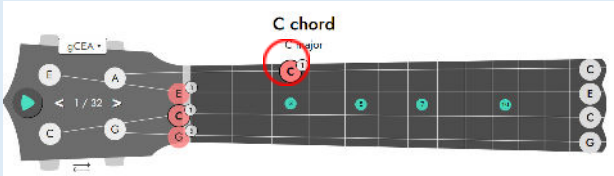


(NC) Key stage 2 Pupils should be taught to:

- Sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	<p><u>Charanga – Ukulele Course – Suggested Pathway:</u></p> <p><a href="https://soundstorm.charanga.com/c/1314439-instruments/131961-ukulele-course">https://soundstorm.charanga.com/c/1314439-instruments/131961-ukulele-course</a></p> <p>Charanga Musical School’s Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords.</p> <p>Pupils will learn the chords C, F, and G in order of difficulty, beginning with the easiest; the chord of C.</p> <p>Song List</p> <ol style="list-style-type: none"> <li>1. My dog has fleas – open strings</li> <li>2. A sailor went to sea – chord of C</li> <li>3. Row Row Row the boat – C</li> <li>4. Mango Walk – C</li> <li>5. Frere Jacques – C &amp; F</li> </ol> 		<p><u>Sing and Strum – Charanga:</u></p> <p><a href="https://soundstorm.charanga.com/c/1314439-instruments/1369791-courses-and-units/1384700-sing-and-strum-ukulele-course">https://soundstorm.charanga.com/c/1314439-instruments/1369791-courses-and-units/1384700-sing-and-strum-ukulele-course</a></p> <p>Overview Objectives:</p> <ul style="list-style-type: none"> <li>• Develop playing skills on tuned instruments through chord-based strumming.</li> <li>• Play melodies and accompaniments, with a focus on rhythmic accuracy.</li> <li>• Combine singing and playing.</li> <li>• Listen and internalize structures to support ensemble playing.</li> <li>• Use music technology tools (e.g., Charanga platform) to access songs and resources.</li> <li>• Introduce down- and up-strum; practice on open strings with rhythmic backing tracks.</li> <li>• Demonstrate chords; hands-on chord formation practice; switch-strum drills.</li> <li>• Focus on dynamics, tempo variation, accurate chords; incorporate basic strumming patterns for interest.</li> </ul> <p>Use songs such as:</p> <ol style="list-style-type: none"> <li>1. Stand up Turn Around</li> <li>2. The Strumming Song</li> <li>3. I want to play my ukulele</li> <li>4. Reuse Recycle</li> </ol>		<p><u>BoomWhackers Unit: Rhythm</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- Explore and distinguish between high and low pitch using Boomwhackers.</li> <li>- Keep a steady pulse and perform simple rhythms.</li> <li>- Compose short melodic and rhythmic patterns using colour-coded notation.</li> <li>- Rehearse and perform as part of an ensemble.</li> <li>- Evaluate musical performances using musical vocabulary</li> </ul> <p>Key Learning Activities:</p> <ul style="list-style-type: none"> <li>- Introduction to Boomwhackers and pitch exploration.</li> <li>- Rhythmic echo games and pulse-keeping activities.</li> <li>- Create short compositions in small groups using colour-coded notes.</li> <li>- Learn and perform simple melodies.</li> <li>- Group composition and whole class performance.</li> </ul> <p>Vocabulary:</p> <p>Pitch, rhythm, pulse, beat, pattern, melody, compose, perform, evaluate, percussion, ensemble</p>	



Key Questions:

Instrumental Technique & Understanding

- Can you show me how to hold your ukulele correctly? Why is that important?
- What happens if the strings are too loose or too tight?
- How do you know if your ukulele is in tune?
- Which fingers are you using for this chord? Why might that matter?

Strumming & Rhythm

- Can you describe the difference between a down-strum and an up-strum?
- How can we keep a steady beat when playing?
- What happens to the sound if we strum faster or slower?
- Can you clap the rhythm before you play it on the ukulele?

Chord Progressions & Musicality

- How does it feel when the chord changes go smoothly?
- Which chord do you find trickiest? What helps you switch more quickly?
- What do the chords in this song make you feel? How do they fit with the lyrics?

Singing & Playing Together

- What's the biggest challenge when singing and playing at the same time?
- How do you know if you're staying in time with your singing?

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- What's the biggest challenge when singing and playing at the same time?
- How do you know if you're staying in time with your singing?

Key Questions:

Pitch & Sound

- What do you notice about the sound of the long Boomwhackers compared to the short ones?
- Can you describe the difference between high and low pitch?
- Why do you think the pitch changes depending on the length of the Boomwhacker?
- Which Boomwhacker note do you think is highest/lowest? How do you know?

Rhythm & Pulse

- Can you feel the steady pulse in this music? Can you show me how?
- How does it feel when someone plays out of time? Why is pulse important in a group?
- Can you copy this rhythm? Can you make your own?
- What happens if we all play at different speeds?


Composing & Improvising

- How can we make our composition more interesting?
- What would happen if we changed the order of the notes?
- Can we add a rest or a silence into our pattern? How does that affect the piece?
- How can we record or remember our composition?

Performance & Teamwork

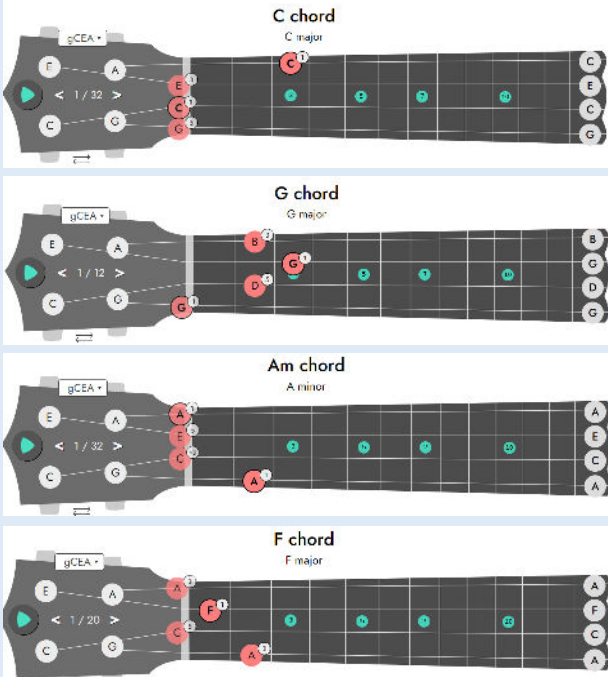

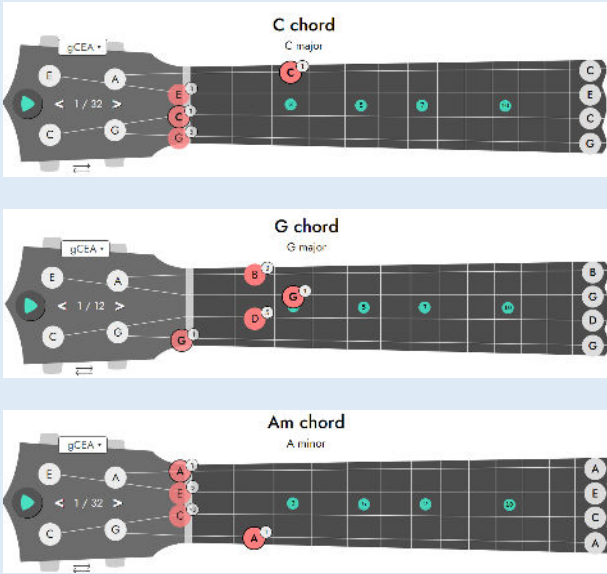
- How can we make sure we start and stop together?

	<ul style="list-style-type: none"> <li>• Can you play the chords while your partner sings? How does that change your focus?</li> </ul> <p>Listening &amp; Ensemble Performance</p> <ul style="list-style-type: none"> <li>• What do you notice when everyone is strumming together? What helps us stay in time?</li> <li>• Can you hear when someone is out of time? How can we help them?</li> <li>• What makes our group performance sound more musical?</li> <li>• How do we support each other during a performance?</li> </ul> <p>Evaluation &amp; Reflection</p> <ul style="list-style-type: none"> <li>• What went well in that performance?</li> <li>• What do you think we could improve next time?</li> <li>• How did it feel to perform to others?</li> <li>• If you were giving feedback to another group, what would you say?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you play the chords while your partner sings? How does that change your focus?</li> </ul> <p>Listening &amp; Ensemble Performance</p> <ul style="list-style-type: none"> <li>• What do you notice when everyone is strumming together? What helps us stay in time?</li> <li>• Can you hear when someone is out of time? How can we help them?</li> <li>• What makes our group performance sound more musical?</li> <li>• How do we support each other during a performance?</li> </ul> <p>Evaluation &amp; Reflection</p> <ul style="list-style-type: none"> <li>• What went well in that performance?</li> <li>• What do you think we could improve next time?</li> <li>• How did it feel to perform to others?</li> <li>• If you were giving feedback to another group, what would you say?</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to listen carefully when playing in a group?</li> <li>• What role are you playing in your group's performance?</li> <li>• How can we help each other rehearse and improve?</li> </ul> <p>Evaluation &amp; Reflection</p> <ul style="list-style-type: none"> <li>• What went well in your performance? What could be better? How did it feel to perform your piece to the class?</li> <li>• What did you enjoy most about another group's composition? If you could do it again, what would you change and why?</li> </ul>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2																					
<b>YEAR 4</b>	<p><b><u>Year 4 Ukulele Unit Overview – "Play It Like Pop!"</u></b></p> <p>Focus: Performing popular songs using simple chords and singing as part of an ensemble.</p> <p><b>Overview:</b> In this unit, pupils will learn to play the ukulele through popular, well-known songs that use accessible chord progressions. They will develop confidence using simple chord shapes such as C, F, and G7, and learn how to keep a steady <b>strumming pattern</b> in time with others. Pupils will also sing while accompanying themselves on the ukulele, focusing on coordination, pitch accuracy, and ensemble awareness. By the end of the unit, pupils will perform a chosen pop song as a group, showcasing their instrumental and vocal skills.</p> <p><b>Key Skills Developed:</b></p> <ul style="list-style-type: none"> <li>• Playing simple chords fluently (C, F, G7)</li> <li>• Strumming in time with a steady beat</li> <li>• Singing and playing simultaneously</li> <li>• Performing as part of a musical ensemble</li> <li>• Listening and responding musically to others</li> </ul> <p><b>Key Vocabulary:</b> Chord, strum, pulse, rhythm, verse, chorus, melody, perform, ensemble, accompaniment</p> <p>Songs to choose from:</p> <ul style="list-style-type: none"> <li>- Taylor Swift - <a href="#">Shake it off</a></li> <li>- Katy Perry - <a href="#">Roar</a></li> <li>- Shakira - <a href="#">Try Everything</a></li> </ul>		<p><b><u>First Access –Samba</u></b></p> <p><a href="#">Videos to Support Guidance Notes</a> <a href="#">Assessment for First Access</a></p> <p style="text-align: center;"><small>First Access Programme – Additional Teaching and Learning</small></p> <table border="1" style="width: 100%; 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Performance Terms:</b></p> <ul style="list-style-type: none"> <li>• Groove</li> </ul>		<small>Sing to support learning.</small>	<small>Use introduced to the piece of the instrument / instrument group in various cultures.</small>	<small>Discover the origin and history of the instrument / instrument group.</small>	<small>Appreciate what it takes to become an accomplished musician by finding out some biographical information about a particular player.</small>	<small>Experience the role of the instrument / instrument group in some contrasting ensembles.</small>	<small>Experience some key repertoire written by famous composers for the instrument / instrument group and learn a few key biographical facts about the composer.</small>	<small>Know and use terms – tempo and dynamics.</small>	<small>Understand use of tempo and dynamics to create desired effects.</small>	<small>Understand different ways in which music is led.</small>	<small>Have opportunities to lead instrumental playing and indicate changes to the way music is to be played.</small>	<small>Know and use terms – texture and feature.</small>	<small>Explore different sounds that the instrument can make.</small>	<small>Play pieces that combine instrument sounds in different ways to create various textures (link to vertical structure).</small>	<small>Know and use terms such as – structure, verse, chorus, introduction, repetition</small>	<small>Identify structure of simple pieces, e.g. binary – all and then any ABA.</small>	<small>Repeatment with varying structure of pieces, e.g. repeating a section.</small>	<small>Structure pieces by layering parts (link to texture)</small>	<small>Watch/listen to accomplished performers for inspiration – e.g. provide demo or video performance.</small>	<small>Be made aware and encouraged to make use of progression and construction opportunities offered in local community and by SoundStorm.</small>	<small>Provision to facilitate in liaison with school and SoundStorm.</small>	<p><b><u>Creating Music in a Digital World</u></b></p>  <p><a href="#">Teacher Notes</a></p> <p>When planning and writing their storylines and music the students will:</p> <ul style="list-style-type: none"> <li>● Learn to arrange and mix their own composition in a 'Spooky Story' style using YuStudio</li> <li>● Have complete creative control and make musical decisions</li> <li>● Learn about the purpose of a synthesizer and how it can be used to create an original bassline or melody</li> <li>● Brainstorm as a group or as individuals</li> <li>● Consider the various elements that make up spooky stories</li> <li>● Create a hero character, considering their personal heroes, interests and role models</li> <li>● Create an imaginary treasure item, such as a magical key</li> <li>● Think of a spooky setting for the story</li> <li>● Create a villain/scary character</li> <li>● Build a storyline based on the elements above</li> <li>● Write out stories ready for recording</li> </ul> <p><b><u>YuStudio – Production Knowledge and Skills</u></b></p> <p><b>WTS</b> <b>EXP</b></p> <ul style="list-style-type: none"> <li>● Create a new track (SoundBank, Drum, Subtrakt)</li> <li>● Choose an instrument for the SoundBank and Subtrakt tracks, which fits with the 'Spooky Story' style</li> <li>● Choose a musical key, considering the 'Spooky Story' style</li> <li>● Begin to understand the difference between major and minor sounds and what notes to use</li> <li>● Add a note clip and input notes (kick drum, click, percussion)</li> <li>● Experiment with the timing and duration of notes</li> <li>● Refer to the piano roll for note and octave guidance</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Break</li> <li>• Improvisation</li> <li>• Ensemble</li> <li>• Coda</li> <li>• Crescendo</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and use the loop feature (extend/shorten) as the track progresses</li> <li>● Add sound effects (eg reverb) to the melody instrument</li> <li>● Experiment with sound effects eg the level of decay within the reverb feature</li> <li>● Record their stories to put onto their tracks</li> </ul>
	<p><u>Key Questions:</u></p> <p><b>Understanding Music &amp; Instrumental Technique</b></p> <ul style="list-style-type: none"> <li>• What chord are you playing? How do you know?</li> <li>• Can you describe how to hold your ukulele correctly?</li> <li>• How do you change from a C chord to a G chord smoothly?</li> <li>• What does it mean to strum in time?</li> <li>• Which part of the song uses a different strumming pattern? Why do you think that is?</li> </ul> <p><b>Listening &amp; Ensemble Awareness</b></p> <ul style="list-style-type: none"> <li>• How do we stay in time when we play together as a group?</li> <li>• What do you need to listen out for when you're performing with others?</li> <li>• What happens if someone plays at a different speed? How can we fix that?</li> <li>• Can you tell if you're playing too loudly or softly in the group?</li> </ul> <p><b>Singing &amp; Playing Together</b></p> <ul style="list-style-type: none"> <li>• What do you find trickier: singing or playing – or both at once? Why?</li> <li>• How can you stay in tune with your singing while playing chords?</li> <li>• How do you know when to come in with the singing?</li> </ul> <p><b>Musical Vocabulary &amp; Concepts</b></p> <ul style="list-style-type: none"> <li>• What's the difference between the verse and the chorus in this song?</li> <li>• Can you describe the structure of the song?</li> </ul>	<p><u>Key Questions:</u></p> <p><b>Understanding &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>• What do you know about Samba music and where it comes from?</li> <li>• Can you name any of the instruments we're using?</li> <li>• What is the role of the surdo in our Samba band?</li> <li>• What does "polyrhythm" mean? Can you hear more than one rhythm happening?</li> </ul> <p><b>Playing &amp; Performing</b></p> <ul style="list-style-type: none"> <li>• How do you hold and play your instrument properly?</li> <li>• Can you keep a steady pulse while others are playing different rhythms?</li> <li>• What do you do when the leader gives a signal with the whistle?</li> <li>• How do we all come back in together after a break?</li> </ul> <p><b>Listening &amp; Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• What do you notice about how everyone plays together?</li> <li>• What helps you stay in time with the group?</li> <li>• Why is it important to listen to the other instruments while you play?</li> <li>• What do you do if you make a mistake or get lost?</li> </ul> <p><b>Creativity &amp; Response</b></p> <ul style="list-style-type: none"> <li>• Can you create your own short rhythm or break?</li> </ul>	<p><u>Key Questions:</u></p> <p><b>Understanding &amp; Intentions</b></p> <ul style="list-style-type: none"> <li>• What is your spooky story about?</li> <li>• What mood or feeling were you trying to create with your music?</li> <li>• How did you use sound to tell different parts of the story?</li> </ul> <p><b>Musical Elements &amp; Choices</b></p> <ul style="list-style-type: none"> <li>• What instruments or sounds did you choose and why?</li> <li>• How did you use pitch to help tell the story? (e.g. high sounds for suspense?)</li> <li>• Did you use any repeated patterns or rhythms? Why?</li> <li>• How did you use tempo (speed) in your piece?</li> </ul> <p><b>Using Technology</b></p> <ul style="list-style-type: none"> <li>• What digital tools did you use to make your music?</li> <li>• How did you record or sequence your sounds?</li> <li>• Did you use any loops or samples? How did they help build the atmosphere?</li> </ul> <p><b>Structure &amp; Composition</b></p> <ul style="list-style-type: none"> <li>• How did you decide on the order of sounds in your piece?</li> <li>• Did your music have a beginning, middle, and end? How did you show that?</li> <li>• Were there any changes in your music to show different parts of the story?</li> </ul>

	<ul style="list-style-type: none"> <li>• What's a chord? How is it different from a single note?</li> <li>• What do we mean by dynamics? Can you show me a quiet/loud part of the song?</li> </ul> <p><b>Reflection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• What are you most proud of so far in your ukulele playing?</li> <li>• What has helped you improve your chord changes?</li> <li>• What part of the song do you enjoy the most? Why?</li> <li>• If you could perform your song to an audience, how would you prepare?</li> <li>• What could we do to make our group performance even better?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you know if your rhythm fits with the others?</li> <li>• What could we change in our performance to make it more exciting?</li> <li>• Can you describe the music using words like loud/quiet, fast/slow, layered?</li> </ul> <p><b>Reflection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• What did you enjoy most about today's rehearsal?</li> <li>• What was tricky, and how did you overcome it?</li> <li>• How has your group improved since the first session?</li> <li>• What would you like to do differently in the final performance?</li> </ul>	<p><b>Mood, Atmosphere &amp; Storytelling</b></p> <ul style="list-style-type: none"> <li>• Which part of your music do you think sounds the spookiest?</li> <li>• How does your music make the listener feel?</li> <li>• If someone listened to your piece without seeing the story, what might they imagine?</li> </ul> <p><b>Reflection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• What part of your spooky music are you most proud of?</li> <li>• What was the hardest part of creating your piece?</li> <li>• If you could improve one thing about your music, what would it be?</li> <li>• What did you learn about music or technology from this project?</li> </ul>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	<p><b>Year 5 - Ukulele Unit - Play it Pop</b></p> <p>Focus: Developing performance skills through popular music, using extended chord progressions and ensemble playing.</p> <p>Overview: In this unit, pupils will build on their prior ukulele knowledge by learning a wider range of chords (C, F, G, Am, G7) and applying them to well-known pop songs. They will refine their strumming patterns, improve chord switching fluency, and learn how to combine singing with accompaniment. The unit will encourage musical expression, ensemble awareness, and performance confidence.</p> <p>One Republic – Counting Stars <a href="https://www.youtube.com/watch?v=NUXAdr6mxo">https://www.youtube.com/watch?v=NUXAdr6mxo</a> Chords: - Am/C/G/F</p> 		<p><b>Creating Music in a Digital World</b></p> <p>YouStudio Unit – Grime <a href="#">Teacher Guide</a></p>  <p>Pupils will: - WTS EXP</p> <ul style="list-style-type: none"> <li>Use different instruments in YuStudio</li> <li>Learn to arrange and mix their own composition in a Grime style using YuStudio</li> <li>Create drum beats, melodies and basslines with note guidance, which will prepare them for further exploration in composition and production.</li> <li>Balance the overall sound of their tracks</li> <li>Build chords and melodies based on a chosen musical key and scale</li> <li>Use articulation (staccato/legato/pizzicato)</li> <li>Use sound effects e.g. EQ and delay</li> <li>Have complete creative control and make musical decisions</li> </ul> <p>Progression of Skills:</p> <p>The students will learn to:</p> <ul style="list-style-type: none"> <li>Choose a musical key which fits with a Grime style</li> <li>Add a new Drum Track and select 'Grime sounds'</li> <li>Add a new note clip to input kick and snare drum notes</li> <li>Turn on the loop whilst experimenting with notes – shorten/extend</li> <li>Add a title and save track</li> <li>Add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio)</li> <li>Use the piano roll to compose within the chosen key and find different octaves</li> <li>Create a bassline and then simplify it</li> <li>Choose notes and sounds based on personal preference</li> <li>Choose an audio sample from the A Capella section</li> </ul>		<p><b>Year 5 - Ukulele Unit - Play it Pop Perform</b></p> <p>Focus: Developing performance skills through popular music, using extended chord progressions and ensemble playing.</p> <p>Overview: In this unit, pupils will build on their prior ukulele knowledge by learning a wider range of chords (C, F, G, Am, G7) and applying them to well-known pop songs. They will refine their strumming patterns, improve chord switching fluency, and learn how to combine singing with accompaniment. The unit will encourage musical expression, ensemble awareness, and performance confidence. Pupils will work towards a group performance of a chosen pop song.</p> <p>Ho Hey – The Lumineers <a href="https://youtu.be/kUH_Xvqmlm">https://youtu.be/kUH_Xvqmlm</a> Chords: - C/F/Am/G</p> 	

Other Songs to look at: -  
[Walk off the Moon – Shut up and Dance](#)

**Key Skills Developed:**

- Playing a wider range of chords fluently
- Keeping a steady rhythm with varied strumming patterns
- Singing while playing to build musical coordination
- Performing as part of a group with confidence and control
- Using dynamics and structure to shape a musical performance

**Key Vocabulary:**

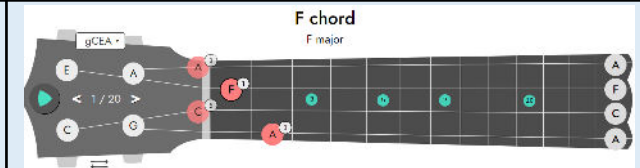
Chord, strum, beat, rhythm, tempo, verse, chorus, bridge, dynamics, melody, harmony, performance, ensemble

- Duplicate bars in order to create a longer track
- Create structure by adding and removing notes to create a varied texture
- Learn how to change articulation from staccato to legato
- Choose an instrument from the SoundBank
- Add sound effects to the track (Sound FX) eg riser to build tension
- Use volume sliders to change the overall balance and mix the track: + and -

**YuStudio – Production Knowledge and Skills**

The students will learn to:

- Choose a musical key which fits with a Hip Hop style
- Add new tracks (Drum, Subtrakt, SoundBank, Audio)
- Add note clips and input notes (kick, snare, hi-hat, synthesizer)
- Turn on the loop whilst experimenting with notes – shorten/extend
- Locate and add audio samples
- Add a title and save track
- Add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio)
- Use the piano roll to compose within the chosen key and find different octaves
- Create a bassline and then simplify it
- Choose notes and sounds based on personal preference
- Duplicate sections or the entire track
- Create structure by adding and removing notes to create a varied texture
- Choose an instrument from the SoundBank
- Add sound effects to the track (Sound FX) eg riser to build tension
- Use volume sliders to change the overall balance and mix the track: + and -
- Add and remove sections for structural and textural reasons



Key Questions:

**Understanding Music & Instrumental Technique**

- What chord are you playing? How do you know?
- Can you describe how to hold your ukulele correctly?
- How do you change from a C chord to a G chord smoothly?
- What does it mean to strum in time?
- Which part of the song uses a different strumming pattern? Why do you think that is?

**Listening & Ensemble Awareness**

- How do we stay in time when we play together as a group?
- What do you need to listen out for when you're performing with others?
- What happens if someone plays at a different speed? How can we fix that?

Key Questions:

**Understanding the Genre**

- What makes a piece of music sound like Grime?
- How is Grime different from other music we've listened to?
- What kind of sounds, instruments, or effects are used in a typical Grime track?
- What mood or atmosphere does Grime music usually create?

**Composing & Creating**

- What sounds or samples have you chosen for your track? Why?
- How did you create your drum beat? What effect does it have?
- Can you describe the structure of your track? (e.g., intro, verse, drop)
- How have you made your track sound exciting or dramatic?

Key Questions:

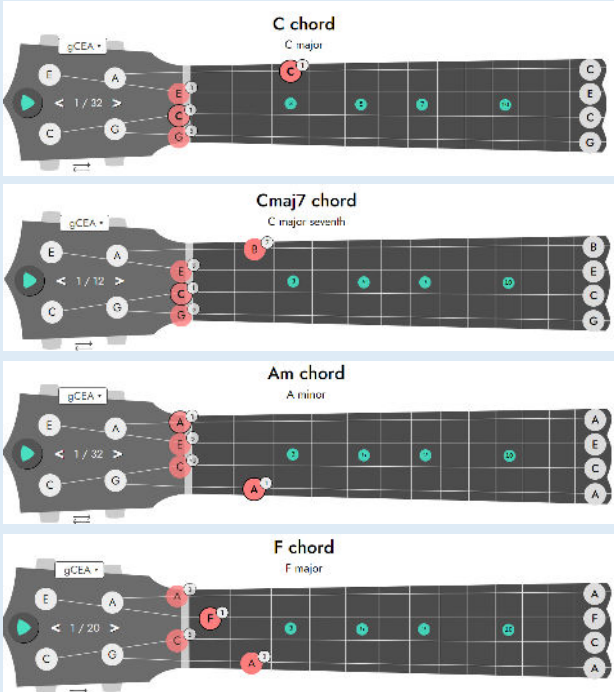

**Understanding Music & Instrumental Technique**

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	<ul style="list-style-type: none"> <li>• Can you tell if you're playing too loudly or softly in the group?</li> </ul> <p><b>Musical Vocabulary &amp; Concepts</b></p> <ul style="list-style-type: none"> <li>• What's the difference between the verse and the chorus in this song?</li> <li>• Can you describe the structure of the song?</li> <li>• What's a chord? How is it different from a single note?</li> <li>• What do we mean by dynamics? Can you show me a quiet/loud part of the song?</li> </ul> <p><b>Reflection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• What are you most proud of so far in your ukulele playing?</li> <li>• What has helped you improve your chord changes?</li> <li>• What part of the song do you enjoy the most? Why?</li> <li>• If you could perform your song to an audience, how would you prepare?</li> <li>• What could we do to make our group performance even better?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you used layering? What does it add to your track?</li> </ul> <p><b>Using Digital Technology</b></p> <ul style="list-style-type: none"> <li>• What tools or features have you used in the music software?</li> <li>• How did you record or sequence your loops and sounds?</li> <li>• Did you use any effects (like reverb, EQ, or tempo changes)? What did they do?</li> <li>• What did you find easy or tricky about using the technology?</li> </ul> <p><b>Listening &amp; Responding</b></p> <ul style="list-style-type: none"> <li>• Can you explain what you like most about your track?</li> <li>• How does your music change from the beginning to the end?</li> <li>• What do you want the listener to feel when they hear your track?</li> <li>• How do you know your track fits the Grime style?</li> </ul> <p><b>Reflection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• What was the most fun or interesting part of making your track?</li> <li>• What part of your track are you most proud of?</li> <li>• If you could improve one thing, what would it be and why?</li> <li>• What have you learned about music or technology from this project?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell if you're playing too loudly or softly in the group?</li> </ul> <p><b>Singing &amp; Playing Together</b></p> <ul style="list-style-type: none"> <li>• What do you find trickier: singing or playing – or both at once? Why?</li> <li>• How can you stay in tune with your singing while playing chords?</li> <li>• How do you know when to come in with the singing?</li> </ul> <p><b>Musical Vocabulary &amp; Concepts</b></p> <ul style="list-style-type: none"> <li>• What's the difference between the verse and the chorus in this song?</li> <li>• Can you describe the structure of the song?</li> <li>• What's a chord? How is it different from a single note?</li> <li>• What do we mean by dynamics? Can you show me a quiet/loud part of the song?</li> </ul> <p><b>Reflection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• What are you most proud of so far in your ukulele playing?</li> <li>• What has helped you improve your chord changes?</li> <li>• What part of the song do you enjoy the most? Why?</li> <li>• If you could perform your song to an audience, how would you prepare?</li> <li>• What could we do to make our group performance even better?</li> </ul>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 6	<p><b>Ukulele Unit - Year 6 - Play it Pop</b></p> <p>This unit helps Year 6 pupils build on their ukulele skills by learning a wider range of chords (including minors and sevenths), more complex strumming patterns, and integrating singing with playing. Pupils will learn a selection of popular songs, work collaboratively in a small ensemble.</p> <p>Key Skills Developed</p> <ul style="list-style-type: none"> <li>• Mastery of chord shapes: C, F, G, Am, Dm, G7</li> <li>• Using varied strumming patterns (e.g., syncopated, muted strums)</li> <li>• Singing while playing ukulele confidently</li> <li>• Understanding song structure: verse, chorus, bridge</li> <li>• Developing musical expression through dynamics and tempo changes</li> </ul> <p><a href="#">Bruno Mars - Count on Me</a> Chords: - C/Cmaj7/Am/F/G7</p> 		<p><b>Digital Music - Hip Hop Unit</b></p> <p>YouStudio Hip Hop Unit - <a href="#">Teacher Guide</a></p>  <p>In this unit, Year 6 pupils will explore the key elements of Hip Hop music and use digital instruments and software to create their own Hip Hop tracks. They will learn about beat-making, sampling, layering rhythms, and adding vocals or spoken word. The unit emphasizes creativity, digital skills, musical structure, and collaboration.</p> <p>Key Skills Developed</p> <ul style="list-style-type: none"> <li>• Understanding Hip Hop music characteristics: beats, rhythms, samples, and lyrics</li> <li>• Creating drum patterns and basslines using digital instruments</li> <li>• Layering multiple musical parts to build texture and groove</li> <li>• Recording and manipulating vocal samples or rap verses</li> <li>• Using digital sequencing software to arrange and edit music</li> <li>• Working collaboratively to plan, compose, and perform</li> <li>• Evaluating and refining their compositions based on peer and teacher feedback</li> </ul> <p>Key Vocabulary</p> <p>Beat, rhythm, sample, loop, bassline, sequencing, layering, texture, verse, chorus, hook, rap, mix, groove, digital instruments, DAW (Digital Audio Workstation).</p>		<p><b>Ukulele Unit - Year 6 - Play it Pop Performance</b></p> <p>This unit helps Year 6 pupils build on their ukulele skills by learning a wider range of chords (including minors and sevenths), more complex strumming patterns, and integrating singing with playing. Pupils will learn a selection of popular songs, work collaboratively in a small ensemble.</p> <p>Key Skills Developed</p> <ul style="list-style-type: none"> <li>• Mastery of chord shapes: C, F, G, Am, Dm, G7</li> <li>• Using varied strumming patterns (e.g., syncopated, muted strums)</li> <li>• Singing while playing ukulele confidently</li> <li>• Understanding song structure: verse, chorus, bridge</li> <li>• Developing musical expression through dynamics and tempo changes</li> <li>• Working as an ensemble to perform and listen to others</li> </ul>	



Key Questions:

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**Listening & Ensemble Awareness**

- How do we stay in time when we play together as a group?
- What do you need to listen out for when you're performing with others?
- What happens if someone plays at a different speed? How can we fix that?
- Can you tell if you're playing too loudly or softly in the group?

**Musical Vocabulary & Concepts**

- What's the difference between the verse and the chorus in this song?
- Can you describe the structure of the song?
- What's a chord? How is it different from a single note?
- What do we mean by dynamics? Can you show me a quiet/loud part of the song?

**Reflection & Evaluation**

- What are you most proud of so far in your ukulele playing?

Key Questions:

**Understanding & Knowledge**

- What are some key features of Hip Hop music that you included in your track?
- How does the beat help create the style and feel of your track?
- What is a sample or loop, and how did you use it in your composition?

**Digital Skills & Composition**

- Which digital instruments or tools did you use to create your beats and melodies?
- How did you layer different sounds to build your track?
- Can you explain how you arranged your track from start to finish?
- What challenges did you face using the digital software, and how did you overcome them?

**Creativity & Expression**

- How did you use vocals or spoken word in your track? What message or story does it tell?
- What choices did you make to make your track unique or interesting?
- How did you vary the dynamics or texture to keep the listener engaged?

**Listening & Responding**

- What do you like best about your finished track? Why?
- How did your track change from your first idea to the final version?

Key Questions:

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**Singing & Playing Together**

- What do you find trickier: singing or playing – or both at once? Why?
- How can you stay in tune with your singing while playing chords?
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