



groove'n'play

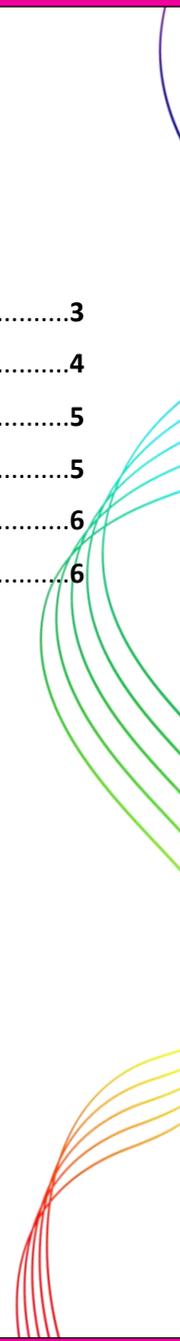
Whole-Class Instrumental and Vocal Programmes

Planning & Progression

ukuleles
sticks & songs

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Singing	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 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 solfa do-do'	knowledge & understanding:
	good posture	supported breath control with sustained legato phrasing	clear diction	posture	energetic and rhythmically accurate rapping	appropriate phrasing	accurate tuning	clear diction
	clear diction	supported sustained legato vocal lines	supported sustained legato vocal lines	co-ordination	increased awareness of performance techniques as referenced in the lyrics of the song	good breath control	expressive vocal interpretation reflective of the style of the song	good breath control
	rhythmic singing that is stylistically suited to the song	increased awareness of vocal tone and intonation	sensitive use of dynamics	breath control	structure	dynamic variety	balance between vocal parts	dynamic variety
structure	structure	balance between the vocal parts	phrasing		accuracy of tuning	understanding of the music terminology used within the lyrics	accuracy of tuning	
		structure	tuning		balance of vocal parts	structure	balance of vocal parts	
			dynamics		performance techniques		performance techniques	
			diction		expressive interpretation		expressive interpretation	
			vocal balance		structure		structure	
			musical styles					
			lyrical content					
			structure					

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Playing	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>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</p> <p>strumming technique (air 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</p> <p>strumming technique</p> <p>Chord options: C6, C, A7</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</p> <p>playing 2 strumming patterns</p> <p>playing & rest position</p> <p>Chord options: C6, C</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>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</p> <p>playing various strumming patterns</p> <p>Chord options: C6, C, F step 1, F</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</p> <p>playing 2 strumming patterns</p> <p>Chord options: C, F step 1, F</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</p> <p>strumming technique</p> <p>Chord options: C6, C, F step1,F</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</p> <p>appropriate posture, rest, playing positions & techniques</p> <p>playing basic chord patterns in context</p>

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Improvising & Composing	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

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Lyric References	<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 							

The background features a white central area with decorative elements. On the left and right sides, there are large, light grey treble clefs. Scattered around are several musical notes in grey and blue. On the right edge, there are colorful, wavy lines in shades of blue, green, and yellow. The top and bottom of the page are solid magenta.

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