



Unit focus	Introduction to learning the Ukulele		
Knowledge, skills and understanding	• Listening – Listen to music carefully and start to understand where the words pulse, pitch and rhythm fit in, listen to identify where that music may be from • Internal thinking – Formulate ideas and answers independently that can then be shared if required. • Ukulele- Learn to play the guitar with a good posture and understanding of technique. • Read music – Learn to play simple pieces using open strings through musical symbols with progression to note reading. • Perform – Perform solo and small group pieces. What makes a good performance? • Sing – I use singing to learn pieces as well as songs not connected to learning the ukulele.		
Key vocabulary	Pitch, Pulse/Beat, Rhythm, Strings, Sound Hole, Vibration, Tempo, Chord		
Sound and Symbol	Identify Crotchet, Minim, Quavers and Crotchets. Identify the Stave.	Outcomes • Pupils should understand how "pulse" is important in music and be able to demonstrate this through clapping, moving, or walking with the awareness that the pulse may be at different speeds depending on what music we are listening too. • Pupils should be able to identify the difference between a pulse and a rhythm and how they work together. • Pupils should be aware and able to demonstrate a good posture while holding their Ukulele and be able to identify different parts of the instrument and what the purpose is. • Pupils should be aware of a rest stroke and walking fingers to demonstrate a good technique • Pupils will learn to play simple pieces of music using open strings while trying to show good technique • Pupils will have the opportunity to perform solos and small group pieces as well as playing together in the whole class – Learning to express themselves musically. • Pupils learn to sing confidently in lessons	
Instrumental / vocal repertoire	Backing tracks from "Guitar Basics" including Country music, Tribal, Spanish Flamenco and Jazz. "Salt Creek" by Mike Witcher Accompaniments by teacher "Bubblegum" vocal warm up		
Listening repertoire	"Salt Creek" by Mike Witcher Teacher demonstration of Flamenco, Spanish Classical and Oasis.		

Unit focus	Introduction to learning the Ukulele 2 – Other Stringed instruments		
Knowledge, skills and understanding	• Listening – Further develop listening skills to identify rests and silence in music. • Internal thinking – Continue to formulate ideas and answers independently that can then be shared if required. • Ukulele - Learn to play the guitar with a good posture and understanding of technique. • Read music – Learn to play simple pieces using open strings and introduce frets in the left hand. Continue development of note reading skills and tablature • Perform – Perform solo and small group pieces. • What other instruments have strings? • Singing - Sing regularly in lessons		
Key vocabulary	Strings, Pitch, Pulse/Beat, Rhythm, Strings, Sound Hole, Vibration, Tempo, Crotchet, Quaver and Minims		
Sound and Symbol	Identify crotchet and quaver rests. Find the notes in our voices – play and sing simultaneously	Outcomes • Pupils can clap simple and more complicated patterns and continue them on the Ukulele • Pupils continue to sing confidently in lessons and find enjoyment in well-known Christmas tunes • Pupils learn how to continue playing simple tunes but are able to add the note of A to the music • Pupils continue to identify parts of their instrument but also learn about different types of string instruments. • Pupils can use their own sentences to help remember rhymical patterns. • Pupils know the origin of the Spanish Guitar and have heard of and listened to Flamenco • Students have seen pictures and videos of other stringed instruments such as the guitar, harp, bass guitar, electric guitar. • Pupils can perform simple improvisations on a limited note ruleset	
Instrumental / vocal repertoire	Jingle Bells, Merry Christmas Everyone, further music and backing tracks from "Guitar Basics"		
Listening repertoire	Shaking Stevens – Merry Christmas Everyone		

Unit focus	String Instruments used in popular music		
Knowledge, skills and understanding	• Learn – What other types of Stringed are there? Why are they different? When and how are they used? • Listening – Listen to high quality music involving string instruments in popular music • Read – Read more complexed music and rhythmical patterns and develop reading of tab • Notation - Understand how to read music. How does the stave work? • Technical Skills – Continue to adopt a good posture when playing the guitar. Thumb behind the neck to help with fingers on frets. Continue to walk fingers on C, E, A with thumb on G • Singing - Continue to sing confidently and enjoy the opportunity to sing some popular rock songs • Chords - Pupils can play the chord of C and Am		
Key vocabulary	Rock, Pop, Pitch, Pulse/Beat, Rhythm, Strings, Vibration, Tempo, Crotchet, Quaver and Minims		
Sound and Symbol	Minim and Semibreve rests, Treble Clefs and Time Signatures	Outcomes • Pupils continue to sing in lessons and can experiment with singing and playing • Pupils continue to think about their posture and how it can improve their playing. • Pupils are continuing to learn simple tunes but are now adding the notes of Bb, F and G using their first and second fingers on the frets • Pupils will research famous guitarists that we can listen to in lessons • Pupils can start to identify any note on the stave without ledger lines • Pupils will understand how the guitar came to be used widely in popular music. • Pupils can play the chords of C and Am confidently.	
Instrumental / vocal repertoire	Guitar Basic repertoire, Mild Thing, I spied a spy,		
Listening repertoire	Living on a Prayer, Wild thing, Children to research famous guitar players/ukulele players to listen too.		

Solihull Music

Medium term planning template

Unit focus	Instruments in the orchestra	
Knowledge, skills and understanding	1. What is an orchestra? 2. What families of instruments do we have? (Brass, Strings, Woodwind, Percussion) 3. Why is my Ukulele or Guitar in an orchestra? 4. Chords – C, Am and F 5. Reading tab on all ukulele strings with more complexed rhythms. 6. Listen – Traditional orchestral music 7. Conductor – What is the role of the conductor? 8. Sing – COntinue to sing in lessons to help learn new pieces and for enjoyment	
Key vocabulary	Orchestra, Strings, Brass, Woodwind, Percussion, Conductor, Time Signature	
Sound and Symbol	Conducting in 4/4 2/4 and $\frac{3}{4}$ Crotchets Tablature notation	Outcomes 1. I can identify the main instruments the form the orchestra 2. I can Identify what family's orchestral instruments belong too 3. I can conduct my class in 4/4 2/4 and $\frac{3}{4}$. 4. I know the role of a conductor. 5. I know why my Ukulele/Guitar is not often seen in the orchestra 6. I have witnessed musical comedy with the Ukulele Orchestra of Great Britain. 7. I can play the chords of C and Am and I continue to work on the harder chord of F 8. I can read more complexed tablature notation
Instrumental / vocal repertoire	Uke An Waltz, Katie Morag, I got that feeling.	
Listening repertoire	Young Persons Guide to the Orchestra, Rodrigo Guitar Concerto, Sugar Plum Fairy, Ukulele Orchestra of Great Britain – Good, Bad and the Ugly	

Unit focus	World Music 1	
Knowledge, skills and understanding	1. Understanding that music comes from all over the world and is influenced by that culture 2. How is the ukulele connected to world music? 3. How is Reggae music different to other music I have heard? 4. How can instruments and sound that I hear tell me where music is from? 5. I am learning the tricky chord of G and starting to use it with C, Am and F 6. Sing – Sing simple tunes whilst playing the ukulele 7. Graphic score – Create a Graphic Score of a piece of music	
Key vocabulary	Reggae, Samba, World Music, Culture, Semiquaver, Semiquaver Rest, Dotted Rhythms, Offbeat	
Sound and Symbol	Semiquaver, Semiquaver rest, Offbeat Rhythm	Outcomes 1. I know that music can change dramatically in style all around the world 2. I can start to use some of the sounds and instruments I have heard to make an informed decision on where that music may be from 3. I can identify one of the main features of Reggae music with the offbeat rhythm. 4. I can attempt the chord of G and am gaining confidence with the tricky finger pattern. 5. I can attempt to sing and play at the same time 6. I have created a graphic score of a piece of music and understand that there are many ways to read music.
Instrumental / vocal repertoire	Sambatini, Three Little Birds, Reggae Gaga	
Listening repertoire	Bob Marley and the wailers, UB40	

Solihull Music
Medium term planning template



Unit focus	World Music 2/ What have we learnt this year?	
Knowledge, skills and understanding	1. Learn – I have continued to learn about different types of World Music – Have I heard world music before without knowing? 2. Consolidate – How much progress have I made this year with music and playing the ukulele? 3. Listen – What instruments can I hear from a variety of genres. Is my ukuele there? 4. Perform – What does a good performance look/sound like. 5. Sing – Continue to sing and play the ukulele at the same time.	
Key vocabulary	Reggae, Samba, World Music, Culture, Semiquaver, Semiquaver Rest, Dotted Rhythms, Offbeat, all previous terms words to consolidate knowledge	
Sound and Symbol	Semiquaver, Semiquaver rest, Offbeat Rhythm	Outcomes 1. I have a good understanding of world music and have realised that it has been a part of my day today listening for sometime. 2. I am pleased that I can recognise how much progress I have made in music and playing the ukulele. 3. I can identify a variety of instruments in different genres by listening 4. I have performed in my class and in a concert/assembly 5. I have improved my ability to sing and play at the same time.
Instrumental / vocal repertoire	Sambatini, Three Little Birds, Reggae Gaga	
Listening repertoire	Bob Marley and the wailers, UB40, Banu hai,	