



Warwickshire
Music

In Class!
Ukulele Programme



Overview of Programme

All our whole class programmes are designed to compliment your music curriculum delivery in schools, and support the delivery of the National Plan for Music Education.

Our In Class! programmes enable your school teachers to deliver a whole class instrumental learning experience to your pupils. Over the year, your class will work through the 10 Learning Steps as detailed in the next pages - we would recommend that this programme is delivered across 1 year, however it can be tailored to be delivered over 1 term. The pace of learning will be dependant on a number of factors, such as age/KS of the pupils, amount of time allocated to learning each week, individual needs, and practice opportunities. This programme is designed so that you can go at your own pace through the Learning Steps. In this pack you will see a year overview of how the Warwickshire Music team structure their UpBeat delivery, however you may wish to follow a structure more appropriate to your needs. Please speak to us if you would like advise over this. You will find the scheme of work, with the learning outcomes details, activity options for each, and links to resources. At the end, you will find a progress tracker, enabling you to report on progress.

As part of this programme, you will have access to a CPD programme to support you through the steps. The term will start with a twilight CPD session introducing this years' resource. For following dates, please see the chapter on CPD. You will also have access to support meetings where you can meet with the programme coordinator for tailored support.

We recommend that each term you work towards a performance opportunity, so pupils can share their learning. You will find an event programme at the end of this booklet, which you are more than welcome to bring your class to, subject to availability.

Following the programme, your pupils will be invited to join our Playtastic groups at one of our 4 music centres. and offered the opportunity to sign up for a small group or individual lesson on their instrument (or family of instruments). If your school does not currently offer instrumental lessons to pupils, please speak to your area leader about options.

Learning Pathways and Progression:

Across all our Whole Class programmes, we provide a clear set of learning steps, which creates a progression pathway for each student's musical journey.

The learning steps are broken into 10 musical strands which can be individually tracked across the journey to show expected progress of pupils.

Learners should be supported to learn a broad, balanced and diverse programme at their own pace.

These are designed to support and enrich school's musical curriculum, not replace the National Curriculum in the school. These year group strands work across both vocal and instrumental programmes.

The 10 musical strands your pupils will discover through our In Class! programmes are:

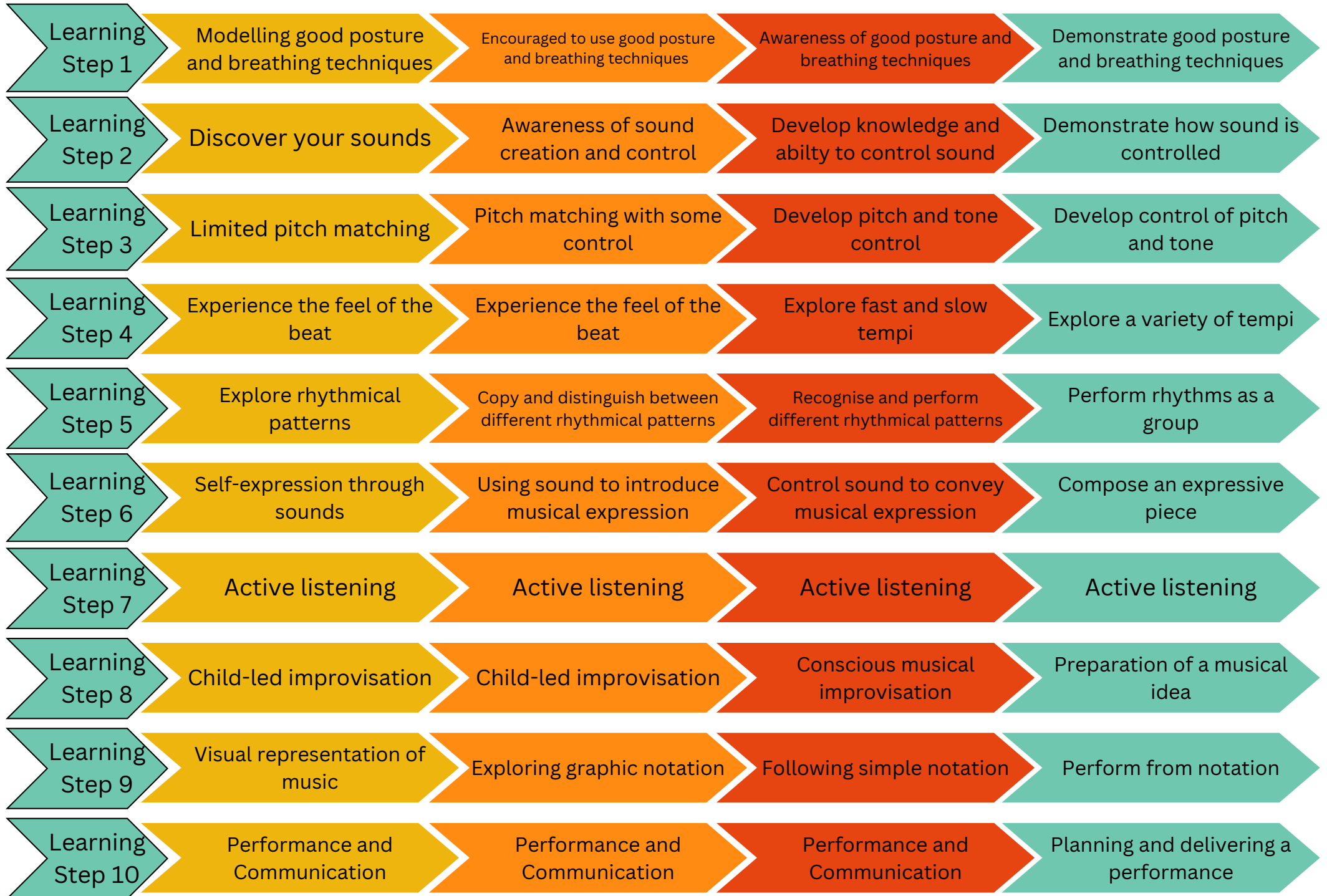
- 1) Posture and Breathing
- 2) Sound Control
- 3) Pitch and Tone Control
- 4) Beat and Tempo
- 5) Rhythm
- 6) Musical Expression
- 7) Listening and Responding
- 8) Improvisation and Composition
- 9) Notation
- 10) Performance and Communication

FS 2/Yr R

KS1

KS2

Continuation Year



Schemes of Work Overview:

Our schemes of work are designed to deliver musical progress across our whole class learning programmes.

They designed to allow pupils to progress at their own pace and in a way meaningful and relevant to them - in each learning steps there are musical, technical and social outcomes.

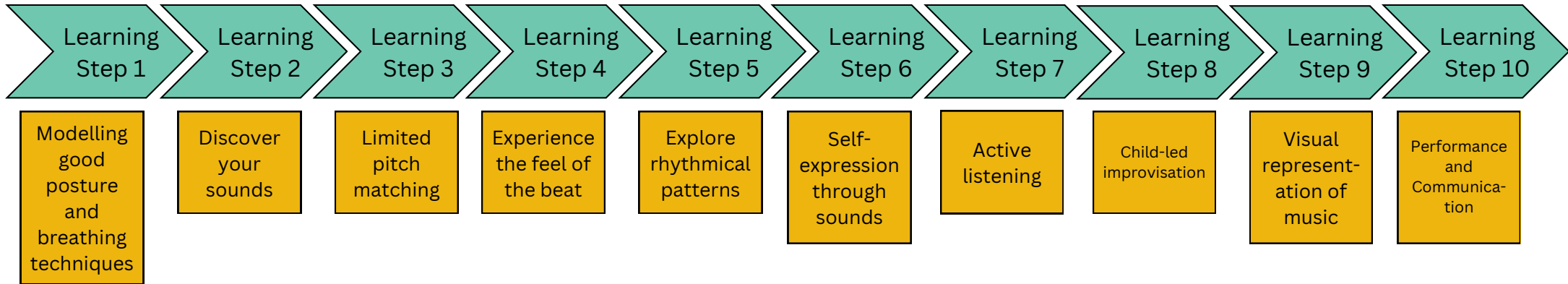
How the scheme of work is structured is up to you. The following pages provide an example about how each term could work for your school - this is the delivery structure our UpBeat tutors use. If you are unsure of how you would like to use this scheme, please speak to the programme coordinator.

Each Learning Step has 3 learning objectives with associated 'I Can' statements. The first is based on the EYFS2/YrR Learning Steps, the second is based on the KS1 Learning Steps, and the final objective is based on the KS2 Learning Steps. For all KS's, initially work through the first learning objective for each step, then move onto the next. For KS1 cohorts, it will be unlikely that you reach the 3rd learning objective, but KS2 cohorts should be aiming to complete the whole programme.

The suggested activities and related resources encompass a wide access point - most are free at point of access, some require a Charanga licence, and there are some paid for resources. Any paid for resources are multi-use, and can be used as part of your wider music offer. You do not need to complete all activities, they are listed to enable you to choose the most appropriate activity for your class - for example, there are a number of nursery rhymes which will be appropriate for KS1, however may not be relevant for use with a Yr6 class. You will also find that some activities are listed under multiple Learning Steps - sometimes this will be because it encompasses a number of areas, other times, the focus of the activity can be altered slightly to focus on a different learning element. You are encouraged to be creative with this resource - as long as you go in a chronological order of objectives, you can take the Learning Steps in any order you would like.

Use the Progress Tracker to document your pupils' successes and progress through the year.

FS2/YrR:



Year Overview:

Term 1: Find My Sound

Term 1 will focus on setting up good foundations for musical learning, introducing sound elements, and exploring music in a fun and safe way through a variety of musical games and activities.

It is suggested that Learning Steps 1-3 form the basis of this term, however Learning Steps 6 and 7 could also be introduced.

It is suggested that term one focusses on voice and body percussion.

Term 2: All About the Beat

It is suggested that term 2 focus on Learning Steps 4 & 5, building on the learning from term 1. Objectives for this term include keeping a steady beat, introduction to tempo (fast/slow)

If Learning Steps 6 and 7 have not been explored in term 1, then these steps should be introduced in term 2.

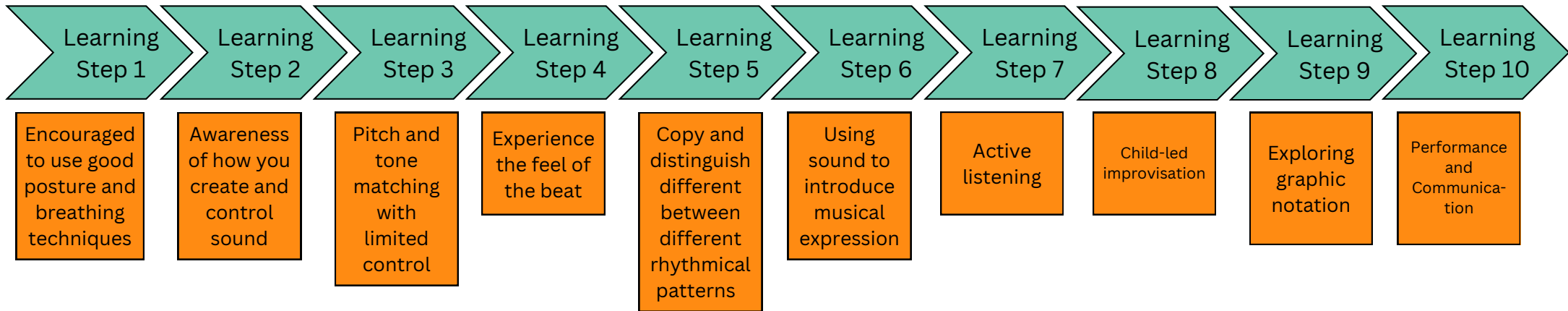
It is suggested that this term introduces instruments such as hand percussion or floor drums

Term 3: Elements of Music

This final term of FS2/YrR will focus on Learning Steps 8-10. Objectives include reinforcing skills learnt in terms 1 & 2, exploring pitch and dynamics, pitch matching, and performance.

There will be opportunity for creative music making, and solo and group performances in this term.

Yr1:



Year Overview:

Term 1: Feel the Rhythm

Term 1 will focus on Learning Steps 1-5, developing an understanding of a steady beat, and understanding the difference between a steady beat and rhythm. Pupils will have the opportunity to create and perform their own rhythms and start to explore partner/ensemble work.

Term 2: First Steps in Reading Music

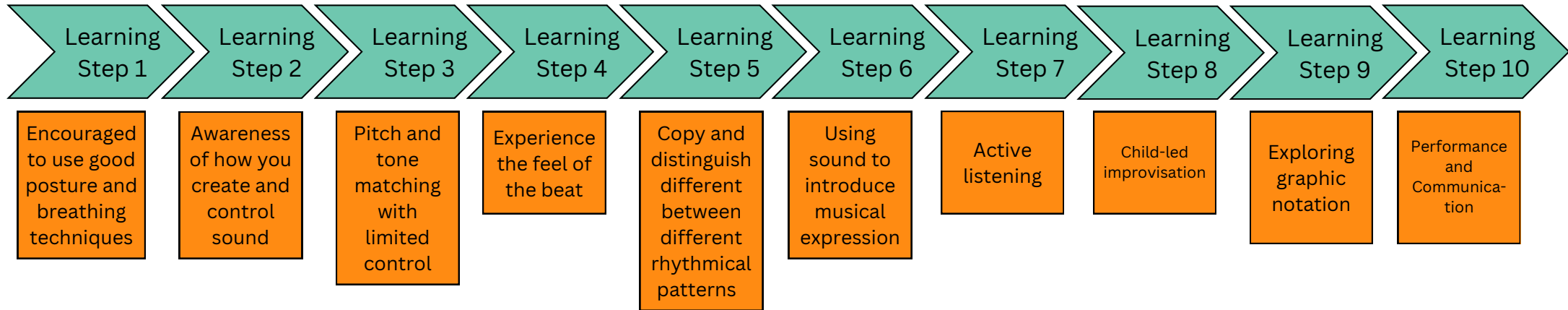
It is suggested that term 2 focus on Learning Steps 8 and 9, introducing visual representations of beat and rhythm. This may include graphic scores, stick notation, or rhythm syllables.

Term 3: Music Makers

This final term of Yr1 will focus on Learning Steps 6, 7 and 10.

Having spent term 1 and 2 exploring and reading rhythms, pupils will have the opportunity to introduce musical expression into their work, such as dynamics and tempo. Through exploring a wide range of genres and active listening tasks, pupils will create their own improvisations and have the opportunity for solo and group performance.

Yr2:



Year Overview:

Term 1: Musical Explorers

Term 1 will focus on Learning Steps 1-5, with pupils making their first sounds on their chosen instrument and exploring the different sounds that can be created. Breath control (if applicable) and correct posture will form the foundation of learning, and developing a strong sense of beat.

Term 2: Musical Discoverers

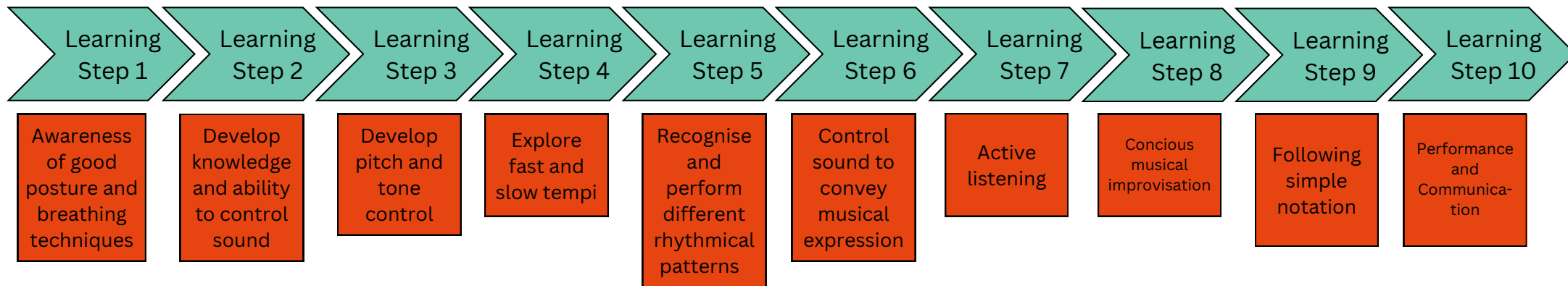
It is suggested that the term 2 focus is on Learning Steps 6, 7 and 9, introducing visual representations of beat and rhythm, and graphic notation depicting pitch. Musical expression will also be explored, including dynamics and tempo. Active listening of broader performances will be explored to discover different genres and styles.

Term 3: Musical Performers

This final term of Yr2 will focus on Learning Steps 7, 8 and 10.

Pupils will have the opportunity to create their own compositions and improvisations based on term 1 and 2 learning. There will be opportunities to explore performance skills and communication skills that are vital in music, and performance opportunities to share learning with the wider school family.

Yr 3 & 4:



Year Overview:

Term 1: Musical Explorers

Term 1 will focus on Learning Steps 1-5, with pupils making their first sounds on their chosen instrument and exploring the different sounds that can be created. Breath control (if applicable) and correct posture will form the foundation of learning, and developing a strong sense of beat.

Term 2: Musical Discoverers

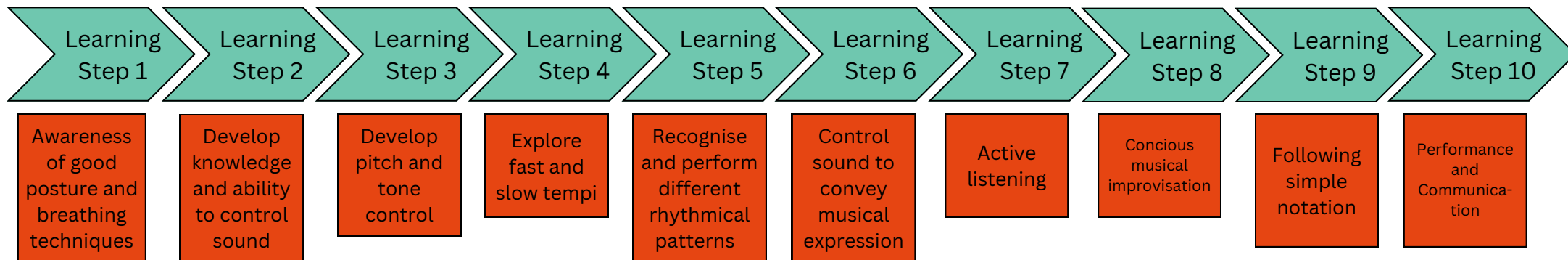
It is suggested that the term 2 focus is on Learning Steps 6, 7 and 9, introducing notation appropriate to their instrument - this could be traditional notation or TAB. Graphic scores may also be used where appropriate. Musical expression will also be explored, including dynamics and articulation. Active listening of broader performances will be explored to discover different genres and styles.

Term 3: Musical Performers

This final term of Yr2 will focus on Learning Steps 7, 8 and 10.

Pupils will show their learning through conscious improvisation tasks based on term 1 and 2 learning. There will be opportunities to explore performance and communication skills that are vital in music, and performance opportunities to share learning with the wider school family.

Yr 5 & 6



Year Overview:

Term 1: Musical Explorers

Term 1 will focus on Learning Steps 1-4. Adjusting breath control and posture to adapt to the instrument, and exploring the differences between instruments will set the foundation for learning in these years.

Term 2: Musical Discoverers

It is suggested that the term 2 focus is on Learning Steps 5, 7 and 9. For most instruments, the notation new notes and rhythms will be added to pupils portfolio, as well as articulation markings. Active listening of broader performances will be explored to discover different genres and styles.

Term 3: Musical Performers

This final term will focus on Learning Steps 6, 8 and 10.

Pupils will show their learning though conscious improvisation tasks based on term 1 and 2 learning. Musical expression will be explored and there will be creative music-making and performance opportunities..

Learning Step 1:

Posture and Breathing

Learning Objective 1: Modelling good posture and breathing techniques		
Activity:	Description:	Resource Link:
Shake it off - whole body warm up	Slowly work through shaking out your whole body, add sections as follows: Wiggle fingers Rotate wrists Shake hands Shake arms Shake shoulders Circle head Shake leg 1 Shake leg 2 Whole body shake	
Posture Stacking	This activity aims at promoting good posture. Ask pupils to stand with legs slightly apart, in line with hips. Then set shoulders in line with feet and hips. Finally ask that they balance their head centrally to their body. Make sure they have soft knees and haven't locked these into position. If using a sitting position, the hips, shoulders, head is the same as above, keeping a straight back, with feet placed flat on the floor slightly apart for balance (no crossed legs)	

Posture Copy	Demonstrate good posture to the class and ask them to copy what you are doing	
Spot the posture correction	Show the class a 'bad' posture and ask them to spot what isn't correct.	

Learning Objective 2:
Encouraged to use good posture and breathing techniques

Activity:	Description:	Resource Link:
10 Candles	This warm up activity helps develop breath control. Start by asking the class to hold up all 10 fingers, then ask them to slowly and gently blow each candle out. Don't blow too hard or the candle might fall over and ruin the cake! Start by using 1 small breath for each 'candle' To practice long, slow breaths, ask the class to blow out all 5 fingers on one hand out with one breath. Then try to blow out all 10 with one breath! Remember to keep it slow. This activity help bring focus to breathing - you will find that when your pupils are concentrating on playing their instrument, they can sometimes forget to breathe properly. Including breathing excersuses helps remind them of the importance of breathing deeply!	
Blow up a balloon	This activity is similar to above, however focusses more on using long breaths. Ask the class to imagine they have a large balloon and they need to inflate this balloon to as big a size as possible with one breath - how much air can they get into their balloon in one breath? Again, make sure they inhale into, and breath from, their belly, not chest.	

Posture Language	With your class, come up with a signal to remind them of posture, which can be utilised before or during performance - pretending you are pulling a string up from your head, like a puppet can be a good one to encourage keeping everything aligned, or for a sitting posture, putting a crown on, imagining you are sitting like a king/queen on a throne. These non-verbal instructions will be invaluable over the year.	
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<p style="text-align: center;">Learning Objective 3: Awareness of good posture and breathing techniques</p>		
Activity:	Description:	Resource Link:
Posture Mannequin	This task enables your class to show they are aware of what 'good' posture is. Put all the pupils in pairs. One person acts the mannequin/puppet, while the other places their body into a 'good' posture.	
Tree Breathing	This warm activity helps develop posture, deep breathing and breath control. Ask the class to stand up straight, in a stacked position, where their feet, hips and shoulders are all in a line. Feet should be hip-width apart. Ask them to bend down and touch their toes - as they stand up slowly, breathe in, bringing their arms up over their head. Hold your breath for a few seconds, and reverse the movement, breathing out as you touch your toes. Repeat a few times.	

Learning Step 2:

Sound

Learning Objective 1: Discover Your Sounds - Initial Notes		
Activity:	Description:	Resource Link:
Introducing the Ukulele	<p>Take some time to introduce the instrument: How to Tune the Ukulele (Only allow pupils to do this if they are a mature class, or you are likely to break some strings!)</p> <p>How to hold the ukulele (check hand placement - it doesn't not matter if you are right or left handed, the left hand must always be holding the instrument, and the right hand picking/strumming!)</p> <p>What does it sound like?</p>	<p>YouTube - Tuning the Ukulele YouTube - Introducing the Ukulele YouTube - Holding the Ukulele YouTube - Strumming the Ukulele Resources - Get to know your Ukulele</p>
First Sounds	<p>Have some time for the class to explore the instrument. Remind them to hold the ukulele correctly. Give the class a little time to explore what the ukulele sounds like on their own, and see what all the parts are like - it will get the excitement out of the way!</p>	
The string G	<p>This is the first note on the ukulele that we are going to learn. Take some time to make sure pupils know which string to strum. Play the G string in time with the eggs.</p>	<p>YouTube - Deteggtive - G</p>
Open String Practice	<p>These pieces teaches the names of the ukulele strings.</p>	<p>YouTube - My Dog Has Fleas YouTube - Open Strings Jam!</p>

The Chord C	Take time to ensure pupils know which fingers to put down on which string.	YouTube - Introducing the chord C
C chord practice	Use these pieces to practice and perform the chord C. With Shotgun, ignore the suggested chords - you can strum along with your C chord for the whole piece - it will still sound correct! You can also go back to Deteggtive and play this again, but this time using the chord C!	YouTube - Row, Row, Row Your Boat YouTube - A Sailor Went to Sea YouTube - Shotgun YouTube - Strum Pattern 1
The Chord F	Take time to ensure pupils know which fingers to put down on which string. Use tasks from Learning Step 8 to practice playing this chord.	YouTube - Introducing the note F
The Chord G7	Take time to ensure pupils know which fingers to put down on which string. Use tasks from Learning Step 8 to practice playing this chord.	YouTube - Introducing the Chord of G7

Learning Objective 2:

Awareness of Sound Creation and Control - Intermediate Notes

Activity:	Description:	Resource Link:
The Chord Am	Take time to ensure pupils know which fingers to put down on which string. Use tasks from Learning Step 8 to practice playing this chord.	YouTube - Introducing the Chord Am
The Chord D7	Take time to ensure pupils know which fingers to put down on which string. Use tasks from Learning Step 8 to practice playing this chord.	YouTube - Introducing the chord D7

Learning Objective 3:

Develop Knowledge and ability to control sound - Advanced Notes

Activity:		Resource Link:
The Chord Em	Take time to ensure pupils know which fingers to put down on which string. Use tasks from Learning Step 8 to practice playing this chord.	YouTube - Introducing the Chord Em
The Chord D	Take time to ensure pupils know which fingers to put down on which string. Use tasks from Learning Step 8 to practice playing this chord.	YouTube - Introducing the Chord D

Learning Step 3:

Pitch and Sound Control

Learning Objective 1: Limited Pitch Matching - some accuracy in performing notes learnt in Step 2		
Activity:	Description:	Resource Link:
Find the Note	<p>This game looks at improving aural skills, and can be played 2 different ways:</p> <p>1) Play a note on your ukulele and ask the class to name which note it is - start by having a choice between 2 open strings, then slowly add more notes. Try adding in stopped (finger down on a string) notes to add more difficulty!</p> <p>2) Play a note on your ukulele and ask the class to find it on their ukulele. Try playing the notes in different ways (loudly/quietly etc) and ask them to match your overall sound, not just the pitch.</p>	
Copy Back	<p>This game can help pupils to navigate changing between notes.</p> <p>On your ukulele, play a short sequence, and ask the class to copy it back (i.e, G, C, G)</p> <p>Check for accuracy - if they find the change hard, slow it down.</p> <p>Choose different pupils to be the leader of this game.</p>	
Pieces using C and F Chords	<p>As confidence in playing and hearing the chords C and F increases, start to perform pieces using both chords.</p> <p>For Twinkle, when directed to play G7, play the open G string.</p>	<p>YouTube - C and F Chord Practice</p> <p>YouTube - Twinkle Twinkle Little Star</p> <p>YouTube - Incy Wincy Spider</p> <p>YouTube - Iko Iko (My Bestie)</p> <p>YouTube - Lively Up Yourself</p> <p>Charanga - Mamma Mia</p>

Pieces using C and G7 chords	Start using your new chords in more challenging pieces.	<p>YouTube - Frere Jacques</p> <p>YouTube - Mary Had a Little Lamb</p> <p>YouTube - He's Got The Whole World In His Hands</p>
Pieces using C, F and G7 chords	As confidence in playing and hearing the chord G7 increases, add this into repertoire.	<p>YouTube - C, F and G chord Practice</p> <p>YouTube - The Lion Sleeps Tonight</p> <p>YouTube - Three Little Birds</p> <p>YouTube - Surfin' USA</p> <p>YouTube - See you Later Alligator</p>

Learning Objective 2:

Pitch Matching with Control - Accuracy of BAG, some Accuracy of Intermediate Notes

Activity:	Description:	Resource Link:
Find the Note	As in LO1 - this time, add in Intermediate chords.	
Copy Back	As in LO1 - this time add in Intermediate chords	
Pieces using C, F and Am chords	Start using your new chords in more challenging pieces.	<p>YouTube - C, F and Am Practice</p> <p>YouTube - Stay With Me</p>

Pieces using C, Am, F and G7 chords	Start using your new chords in more challenging pieces.	YouTube - Stand By Me YouTube - Waka Waka YouTube - Riptide YouTube - Ho Hey
Pieces including the chord D7	Start using your new chords in more challenging pieces. If you see pieces that use the chord D/Dm, replace with D7, and G with G7 - it will still work!	YouTube - I Feel Good YouTube - Waterloo YouTube - Wonderful World YouTube - I'm Yours

Learning Objective 3: Develop Pitch and Sound Control - Develop Accuracy and Control of all Learnt Notes		
Activity:	Description:	Resource Link:
Find the Note	As in LO1 - this time, add in Advanced chords.	
Copy Back	As in LO1 - this time add in Advanced chords	
Pieces including the chord Em	Start using your new chords in more challenging pieces. For now, omit E7 where it is shown.	YouTube - The Rose YouTube - Somewhere Over the Rainbow YouTube - You're The One That I Want

<p>Pieces including the chord D</p>	<p>Start using your new chords in more challenging pieces. As before, if you see the chord G, replace with G7.</p>	<p>YouTube - I'm a Believer YouTube - Under the Boardwalk YouTube - Island in the Sun YouTube - YMCA YouTube - Hey Ya!</p>
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Learning Step 4:

Beat and Tempo

Learning Objective 1: Experience the Feel of the Beat		
Activity:	Description:	Resource Link:
Heartbeat	Introduce the concept of beat being like the heartbeat of music - a steady pulse that runs through a piece. Take a couple of minutes to notice your heartbeat.	YouTube - The Beat is the Heart of Music
March to the Beat	Introduce the concept of beat through walking/marching to the beat. Use this song to walk around the classroom to the beat. Alternatively, you could use stomps/pats/claps as directed.	YouTube - The Steady Beat Song!
Passing Game	This song and game helps to explore beat further. Listen to the song at the beginning a few times, learning the tune and words. Then learn the body percussion. Find a beanbag and play the circle passing game.	YouTube - Owisana Passing Game

Learning Objective 2:
Identify the Feel of the Beat

Activity:	Description:	Resource Link:
Music Theory	Use this video to recap the theory of what the beat is and to begin identifying what a steady beat sounds like.	YouTube - The Beat Episode!
Find the Beat	Create a playlist of the classes favourite songs and see if they are able to locate the beat of the piece of music.	

Learning Objective 3:
Explore Fast and Slow Tempi

Activity:	Description:	Resource Link:
Music Theory	Use this video to recap beat and introduce the concept of tempo. There is a quiz at the end to identify different tempo's - you can either complete this quiz, or one in following activities.	YouTube - Tempo!
Tempo Quiz	These video's are aimed at identifying and naming different tempo's. Alternatively, you could create your own quiz using songs you know your class likes, or music used in assembly's etc.	YouTube - Tempo ID YouTube - Jungle Tempo Challenge YouTube - Tempo Game Allegro, Largo, Moderato

Learning Step 5:

Rhythm

Learning Objective 1: Explore Rhythmical Patterns - Identify quavers and crotchets		
Activity:	Description:	Resource Link:
Music Theory	Introduction to rhythm, explaining the difference between beat and rhythm.	YouTube - Beat vs Rhythm
Cat, Cat, Kitty, Cat	Introduction to crotchets (cat) and quavers (kitty) and saying/reading different rhythms,	YouTube - Introduction to Reading Rhythms
Rhythm Composer	As a class, come up with some 1 and 2 syllable words, such as Cat and Kitty, or Tea and Coffee, or Pear and Apple. Ask the pupils to work in tables/pairs to come up with a short rhythmic pattern using the rhythm words.	
Body Percussion	Body percussion helps to internalise rhythms - use this video as an introduction to having to use your body while reading music.	YouTube - Can't Stop the Feeling

Learning Objective 2:
Copy and Distinguish between different rhythmical patterns

Activity:	Description:	Resource Link:
Rhythm Play Along	Use this video to clap the rhythms and introduce the concept of reading rhythms. This video also introduces a rest.	YouTube - Mario Rhythm Play Along
Body Percussion	This body percussion video promoted reading rhythms while using body percussion. It also introduces the new rhythm, minim (2 beat note)	YouTube - I Just Can't Wait to be King

Learning Objective 3:
Recognise and perform different patterns

Activity:	Description:	Resource Link:
Rhythm Identifier	This video provides a knowledge check of different rhythms	YouTube - Rhythm Imposters
Body Percussion	This piece of body percussion introduces the rhythm semi-quavers.	YouTube - Wellerman Body Percussion

Learning Step 6:

Expression and Musicality

Learning Objective 1: Self-Expression through Sounds

Activity:	Description:	Resource Link:
Introducing Dynamics	Play this video to introduce the concept of dynamics - Louds and Softs	YouTube - The Music Show, Forte and Piano
Recognising Dynamics	This game helps pupils to recognise the different dynamics and act differently for each - something that will help when it comes to playing dynamics on ukulele! Make sure you decide on your 'Safe Zone' or equivalent before you play this video.	YouTube - Dynamics in Music

Learning Objective 2: Using Sound to Introduce Musical Expression

Activity:	Description:	Resource Link:
Playing Dynamics	Take time to explore playing different dynamics on the ukulele - strum softly and use a little less pressure to produce a quieter sound; use a little more pressure, and bigger strumming motions to create a louder sound. Careful not to press too hard on the strings, as your finger might get stuck, or the string break!	

Articulation	Explore the sound differences between short notes (stopping the notes after you play) and slurring notes (letting the string ring after you play). Does this change the character of the music at all?	
Sound Effects	Explore different sound effects on the ukulele. How many different sounds can you make - explore different ways of playing notes, and sound other than using the strings (i.e., tapping).	

Learning Objective 3:
Control Sound to Use Musical Expression

Activity:	Description:	Resource Link:
Soundscapes	Take time on groups to create some soundscapes using the musical expressions and effects explored in LO2. These could be based on emotions (happy/sad/angry etc); places (rainforest/beach/in a storm etc); journeys (car journey/safari/into space); or any other topic your class would like to explore!	
Musical Charades	Cut out the sound effect categories in the resource chapter (you can add some of your own!) and put them in a hat - choose a pupil to pick one out and play what is on the card. The rest of the class needs to guess what the sound/emotion is.	Musical Charades

Learning Step 7:

Active Listening

Learning Objective 1: Exploring the Recorder		
Activity:	Description:	Resource Link:
Listening Activity	<p>Watch the videos in the resources and discuss the following areas:</p> <p><i>Is there more than 1 ukulele - if so, how many are there, and are they different? (size; sound - the bigger they are, the lower they sound)</i></p> <p><i>Are there any other instruments playing - if so, can you name them?</i></p> <p><i>What range is the ukulele being played (is it high or low sounding)?</i></p> <p><i>What is different about the larger ukulele's to the smaller ukulele's?</i></p> <p><i>Are any sound effects used, of so, how did they play their ukulele?</i></p>	<p><u>Misirlou</u> (play from 00:45)</p> <p><u>Led Zeppelin Meets Beethoven</u></p> <p><u>Ukulele Drumbeat</u></p>
Self and Peer Reflection	<p>When playing your pieces, ask your class regular questions about their playing - Are they making a clear sound, are their fingers pressing down hard so that the note is correct, etc.?</p> <p>If you have a more mature class, ask them to reflect on others playing - what did pupil A do really well? What could they improve on?</p>	

Learning Objective 2:
Exploring Musical Elements

Activity:	Description:	Resource Link:
Listening Activity	<p>Watch the videos in the resources and discuss the following areas:</p> <p><i>What articulation is being used (slurred etc)</i></p> <p><i>What dynamics are being played (Loud/Soft)</i></p> <p><i>What emotion/s is/are this piece (sad/happy etc)</i></p> <p><i>Are there any other instruments playing - if so, can you name them?</i></p>	<p style="text-align: center;"><u>Eleanor Rigby</u> <u>Aloha 'Oe</u> <u>Cello Suite No. 1 Prelude on Ukulele</u></p>
Self and Peer Reflection	<p>When playing your pieces, ask your class regular questions about their playing - Are they making a clear difference between loud and soft playing, is their articulation effective (can you hear a difference between slurred and short notes?), are they keeping in time with the beat and playing the correct rhythms? If you have a more mature class, ask them to reflect on others playing - what did pupil A do really well? What could they improve on?</p>	

Learning Objective 3:
Exploring Genres

Activity:	Description:	Resource Link:
Listening Activity	<p>Watch the videos in the resources. Listen to 2 videos and discuss the differences and similarities of the different genres - this could include tempo, dynamics, articulation, instruments involved, notes used (are there any clashing notes?)</p> <p>In some of the later period genres, ask the class to put their hands up if they can hear a ukulele playing.</p> <p>There are many more genres to explore, so feel free to add to this list!</p>	<p>Medieval - Trotto Western Classical - Bach Prelude Jazz - Jazz Medley Traditional Hawaiian - He'eia Folk - 3 Irish Jigs Pop - Count On Me</p>
Self and Peer Reflection	<p>When playing your pieces, ask your class regular questions about their playing - Are they making a clear difference between loud and soft playing, is their articulation effective (can you hear a difference between slurred and short notes?), are they keeping in time with the beat and playing the correct rhythms? If you have a more mature class, ask them to reflect on others playing - what did pupil A do really well? What could they improve on?</p>	

Learning Step 8:

Improvisation and Composition

Learning Objective 1: Child-Led Open Improvisation

Activity:	Description:	Resource Link:
Introduction to Improvisation	<p>As soon as your class can make a sound out of their instrument, you can start to introduce improvisation.</p> <p>Go around the class and allow each pupil a set amount of time (i.e. 5 seconds) to play whatever they would like - it can be any sound, or no sound. If you have members of the class that are nervous about this, you can start by using voice or body percussion before bringing in the recorder. You could also introduce a 'tag' so the solo can be passed on if a pupil is very anxious about this.</p>	

Learning Objective 2: Child-Led Noted Improvisation

Activity:	Description:	Resource Link:
Introduction to structured Improvisation	<p>Once you have learnt a few notes, introduce some structured into the improvisation task - i.e., using the note 'g'; Using the notes G and C; using Crotchets and Quavers. You could also bring in bar lengths - as you go around the class, each member has, for example, a 4 beat bar to create. It can sometimes help if the rest of the class tap a steady beat so the timing doesn't get lost. It can sometimes help to use a backing track like the one here - there are many more available on YouTube.</p>	Improvisation Backing Track

Learning Objective 3:
Conscious Improvisation and Composition

Activity:	Description:	Resource Link:
Composing from an Improvised Idea	Once your class is confident with creating music from scratch, start to take time for your class members to write down their ideas, and start creating a composition from their improvisations. This could be written in any of the notation explored in Learning Step 9. These individual compositions could be put together to create a class piece.	

Learning Step 9:

Notation

Learning Objective 1: Visual Representation of Music		
Activity:	Description:	Resource Link:
Introduction to Graphic Scores	<p>Introduce the concept of Graphic Notation. Watch some of the videos to show some different ideas of how a score could graphically be written:</p> <p>Line Rider - Mountain King - Using lines and shapes - can the class spot which instrument is being represented by the lines and shapes (this changes), and can they spot how the line links with the rhythm, dynamics and pitch?</p> <p>Vivaldi, Winter - spot how the lines, blocks, colours and shapes correspond to each instrument.</p> <p>Thunderstorm - Spot how the different shades of colours represent dynamics, and the shapes used for each sound.</p> <p>Graphic Notation for Piano and Violin - This is a more artistic graphic score - ask the class how they think the image relates to the music being played.</p>	<p><u>Line Rider - Mountain King</u> <u>Vivaldi, Winter</u> <u>Thunderstorm</u> <u>Graphic Notation for Piano and Violin</u></p>
Creating your own Graphic Score	<p>1) Listen to some of the music in Learning Step 8, and write your own graphic score based on the music you are hearing. Have a time after the piece of music for pupils to share their score and explain how their score relates to the music.</p> <p>2) get each pupil to draw a line going from one side of the page to another - this can have short breaks (like the Line Rider video) but it should be one continuous line. Ask pupils to perform from their score - you could also ask other pupils to try playing the score to see how each interprets the line differently.</p>	

Learning Objective 2:
Exploring Notation

Activity:	Description:	Resource Link:
Introducing TAB notation	Watch this video to learn the TAB notation.	<u>Introduction to Tab</u>
Writing Tab	Using the blank tab grids in the resource chapter, try writing your own chords.	

Learning Objective 3:
Following Simple Notation

Activity:	Description:	Resource Link:
Reading basic notation	As you learn your pieces, take moments to check if your class are reading the tab as they play.	

Learning Step 10:

Performance and Communication

Learning Objective 1: Introduction to Communication and Performance		
Activity:	Description:	Resource Link:
Pass the Clap	<p>This activity is great at introducing non-verbal communication through passing a clap (or any other action) around the room. There are 3 different ways to play:</p> <ol style="list-style-type: none">1) Sit in a circle, and choose a starting point and direction of travel (clockwise/anti-clockwise). Ask the group to pass the clap around the circle, making sure they are looking at the person they are receiving the clap from, and making it obvious when they are passing the clap to the next person (this could be through turning their body, eye-contact, etc) Once you have tried this a few times, get a timer out and see how quickly the class can pass the clap around!2) Keeping in a circle, introduce cross-circle passing. When a pupil receives the clap, they can pass it to any other member of the group - it doesn't need to be the person next to them. It is even more important with this task that they make the passing of the clap really obvious to the next person. If you have members of the class who find eye-contact difficult, pointing or using their body to indicate who they are passing to/from can also be used. Try and make sure that no-one is left out of the game.3) This version mimics number 2, but this time you add a second clap into the circle (or another action - i.e., stamp, wave, knee tap etc.) This means that the class will need to keep a good watch on what is happening in the circle!	

Activity:	Description:	Resource Link:
Conductors	Introduce 2 actions for "Stop" and "Go" - this could be hands raised for "Go" and hands down for "Stop"; Hands up with palms facing out for "Stop" and pointing forwards for "Go - use gestures you are comfortable with, and/or that your class are familiar with. When you direct them to go they can play anything they want on their ukulele - a note, strumming etc. But as soon as you gesture "Stop", they must be silent. If you introduce this early, it will help with noise management in the room! Once the class have mastered the activity, invite one of the children up to be the 'Conductor' and lead the class.	
Performance	Introduce small solo and group performance opportunities - this could be performing solo to the class, or another teacher, or performing in an assembly.	

Learning Objective 2: Communication and Performance		
Activity:	Description:	Resource Link:
Number Counting	This activity focuses on group non-verbal communication. As a group, you need to count to 10, with only 1 person saying the number. If 2 or more people say the next number, then you go back to 1.	
Performance	Once confident with performing in small, informal settings, introduce more formal solo and group performance opportunities - this could be performing in an end of term concert, attending and performing at one of the Warwickshire Music events, or putting on a small concert for parents.	

Learning Objective 3:
Communication and Performance Professionals

Activity:	Description:	Resource Link:
Student Directed Performance	As a class, deliver a concert - ask different members of the group to plan the programme, create programmes, think about staging and delivery, invite an audience and promotion, and introduce the concert items. Include solo and group opportunities. This event should also be open to parents so they can see their child's progress!	

Resources:

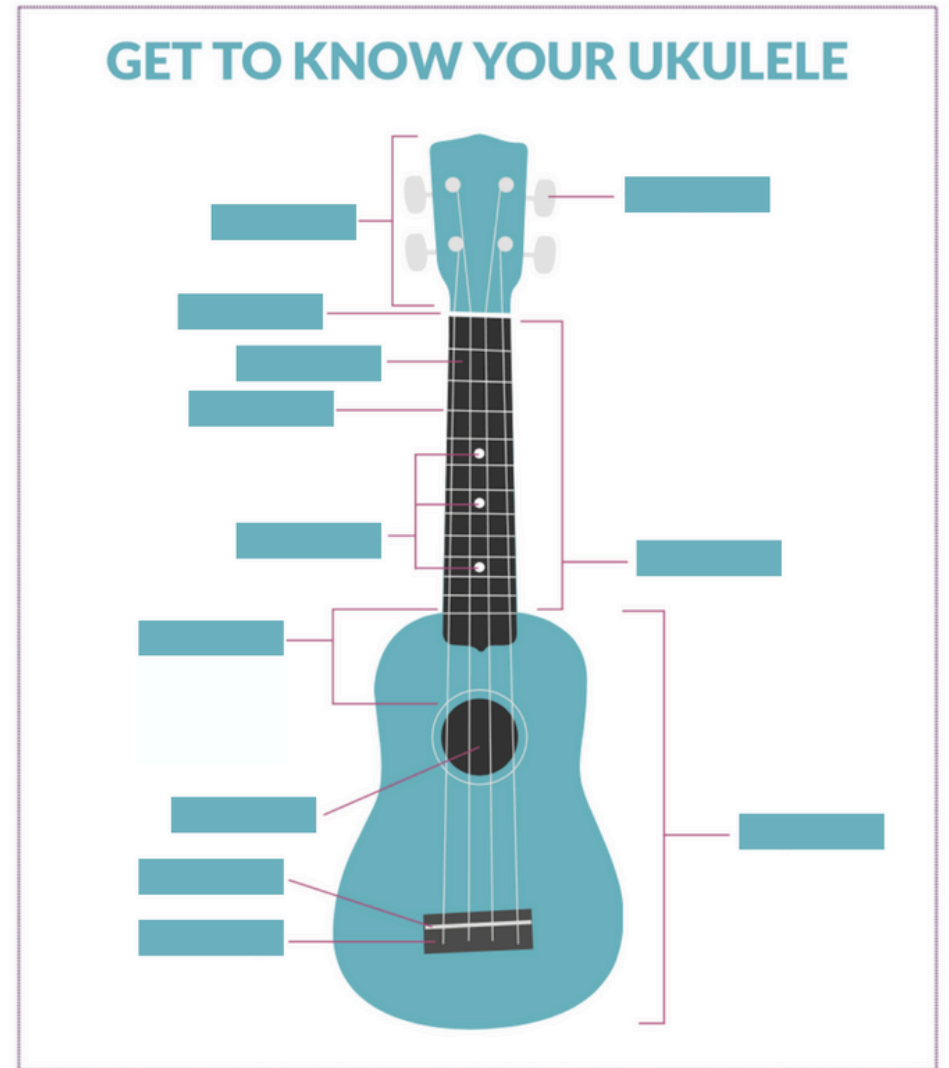
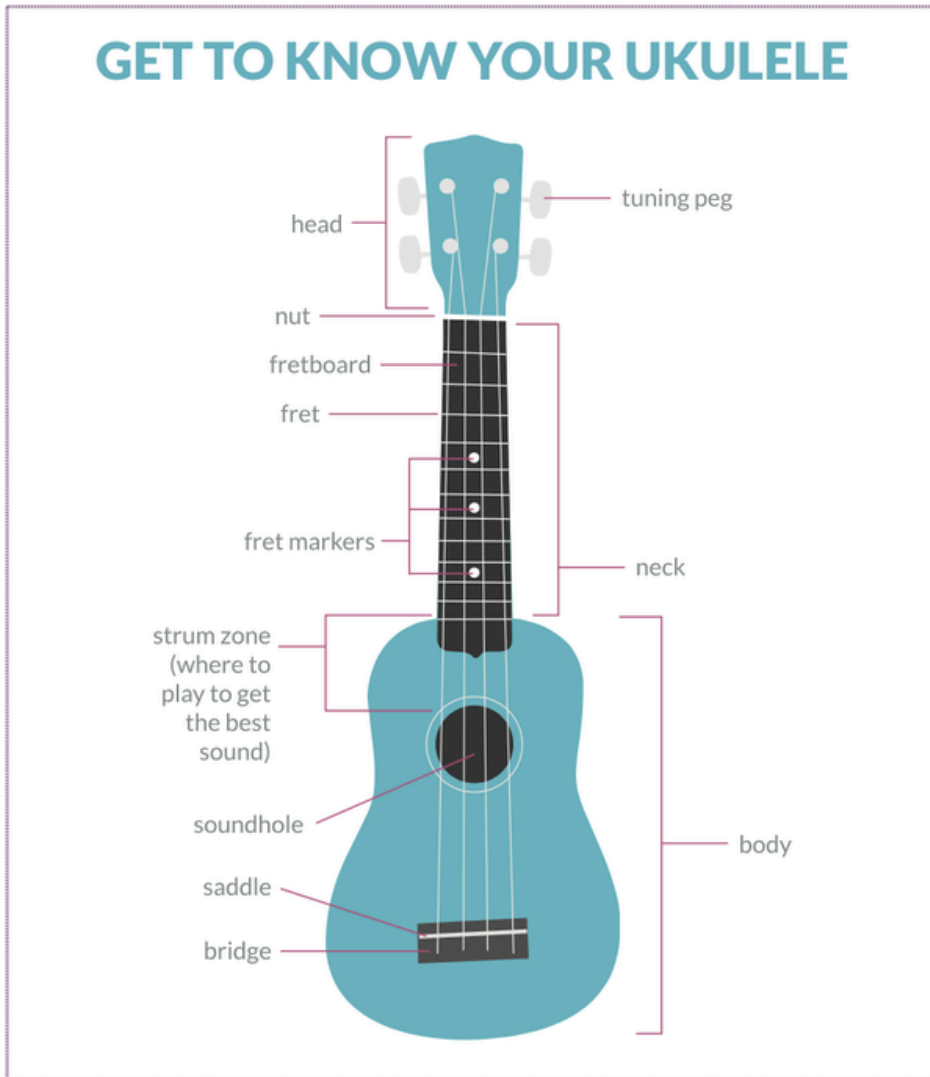
Musical Charades:

Yellow = Emotions; Orange = Household/World Sounds; Red = Animals/Nature Sounds

Ask the person performing to tell the class which category they are playing!

HAPPY	TIRED	F1	HAIRDRYER	PIG	COW
SAD	CONFUSED	FOOTSTEPS	WIND	SEA/OCEAN	INSECT/BEETLE
ANGRY	TELEPHONE	MICROWAVE	RAIN	MOUSE	SHEEP
NEVOUS/ ANXIOUS	SIREN	KETTLE WHISTLE	BIRD	CAT	DOG
EXCITED	CAR	ALARM CLOCK	BEE	HORSE	CHICKEN
SCARED	MOTORBIKE	BROOM SWEEP	ELEPHANT	DONKEY	LION

Get to Know Your Ukulele:



TAB Practice:

Copy the notes across to the blank stave:

Chord diagrams for C, F, G, Am, Em, D, and D7. The C diagram shows notes G, C, E, A on strings 2, 4, 3, and 1 respectively. The F diagram shows notes F, C, G, C on strings 1, 2, 3, and 4. The G diagram shows notes G, B, D, G, B, D on strings 1, 2, 3, 4, 3, 2. The Am diagram shows notes A, C, E on strings 2, 3, and 4. The Em diagram shows notes E, G, B on strings 2, 3, and 4. The D diagram shows notes D, F, A, D, F, A on strings 1, 2, 3, 4, 3, 2. The D7 diagram shows notes D, F, A, C, G, B on strings 1, 2, 3, 4, 3, 2, with open strings on 1 and 2.

Title

Chord Name	Chord Name	Chord Name	Chord Name
Chord Name	Chord Name	Chord Name	Chord Name
Chord Name	Chord Name	Chord Name	Chord Name
Chord Name	Chord Name	Chord Name	Chord Name

Progress Tracker:

Learning Step	Learning Objective	Some	Most	All	Notes
1	1				
	2				
	3				
2	1				
	2				
	3				
3	1				
	2				
	3				

4	1				
	2				
	3				
5	1				
	2				
	3				
6	1				
	2				
	3				
7	1				
	2				
	3				

8	1				
	2				
	3				
9	1				
	2				
	3				
10	1				
	2				
	3				
Notes					

Concerts and Events:

We would be delighted to invite you to come and perform at one of our concerts during the year - we have a number available across the county. Please take a look at the dates below, and let us know if you would like to perform at one of these events:

North Area:

Wednesday 3rd December @ 16:30, Venue TBC

Wednesday 25th March, full details TBC

Wednesday 8th July, full details TBC

East Area:

Thursday 4th December @ 16:30, St Andrews Church, Rugby

Thursday 26th March @ 16:30, venue TBC

Thursday 9th July @ 16:30, St Andrews Church, Rugby

Central Area:

Wednesday 10th December @ 17:00, Venue TBC

Wednesday 25th March @ 17:00, Venue TBC

Wednesday 8th July @ 17:00, Venue TBC

South Area:

Tuesday 2nd December @ 16:30, Stratford Upon Avon Primary School, Stratford Upon Avon

Tuesday 24th March @ 17:00, Grieg Hall, Alcester

Tuesday 7th July @ 16:30, Stratford Upon Avon Primary School, Stratford Upon Avon

More dates may be announced as the year commences, so please keep an eye out for any additional invitations.

CPD Opportunities:

As part of this programme, there are 3 CPD opportunities to help support your delivery across the year:

Monday 15th September @ 16:00 - Microsoft Teams

Monday 3rd November @ 16:00 - Microsoft Teams

Wednesday 7th January @ 16:00 - Microsoft Teams

The first CPD session will be in introduction to the programme and tips for teaching the Ukulele - if you have completed this programme in previous year, you do not need to attend this session.

The following sessions will provide an opportunity to discuss how the programme is going and discuss any issues you are facing.

Wider CPD opportunities, as part of the Warwickshire Music Support for School programme, will be announced as the year commences, so please keep an eye out for any additional invitations - these are all free to access.

As part of the Ukulele in Class programme, you are also able to access unlimited support meetings with Helena or Dave - to book these in, please email helenalock@warwickshire.gov.uk.

Contacts:

Helena Lock Area Leader (South and East), Access and Inclusion Strategy Manager
Programme Coordinator
Email: helenapearce@warwickshire.gov.uk
Mobile: 07818 588670
Main Line: 01926 743036

Dave Pugh Area Leader (North), Curriculum and Progression Strategy Manager
Programme Coordinator
Email: davepugh@warwickshire.gov.uk

For any queries regarding the programme, including events and CPD, please contact Helena in the first instance.

Warwickshire Music:

For billing and finance queries, please contact: musicfinance@warwickshire.gov.uk
For general queries, please contact: music@warwickshire.gov.uk