

groove'n'play



GEMS
PREMIER
MUSIC
ACADEMY

**planning, progression,
explore & more...**

**ukuleles
sticks & songs**



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About groove'n'play

Mission

groove'n'play's mission is to inspire all children and young people to sing, play and learn about music through enjoyable and meaningful learning experiences. groove'n'play is dedicated to fostering each child's musical development as part of their lifelong musical journey.

Educational Ethos

The groove 'n' play educational ethos, encapsulated in all the programmes, written and devised by [Sally Greaves](#), revolves around providing a fun and engaging musical experience for children and young people through performance-based learning. The children have the opportunity to develop their music skills, knowledge and understanding, as well as developing their vocal and instrumental technique, both as individuals and by working effectively as part of a team. All groove 'n' play programmes are inclusive and accessible to children and young people of all abilities.

Values

- **fun and enjoyment**
groove'n'play prioritise creating a fun and enjoyable musical experience for children and young people.
- **musical development**
The programmes aim to support physical, social, emotional, and cognitive developments achieved through the specific focus of developing instrumental and vocal technique, musical knowledge, language, and understanding that children are able to demonstrate practically through performance.
- **personal development and teamwork**
groove'n'play aim to advance and nurture personal development, including confidence and self-esteem, leadership skills, and respect for others. The programmes promote constructive teamwork where everyone is valued, and children are encouraged to express themselves musically in a safe and supportive environment.
- **inclusivity and accessibility**
The resources and programmes are designed to be inclusive and accessible for all children and young people and adaptable to different learning environments and abilities. The @school programmes support both group and individual learning in a class setting with @home programmes supporting individual learning journeys beyond the classroom.

Resources

The high-quality curricular resources support the development of musical talents and skills as performer, creator, and listener which is achieved through scaffolded learning that groove 'n' play programmes provide.

- **groove@school** – classroom teaching and learning resources that support teacher delivery
- **groove@home** – home learning resources that support students' independent learning
- **teacher's e-book**: session plans, teaching notes, schemes of work and sheet music
- **planning, progression, explore & more** with additional curriculum support materials and activities

Groove'n'Play proud partners of GEMS Premier Music Academy

Alignment of ethos and values

groove'n'play believes in supporting a well-rounded education that is inspirational, engaging, and which cultivates and nurtures the musical talent in every child. Its ambitious music programmes develop musicianship and the initial stages of instrumental learning. The programmes are underpinned by a comprehensive and structured approach to musical development. They also provide a solid music education launch pad to support each young person in fulfilling their musical talents and potential. This is achieved through bespoke music programmes that provide high-quality practical learning experiences, opportunities to increase knowledge and understanding, as well as stimuli to engage in further self- exploration and creativity.

Planning, Progression, Explore & More...

The bespoke resource 'Planning, Progression, Explore & More...' provides teachers with an overview of each programme's content as well as related extension activities. Planning and Progression summarises the scaffolded learning progression and musical outcomes of each programme. Explore & More (Create, Explore, Know) comprises activities designed to consolidate learning as well as acting as a springboard to further extend knowledge and understanding through self- exploration and creativity.

Create

These structured activities are provided to act as stimuli to encourage each student's self-exploration either as an individual or as part of a group. The activities require recall of musical principles but also provide the opportunity to produce and shape musical outcomes using imagination and self-expression. It is intended that students and tutors build on these structured activities to achieve additional musical outcomes using 'Create' as a springboard into other creative ventures.

Explore

The explore activities encourage independent learning in order to expand knowledge and understanding through independent inquiry and research. The premise is to think, learn, and share. The tasks are designed to further develop investigative and communication skills, resulting in increased knowledge and understanding of each individual, and the wider group.

Know

The BIG little Quiz recapitulates the learning journey based on the musical elements and content of each section within a programme. The quiz format is intended to be a fun and rewarding educational experience. Each young person will be able recognise their own understanding and progress within a positive conducive learning environment.

Planning & Progression: Singing

Singing	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
	sing & perform action song in unison	sing & perform in unison 2/3 parts call & response	sing & perform in unison 2 parts 2-part round	sing & perform 3 pieces	sing & perform action song in unison	rap & perform in unison	sing and perform in unison 2 parts	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	
	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate
	co-ordinated movements as referenced in the lyrical content	awareness of higher and lower itches	understanding of lyrics through expressive interpretation	knowledge & understanding: posture	co-ordinated movements at the specific action points related to the lyrics song	clear diction energetic and rhythmically accurate rapping	awareness of scalic pitch movement using solfa do-do'	knowledge & understanding:
	good posture	supported breath control with sustained legato phrasing	clear diction	co-ordination	lively and rhythmic vocal delivery reflective of the style and lyrics of the song	increased awareness of performance techniques as referenced in the lyrics of the song	accurate tuning	appropriate phrasing
	clear diction		supported sustained legato vocal lines	breath control			expressive vocal interpretation reflective of the style of the song	clear diction
	rhythmic singing that is stylistically suited to the song	increased awareness of vocal tone and intonation	sensitive use of dynamics	phrasing	structure		good breath control	dynamic variety
	structure	structure	balance between the vocal parts structure	tuning			balance between vocal parts understanding of the music terminology used within the lyrics	accuracy of tuning
				dynamics		structure	structure	balance of vocal parts performance techniques expressive interpretation structure

Planning & Progression: Playing

Playing	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
	<p>play & perform drumsticks & ukulele</p> <p>demonstrate</p> <p>percussion aurally & visually crotchets & rests beats (1), (2), (2, 4)</p> <p>left-right co-ordination using body percussion & actions</p> <p>ukulele playing & rest position strumming technique (air ukulele)</p>	<p>play & perform drumsticks, egg shakers & ukulele</p> <p>demonstrate</p> <p>percussion aurally & visually crotchets & rests beats (1), (1,2), (2,4)</p> <p>playing allocated rhythm patterns</p> <p>playing & rest positions</p> <p>instrument hold & playing techniques</p> <p>ukulele playing & rest position strumming technique</p> <p>Chord options: C6, C, A7</p>	<p>play & perform drumsticks 2pts, & ukulele</p> <p>demonstrate</p> <p>percussion aurally & visually crotchets & rests beats (1), (2,4) (1,2,3,4,) (1,2)</p> <p>playing allocated rhythm patterns</p> <p>playing & rest position</p> <p>instrument hold & playing technique</p> <p>ukulele alternating chords playing 2 strumming patterns playing & rest position</p> <p>Chord options: C6, C</p>	<p>play & perform 3 pieces</p> <p>demonstrate</p> <p>knowledge & 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 & rest positions</p> <p>basic chord fingering</p> <p>response to signals: start, stop, rest and playing positions</p>	<p>play & perform drumsticks 2 pts, ukulele</p> <p>demonstrate</p> <p>percussion aurally & visually crotchets & rests beats (1), (2), (3,4), (2,4), (1,3)</p> <p>playing allocated rhythm patterns</p> <p>playing & rest position</p> <p>instrument hold & playing technique</p> <p>ukulele playing & rest position playing various strumming patterns</p> <p>Chord options: C6, C, F step 1, F</p>	<p>play & perform drumsticks 2 pts, ukulele</p> <p>demonstrate</p> <p>percussion aurally & visually crotchets & rests beats (1), (3,4) changing to (1,3,4) beat (1) changing to (1,2)</p> <p>playing & rest position</p> <p>instrument hold & playing technique</p> <p>ukulele playing & rest position playing 2 strumming patterns</p> <p>Chord options: C, F step 1, F</p>	<p>play & perform drumsticks 2 pts, ukulele</p> <p>demonstrate</p> <p>percussion aurally & visually crotchets & rest beat (1) changing to (1 & 4) beats (1,2,4) changing to (3)</p> <p>playing & rest position</p> <p>instrument hold & playing technique</p> <p>ukulele playing & rest position strumming technique</p> <p>Chord options: C6, C, F step1,F</p>	<p>play & perform 3-6 pieces</p> <p>demonstrate</p> <p>knowledge & 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 appropriate posture, rest, playing positions & techniques</p> <p>playing basic chord patterns in context</p>

Planning & Progression: Improvising, Composing, Listening

Improvising & Composing	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
	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
Listening	suggestions: Follow the Leader: The Soca Boys Cha Cha Slide: DJ Casper examples of traditional dances: line, square, barn, ceilidh	suggestions: Alika: Pomaika'i Keawe and Malie Lyman Aloha 'Oe: Ukulele Play along Pupu A 'O 'Ewa (Pearly Shells): Hawaii Kids Calabash Songs The Queen of the Night, O Isis and Osiris: The Magic Flute, Mozart	suggestions: Wild Mountain Thyme: Ed Sheeran Toss the Feathers: The Corrs Mountains of Mourne: Celtic Thunder Morning: Grieg La Mer: Debussy	Tamaine Gardner (ukulele): NPR music Tiny Desk Concert Jake Shimabukuro (ukulele): TEDxTokyo	suggestions: Kula Blues: Jake Shimabukuro Slow Down Blues: Toby Lee Maituo & Anrui: Blues Jam Jude Kofie hears Jon Batiste, I Need You	suggestions: Traveller: Anushka Shankar Tabla Solo: Ustad Zakir Hussein Musical Cultures are connected: Talvin Singh (TEDx London) Dance and Song: e.g. Bhangra	suggestions: La Vida es un Carnaval: Cecilia Cruz Oye Como Va: Carlos Santana Desafinado: Carlos Jobim Mas Que Nada: Baila Nova Samba Song: Sitti La Bamba: Latin Fury	Langley Ukulele Ensemble: Koke'e The Sabre Dance, Khachaturian

Planning & Progression: Lyrics, Social Skills

Lyric References	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
	<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 & instrumental technique</p> <p>relative pitch changes</p> <p>listening skills to improve singing, playing & performance</p>	<p>sing/learn:</p> <p>strumming on various beats: strum - beat 1, beat 2, tap - beats 3 & 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 & structure</p>
Social Skills & Personal Development	<ul style="list-style-type: none"> work as a constructive team member as part of a class ensemble model or demonstrate to peers and listen to modelling and demonstration of peers lead activities and/or take instruction from other members of the class contribute to the evaluative process: listening, considering, suggesting, discussing leading to implementation of ideas suggested by individuals within the group show mutual respect for other musicians in the class, listening attentively to musical contributions develop confidence as a member of a group and solo performer as well as confidence to contribute to musical comment 							

Explore & More... Teaching & Learning

The 50-50 Chance Dance

The activities related to 'The 50-50 Chance Dance' in Create, Explore and Know aim to reinforce knowledge, understanding and concepts of:

- **terminology:** bar, beat, rhythm pattern, strings, instruments: body percussion ukulele, drum kit
- **music notation and recognition:** graphic score
- **elements of music:** structure i.e. verse-chorus, instrumentation
- **knowledge and recognition:** ukulele 4 strings, drumkit (aural recognition), wider listening: music for movement

High-Low-High

The activities related to 'High-Low-High' in Create, Explore and Know aim to reinforce knowledge, understanding and concepts of:

- **terminology:** rhythm, pitch: high-low, percussion
- **music notation and recognition:** beats of the bar, relative pitches higher-lower, chords: C6 C A7
- **elements of music:** structure i.e. chorus-instrumental, rhythm, pitch – i.e. high low, chords, instrumentation
- **knowledge and recognition:** ukulele facts and description, families of instruments e.g. percussion family

Listen

The activities related to 'Listen' in Create, Explore and Know to reinforce knowledge, understanding and concepts of:

- **terminology:** vocal parts, tune, chords, piece, composition
- **music notation and recognition:** chords: C6 C
- **elements of music:** structure i.e. verse-instrumental, chords, instrumentation
- **knowledge and recognition:** genres e.g. folk, woodwind – flute (aural recognition), music that suggests an idea or scene (programme music)

Explore & More... Teaching & Learning

Strumming the Blues

The activities related to 'Strumming the Blues' in Create, Explore and Know aim to reinforce knowledge, understanding and concepts of:

- **terminology:** lyrics, chords, body percussion, strumming, improvising
- **music notation and recognition:** different beats of the bar (beat awareness, aural recognition) C6 C F-step one and F
- **elements of music:** structure i.e. chorus-instrumental, chords, genre
- **knowledge and recognition:** genre – Blues, with examples of artists and music

A Performance Sensation




The activities related to 'A Performance Sensation' in Create, Explore and Know aim to reinforce knowledge, understanding and concepts of:




- **terminology:** playing and rest position, rhythm and rhyme, musical cultural traditions, instruments: tabla, sitar, harmonium, strings, percussion, wind, practising, performance,
- **music notation and recognition:** rhythm and rhyme
- **elements of music:** instrumentation, structure, playing technique
- **knowledge and recognition:** genre - Rap, instrument recognition e.g. tabla and examples of music from various countries, continents or cultures

So Latin

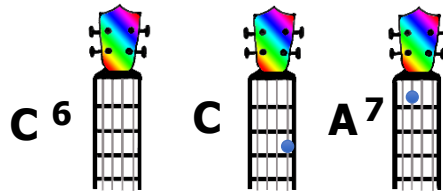
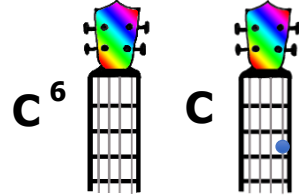
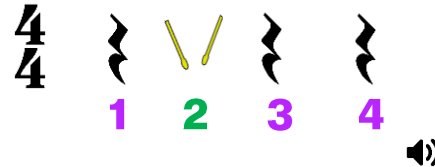


The activities related to 'So Latin' in Create, Explore and Know aim to reinforce knowledge, understanding and concepts of:

- **terminology:** percussion rhythm patterns, melody, solfa, technique: strumming, thumb picking, dance styles
- **music notation:** solfa
- **elements of music:** structure i.e. coda, relative pitches (solfa), melody
- **knowledge and recognition:** Latin dance styles - country of origin and percussion used, instrument recognition (aurally), string names G C E A



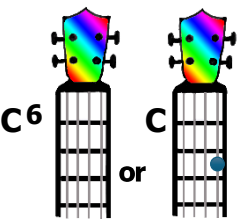
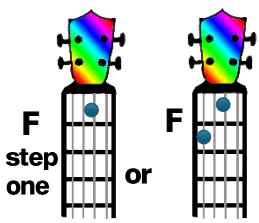
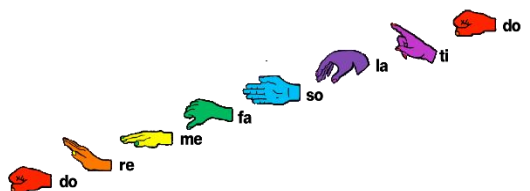

		The 50-50 Chance Dance		High-Low-High		Listen
CREATE		<p>Create a one bar body percussion pattern. Include moves to the left and to the right. Create a two bar body percussion pattern.</p> <p>Graphically score your pattern so other class members can perform it.</p>		<p>Create a pattern of slow flowing movements using parts of your body, to show the high and low pitches of the chorus.</p> <p>Top Tip: you could include a prop e.g. scarf</p>		<p>Close your eyes – what can you see?</p> <p>Write a short poem using your imagination.</p> <p>Hint: start your poem with the words “Listen, Can you...?”</p>
EXPLORE		<p>Find other examples of music written for group movement.</p> <p>Be ready to demonstrate the movements to others.</p>		<p>Imagine someone who has never seen or heard a ukulele.</p> <p>Describe the instrument and include three interesting facts about the ukulele.</p>		<p>Find an example of music that represents the sea or the wonders of nature.</p> <p>Who is the singer or composer? When was the piece written?</p> <p>Top Tip: The piece can be of any style of music e.g. classical, jazz, pop etc</p>
KNOW The BIG little Quiz	1	How many strings are there on a ukulele?	1	Name the two ukulele chords played in this song?	1	Name the two ukulele chords in this song?
	2	What actions are in the first chorus of the ‘The 50-50 Chance Dance’?	2	On which beat of the bar do the sticks play? 	2	How many vocal parts are in the song?
	3	Which instrument can you hear at the beginning of the song? 	3	What is the basic structure of this song? A) chorus-instrumental B) verse-chorus C) verse-verse	3	Close your eyes and listen to the instrumental. Which instrument is playing the main tune? 
	4	What is the basic structure of ‘The 50-50 Chance Dance’? A) verse-verse B) verse-chorus C) chorus-chorus	4	Drums and shakers are in the percussion family of instruments. True or False	4	Which type or genre of music is ‘Listen’? A) folk B) jazz C) classical
	5	How many beats in a bar are there in this song?	5	What are the words or lyrics in this song helping you to understand? A) rhythm B) pitch C) structure	5	What is the basic structure of this song? A) verse-instrumental B) verse-chorus C) verse-verse

		Strumming the Blues		A Performance Sensation		So Latin
CREATE		Create new action lyrics for the chorus. We're gonna ? on 1 We're gonna ? on 1 We'll move it up to beat 2 We're gonna ? on 1 ? on 3,4 Get ready for some more We're gonna ? on 1 Hint: think body percussion, dance moves		Create a 'performance ready' short mime Include: rest position imaginary playing position looking ready being focused and concentrating returning to rest position taking a bow		Create a short, repeated rhythm pattern that fits with this song. Demonstrate your rhythm with your voice, body percussion, sticks, or a different percussion instrument. Top Tip: be ready to share your rhythm
EXPLORE		Make a 'Blues' music mini fact file. Include: short description of the Blues famous Blues artist famous blues piece or song other interesting information Top Tip: use the internet, friends, family or other ways to find out information		Choose a country, continent or culture. Explore its musical cultural traditions. Find and share information about: instruments where music is played a short history other interesting facts Top Tip: find and share musical example.		Discover three Latin dance styles. From which country is each style of music? What percussion instruments are used? Top Tip: find and share musical examples
KNOW The BIG little Quiz	1	What type of music or genre is this song?	1	The sound at the beginning of this song is created by which instrument? A) tabla B) sitar C) harmonium 	1	What are the names of the four strings on a ukulele?
	2	In the chorus, on which beat of the bar does the ukulele strum? A) beat 1 B) beat 2 C) beat 1 then beat 2 	2	How many verses are there in 'A Performance Sensation'?	2	How is the ukulele played in this song? A) rhythm and rhyme B) tapping and bouncing C) strumming and thumb picking
	3	Name the two ukulele chords in this song?	3	Practising regularly improves your skill and ability. True or False	3	List the names of the solfa used in the song 'So Latin'?
	4	What basic structure is used in this song? A) verse-chorus B) chorus-instrumental C) verse-verse	4	Fill in the blank (choose one of the following words below) string percussion wind Tabla is a _____ instrument	4	Listen to the coda of 'So Latin'. Name three instruments you can hear? 
	5	Improvising is making up music on the spot. True or False	5	The words or lyrics of a rap should have... A) rhythm B) rhyme C) rhythm and rhyme	5	A melody is a combination of notes that flow together. It is also called a tune. True or False

Answers: The BIG little Quiz

		The 50-50 Chance Dance		High-Low-High		Listen
KNOW The BIG little Quiz	1	How many strings are there on a ukulele? 4 strings	1	Name the two ukulele chords played in this song? 	1	Name the two ukulele chords played in this song? 
	2	What actions are in the first chorus of the 'The 50-50 Chance Dance'? clap click slap step	2	On which beat of the bar do the sticks play? 	2	How many vocal parts are there in the song? 2 vocal parts
	3	Which instrument can you hear at the beginning of the song? drum kit 	3	What is the basic structure of this song? A) chorus-instrumental ✓ B) verse-chorus C) verse-verse	3	Close your eyes and listen to the instrumental. Which instrument plays the main tune? flute 
	4	What is the basic structure of 'The 50-50 Chance Dance'? A) verse-verse B) verse-chorus ✓ C) chorus-chorus	4	Drums and shakers are in the percussion family of instruments. True or False	4	Which type or genre of music is 'Listen'? A) folk B) jazz C) classical
	5	How many beats in a bar are there in this song? 4 beats	5	What are the words or lyrics 'High-Low-High' helping you to understand? A) rhythm B) pitch ✓ C) structure	5	What is the basic structure of this song? A) verse-instrumental ✓ B) verse-chorus C) verse-verse

Answers: The BIG little Quiz (continued)

		Strumming the Blues		A Performance Sensation		So Latin
KNOW The BIG little Quiz	1	What type of music or genre is this song? Blues	1	The sound at the beginning of this song is created by which instrument? A) tabla B) sitar ✓ C) harmonium 	1	What are the names of the four strings on a ukulele? G C E A
	2	In the chorus, on which beat of the bar does the ukulele strum? A) beat 1 B) beat 2 C) beat 1 then beat 2 ✓ 	2	How many verses are there in 'A Performance Sensation'? three verses	2	How is the ukulele played in this song? A) rhythm and rhyme B) tapping and bouncing C) strumming and thumb picking ✓
	3	Name the two ukulele chords in this song?  C⁶ or C  F step one or F	3	Practising regularly improves your skill and ability. True or False ✓	3	List the names of the solfa used in this song? 
	4	What basic structure is used in this song? A) verse-chorus B) chorus-instrumental ✓ C) verse-verse	4	Fill in the blank (choose one of the following words) string percussion wind Tabla is a percussion instrument	4	Listen to the coda of 'So Latin'. Name three instruments you can hear? Drums Saxophone Agogo Bells Bass Electric guitar Trumpet Congas Piano Trombone 
	5	Improvising is making up music on the spot. True or False ✓	5	The words or lyrics of a rap should have... A) rhythm B) rhyme C) rhythm and rhyme ✓	5	A melody is a combination of notes that flow together. It is also called a tune. True or False ✓

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explore & more...**