

The Warriner School Subject Curriculum Map



Subject: Music	Year Group: 7	Unit: Ukulele
Unit objectives: (NC Statements) <ul style="list-style-type: none"> • To hold the ukulele correctly • To learn the string note names • To understand the mechanics of a ukulele including high/low long/short relationship - vibrations in science etc • To understand how to tune a ukulele and not to turn the tuning pegs under normal circumstances • To be able to play a range of simple chord patterns including C,G Am, F at a minimum. • To be able to strum correctly - up and down • To understand how to finger pick for textural variety 		

Context for study:

Intro to ukulele skills which will be revisited with each ensemble perf/comp unit

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know that a ukulele is an instrument similar to guitar (dec)
- To know that the ukulele has 4 strings of varying thickness (dec)
- To know that the ukulele is held in the LH and strummed with the RH regardless of preference (dec)
- To know how to download free app GuitarTuna (disc)
- To know how to tune each string following instructions on guitar tuna (pro)
- To know that turning the tuning pegs one way makes the note higher and the other way makes the note lower (dec)
- To know that increasing the tension of a string makes the note higher (dec)
- To know that loosening the tension of a string makes the note lower. (dec)
- To know that all sound is created through vibration (dec)
- To know that the longer something is the lower the note (dec)
- To know that the shorter something is the higher the note (dec)
- To know that the bit that vibrates on a ukulele to make the sound is the string (dec)
- To know that putting the fingers on the finger board technically shortens the strings and makes the notes higher (dec)
- To know that combinations of fingers on the finger board will create chords (dec)
- To know that chords are 3 or more notes played at the same (dec)
- To know that once the ukulele is tuned one should not turn the tuning pegs unless one wishes to retune the thing! (dec)
- To know that ukulele chords are represented on a graphic score (dec)
- To know that the top string on a ukulele is represented but the left line on the graphic score (dec)
- To know that the second string on a ukulele is represented by the second line on the graphic grid (dec)

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- To know that the third string on a ukulele is represented by the third line on the graphic score (dec)
- To know that the bottom string on a ukulele is represented by the line on the right on a graphic grid (dec)
- To know that the highest most line on a graphic grid represent the neck of the ukulele (dec)
- To know that the metal lines on the neck of a ukulele are called frets (dec)
- To know that the LH fingers need to placed in between the frets in order to get the best sound NOT ON THE FRETS (dec)
- To know that the second line on a graphic score represents the first fret (dec)
- To know that the third line on a graphic score represents the second fret (dec)
- To know that the fourth line on a graphics grid represents the third fret (dec)
- To know that the fifth line on a graphic score represents the fourth fret (dec)
- To know that the empty circle over a vertical line on a graphic score means open string (dec)
- Know that open string means no finger placement on that string (dec)
- To know that the numbers inside the circles on a graphic score can represent specific fingers (dec)
- To know that the forefinger is finger 1 (dec)
- To know that the middle finger is finger 2 (dec)
- To know that the ring finger is finger 3 (dec)
- To know that the little finger is finger 4 (dec)
- To know what a pick/plectrum is (dec)
- To know to hold the pick between thumb and forefinger of the RH (pro)
- To know that you can strum up and you can strum down (pro)
- To know that to change chord you need to change finger patterns(dec)
- To know that the tempo of the piece dictates when you change the chords (disc)
- To know that you should change chords with appropriate timing for the music (disc)
- To know that a slower tempo is easier (dec)
- To know that practising at a slower tempo increases confidence and muscle memory (pro)
- To know that increasing the speed slowly through practise will improve ability (disc)
- To know how to create all 4 chord shapes
- To be able to transition between all four chord shapes
- To be able to strum accurately

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>LH/RH combo</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <ul style="list-style-type: none">○ Chord○ Ukulele○ String○ Tuning peg○ Tuner○ Ensemble○ solo
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Practical performance</p>	