good playing position.</p> <p>Sing in unison with a widening range</p> <p>Strum with a steady beat in time with others</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Develop an understanding of the history of music.</p>
Lesson 4	<p>Show a good playing position.</p> <p>Play a C major chord</p> <p>Read and write a simple chord diagram</p>	Beat/Pulse Rhythm, Pitch Tempo Dynamics Timbre	<p>Listen with understanding, placing the music in a historical context</p> <p>Play with others confidently, starting and stopping together.</p> <p>Show a good playing position, with fingers in the correct position for C major.</p> <p>Sing in tune.</p> <p>Relate symbol to sound.</p>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
Lesson 5	<p>Improvise using open strings</p> <p>Play an A minor chord</p> <p>Identify whether the ukulele is in tune</p> <p>Sing in tune, holding your own part</p>	Beat/Pulse Rhythm, Pitch Tempo Dynamics Timbre	<p>Listen with understanding.</p> <p>Performance skills.</p> <p>Show a good playing position, with fingers in the correct position for A minor.</p> <p>Relate symbol to sound.</p> <p>Sing in tune, holding your own part</p> <p>Develop an understanding of chord notation.</p> <p>Improvise using a open strings</p>	Improvise and compose music for a range of purposes using the interrelated dimensions of music
Lesson 6	<p>Play with appropriate dynamic.</p> <p>Compose a short melody using open strings</p> <p>Sing while strumming a basic rhythm</p>	Beat/Pulse Rhythm, Pitch Tempo Dynamics Timbre	<p>Listening with understanding.</p> <p>Relate symbol to sound.</p> <p>Sing/play holding an independent part.</p> <p>Controlling tone at an appropriate dynamic.</p> <p>Develop an understanding of rhythm notation</p> <p>Compose a short melody using open strings</p>	<p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>

Lesson 7	Follow a leader/conductor, listening and reacting to a changing pulse. Respond to visual cues whilst maintaining a part on the Ukulele. Move between A minor and C major	Beat/Pulse Rhythm, Pitch Tempo, Dynamics Structure, Timbre	Play with a good posture and show good ensemble skills. Sing in tune + hold an independent part. Able to follow a leader/conductor, listening and reacting to a changing pulse. Relate symbol to sound. Coordinate fingers moving between C major and A minor	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Use and understand staff and other musical notations
Lesson 8	Develop performance and rehearsal skills; good rest and playing positions, fluency, awareness of stage craft, and following conductor.	Beat/Pulse Rhythm, Pitch Tempo, Dynamics Structure, Timbre, Silence	Play with a good posture and show good ensemble skills. Sing in tune + hold an independent part. Able to follow a leader/conductor, listening and reacting to a changing pulse. Relate symbol to sound. Coordinate fingers moving between C major and A minor	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  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
Lesson 9	Evaluate/ assess What needs to improve and how? Make reference to skills learnt on the Djembe this term.	Beat/Pulse Rhythm, Pitch Tempo, Dynamics Structure, Timbre, Silence	Musicianship skills become embedded into the performance.	The interrelated skills and knowledge set out in the National Curriculum combine into an authentically musical experience for the children.
Lesson 10	Perform to an audience with confidence.	Beat/Pulse Rhythm, Pitch Tempo, Dynamics Structure, Timbre, Silence	Musicianship skills become embedded into the performance.	The interrelated skills and knowledge set out in the National Curriculum combine into an authentically musical experience for the children.