

Autumn 2 Ukulele

Solihull Music Service Curriculum Music – Year 5



Focus Pulse and rhythm	Pupils will explore a wide range of songs and pieces that continue to focus on embedding the concepts of pulse and rhythm. They will refine their instrumental techniques to help develop a pleasing musical sound on their instruments. Pupils will develop their ensemble skills and understand that quality musical outcomes will be achieved as a result of good teamwork.	
Knowledge, skills and understanding Instrumental specific	1. Learn to use walking fingers with increasing competency. 2. Learn to strum with the thumb. 3. Learn to use a different finger for each fret. 4. Learn to place fingers in the correct position on the fretboard with the fretting hand, focusing on the position of the thumb, wrist and elbow. 5. Learn to shape up 3 to 4 chord shapes, C major, A minor, F major and G major	
Knowledge, skills and understanding Musicianship	1. To internalise the pulse as they begin to read and play simple rhythmic patterns on their instruments at sight and by ear. 2. To learn to sing and play a large selection, 6/7 songs from memory and through ukulele tablature with awareness of ensemble, style and character, controlling the pitch, dynamics and expression within the vocal range of an octave.. 3. Consolidate understanding and knowledge of rhythmic notation, ukulele chord symbols, and begin to explore ukulele tablature. 4. Listen to selected repertoire and discuss how time and place has influenced the way the music is created, performed and heard. 5. Learn how to play together as an ensemble with a good sense of pulse and rhythm and be able to start and stop together. 6. Continue to combine strumming and singing at the same time.	
Key vocabulary	Pulse Rhythm Pitch Rest Rest position Playing position	
Sound and Symbol	Chord symbols 	Impact 1. I can play simple rhythm patterns confidently on my instrument and internalise the pulse as I read and play rhythms by sight and by ear. 2. I can create simple rhythmic and melodic patterns on my instrument using 4-5 notes and chords and can lead the activity with confidence. 3. I can interpret music using ukulele tablature. 4. I am beginning to perform on my ukulele whilst singing songs with an awareness of pulse and rhythm, changing chords appropriately in the correct place. 5. I can discuss how time and place can influence the way music is created, performed and heard. 6. I can identify and name the musical instruments we have listened to. 7. I can perform with confidence to an audience with an awareness of occasion. 8. I understand musical outcomes are of higher quality as a result of good teamwork.
Instrumental repertoire	1. Can't Stop the Feeling 2. This is Me 3. In the Jungle 4. Jingle Bells	
Vocal repertoire	All of the above Tony Chestnut My Bonnie Lies Over the Ocean	
Listening repertoire	Music of the lyre Renaissance Lute Traditional British folk	