

# groove'n'play

## Whole-Class Instrumental and Vocal Programmes

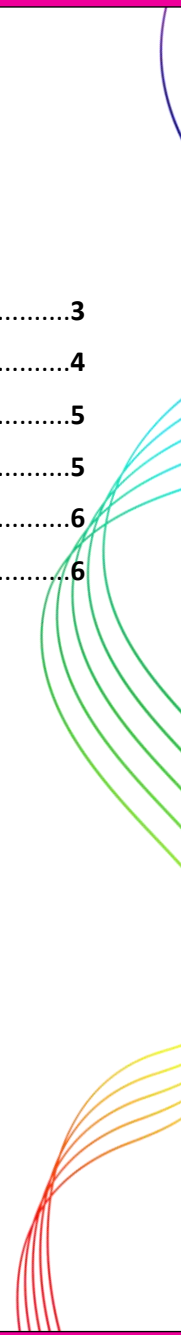
Planning & Progression

ukuleles  
sticks & songs



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	<b>Sessions 1-3</b> <b>The 50-50</b> <b>Chance Dance</b>	<b>Sessions 4-6</b> <b>High-Low-High</b>	<b>Sessions 7-9</b> <b>Listen</b>	<b>Session 10</b> <b>Performance</b>	<b>Sessions 11-13</b> <b>Strumming the</b> <b>Blues</b>	<b>Sessions 14-16</b> <b>Performance</b> <b>Sensation</b>	<b>Sessions 17-19</b> <b>So Latin</b>	<b>Session 20</b> <b>Performance</b>
<b>Singing</b>	sing & perform action song in <b>unison</b>	sing & perform in <b>unison</b> <b>2/3 parts</b> call & response	sing & perform in <b>unison</b> <b>2 parts</b> 2-part round	sing & perform 3 pieces	sing & perform action song in <b>unison</b>	rap & perform in <b>unison</b>	sing and perform in <b>unison</b> <b>2 parts</b>	sing & perform 3-6 pieces
	perform from memory in the style of the song	perform from memory in the style of the song	perform from memory in the style of the song		perform from memory in the style of the song	perform from memory in the style of the song	perform from memory in the style of the song	
	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>
	co-ordinated movements as referenced in the lyrical content	awareness of higher and lower pitches	understanding of lyrics through expressive interpretation	knowledge & understanding:	co-ordinated movements at the specific action points related to the lyrics song	clear diction	awareness of scalar pitch movement using <b>solfa do-do'</b>	knowledge & understanding:
	good posture	supported breath control with sustained legato phrasing	clear diction	posture	lively and rhythmic vocal delivery reflective of the style and lyrics of the song	energetic and rhythmically accurate rapping	accurate tuning	appropriate phrasing
	clear diction	increased awareness of vocal tone and intonation	supported sustained legato vocal lines	co-ordination	structure	increased awareness of performance techniques as referenced in the lyrics of the song	expressive vocal interpretation reflective of the style of the song	clear diction
	rhythmic singing that is stylistically suited to the song	structure	sensitive use of dynamics	breath control		structure	balance between vocal parts	good breath control
structure		balance between the vocal parts	phrasing			understanding of the music terminology used within the lyrics	dynamic variety	
		structure	tuning			structure	accuracy of tuning	
			dynamics				balance of vocal parts	
			diction				performance techniques	
			vocal balance				expressive interpretation	
			musical styles				structure	
			lyrical content					
			structure					

	Sessions 1-3 The 50-50 Chance Dance	Sessions 4-6 High-Low-High	Sessions 7-9 Listen	Session 10 Performance	Sessions 11-13 Strumming the Blues	Sessions 14-16 Performance Sensation	Sessions 17-19 So Latin	Session 20 Performance
<b>Playing</b>	play & perform drumsticks & ukulele	play & perform drumsticks, egg shakers & ukulele	play & perform drumsticks 2pts, & ukulele	play & perform 3 pieces	play & perform drumsticks 2 pts, ukulele	play & perform drumsticks 2 pts, ukulele	play & perform drumsticks 2 pts, ukulele	play & perform 3-6 pieces
	<p><b>demonstrate</b></p> <p><b>percussion</b> aurally &amp; visually crotchets &amp; rests beats (1), (2), (2, 4)</p> <p>left-right co-ordination using body percussion &amp; actions</p> <p><b>ukulele</b> playing &amp; rest position</p> <p>strumming technique (air ukulele)</p>	<p><b>demonstrate</b></p> <p><b>percussion</b> aurally &amp; visually crotchets &amp; rests beats (1), (1,2), (2,4)</p> <p>playing allocated rhythm patterns</p> <p>playing &amp; rest positions</p> <p>instrument hold &amp; playing techniques</p> <p><b>ukulele</b> playing &amp; rest position</p> <p>strumming technique</p> <p>Chord options: <b>C6, C, A7</b></p>	<p><b>demonstrate</b></p> <p><b>percussion</b> aurally &amp; visually crotchets &amp; rests beats (1), (2,4) (1,2,3,4,) (1,2)</p> <p>playing allocated rhythm patterns</p> <p>playing &amp; rest position</p> <p>instrument hold &amp; playing technique</p> <p><b>ukulele</b> alternating chords</p> <p>playing 2 strumming patterns</p> <p>playing &amp; rest position</p> <p>Chord options: <b>C6, C</b></p>	<p><b>demonstrate</b></p> <p>knowledge &amp; understanding:</p> <p>rhythmic accuracy</p> <p>instrumental playing control</p> <p>playing co- ordination</p> <p>playing in time with others</p> <p>appropriate playing &amp; rest positions</p> <p>basic chord fingering</p> <p>response to signals: start, stop, rest and playing positions</p>	<p><b>demonstrate</b></p> <p><b>percussion</b> aurally &amp; visually crotchets &amp; rests beats (1), (2), (3,4), (2,4), (1,3)</p> <p>playing allocated rhythm patterns</p> <p>playing &amp; rest position</p> <p>instrument hold &amp; playing technique</p> <p><b>ukulele</b> playing &amp; rest position</p> <p>playing various strumming patterns</p> <p>Chord options: <b>C6, C, F step 1, F</b></p>	<p><b>demonstrate</b></p> <p><b>percussion</b> aurally &amp; visually crotchets &amp; rests beats (1), (3,4) changing to (1,3,4) beat (1) changing to (1,2)</p> <p>playing &amp; rest position</p> <p>instrument hold &amp; playing technique</p> <p><b>ukulele</b> playing &amp; rest position</p> <p>playing 2 strumming patterns</p> <p>Chord options: <b>C, F step 1, F</b></p>	<p><b>demonstrate</b></p> <p><b>percussion</b> aurally &amp; visually crotchets &amp; rest beat (1) changing to (1 &amp; 4) beats (1,2,4) changing to (3)</p> <p>playing &amp; rest position</p> <p>instrument hold &amp; playing technique</p> <p><b>ukulele</b> playing &amp; rest position</p> <p>strumming technique</p> <p>Chord options: <b>C6, C, F step1,F</b></p>	<p><b>demonstrate</b></p> <p>knowledge &amp; understanding:</p> <p>increased rhythmic accuracy</p> <p>appropriate dynamics</p> <p>playing co- ordination</p> <p>playing in time with others</p> <p>playing with an awareness of other parts</p> <p>responding to signals</p> <p>appropriate posture, rest, playing positions &amp; techniques</p> <p>playing basic chord patterns in context</p>

	<b>Sessions 1-3 The 50-50 Chance Dance</b>	<b>Sessions 4-6 High-Low-High</b>	<b>Sessions 7-9 Listen</b>	<b>Session 10 Performance</b>	<b>Sessions 11-13 Strumming the Blues</b>	<b>Sessions 14-16 Performance Sensation</b>	<b>Sessions 17-19 So Latin</b>	<b>Session 20 Performance</b>
<b>Improvising &amp; Composing</b>	improvise & develop 4-beat repeated rhythm patterns using actions, body percussion and voice	improvise & develop repeated rhythm patterns using body percussion  lead ensemble rhythm activities based on improvised rhythm patterns  improvise movement in response to the music	improvise rhythm patterns using body percussion & percussion for others to echo  develop improvised rhythm patterns into compositions  rehearse and perform compositions	where appropriate:  incorporate, rhythmic or vocalised improvisations/ compositions within the overall performance	improvise & develop rhythmic and melodic patterns using:  ukulele open strings, picking  percussion  vocals (scat)  these may include echo responses fixed responses solo improvisation (12,24,48 bars)  incorporate, where appropriate, improvisation sections into the performance	improvise and develop rhythm pattern responses to the piece  explore vocal sounds and rhythms to create a group response/ composition	improvise and develop rhythmic patterns in response to the piece, and incorporating the various elements of music  incorporate rhythmic compositions into the overall structure of the piece or as stand alone composition response to the pieces	where appropriate:  incorporate rhythmic & or melodic compositions or improvisations within the overall performances  perform compositions, created in response to the music within the programme, as stand-alone pieces within their own right
<b>Listening</b>	coming soon	coming soon	coming soon		coming soon	coming soon	coming soon	

	<b>Sessions 1-3 The 50-50 Chance Dance</b>	<b>Sessions 4-6 High-Low-High</b>	<b>Sessions 7-9 Listen</b>	<b>Session 10 Performance</b>	<b>Sessions 11-13 Strumming the Blues</b>	<b>Sessions 14-16 Performance Sensation</b>	<b>Sessions 17-19 So Latin</b>	<b>Session 20 Performance</b>
<b>Lyric References</b>	<p>sing/learn:</p> <p>percussion hold/playing technique</p> <p>ukulele hold/playing technique</p> <p>co-ordination</p>	<p>sing/learn:</p> <p>pitch high-low-high low to high</p>	<p>sing/learn:</p> <p>developing listening skills, becoming more aware, developing knowledge</p>	<p>sing/learn:</p> <p>importance of: vocal &amp; instrumental technique</p> <p>relative pitch changes</p> <p>listening skills to improve singing, playing &amp; performance</p>	<p>sing/learn:</p> <p>strumming on various beats: strum - beat 1, beat 2, tap - beats 3 &amp; 4</p>	<p>sing/learn:</p> <p>performance technique and conventions</p> <p>importance of: silence at the start being ready to play and sing, standards correct positioning focus concentration acknowledging applause audience reaction</p>	<p>sing/learn:</p> <p>layers that make up the texture of a piece of music</p> <p>chords melody rhythm groove/style</p> <p>solfa scalic movement</p>	<p>sing/learn:</p> <p>importance of: rhythmic playing</p> <p>performance conventions</p> <p>make-up of music compositions texture &amp; structure</p>
<b>Social Skills &amp; Personal Development</b>	<ul style="list-style-type: none"> <li>• work as a constructive team member as part of a class ensemble</li> <li>• model or demonstrate to peers and listen to modelling and demonstration of peers</li> <li>• lead activities and/or take instruction from other members of the class</li> <li>• contribute to the evaluative process: listening, considering, suggesting, discussing leading to implementation of ideas suggested by individuals within the group</li> <li>• show mutual respect for other musicians in the class, listening attentively to musical contributions</li> <li>• develop confidence as a member of a group and solo performer as well as confidence to contribute to musical comment</li> </ul>							



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