



Skills Progression chart

Overview – Year 5 Ukulele

Overall skill	Skills in more detail	Resources
<p>Singing songs with control and using the voice expressively</p>	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone 	<ul style="list-style-type: none"> • Sing songs that use the range of up to 5 notes • Songs are from 'Inside Music', 'Voiceworks', 'Singing games and rhymes for Middle years' • Pupils are able to identify direction of pitch and repeated patterns. • Pupils are able to use musical vocabulary
<p>Listening, Memory and Movement</p>	<ul style="list-style-type: none"> • Internalise a short melodic/chordal pattern and play on the ukulele 	
<p>Understanding Pulse and Rhythm</p>	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a 	<ul style="list-style-type: none"> • Pupils will learn how to keep a pulse while a rhythm is being sung or tapped at the same time. • Pupils will work in groups to keep both the rhythm and the pulse of a piece. • Pupils will play in a plucking or strumming

	<p>variety of music. (Ostinato)</p> <ul style="list-style-type: none"> • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. 	<p>style whilst being accompanied by a backing track counting in an introduction</p>
Control of instruments	<ul style="list-style-type: none"> • Play an instrument confidently with up to 5 chords and clear understanding of the individual string names. • Handle and play instruments with control. • Identify different groups of instruments. 	<ul style="list-style-type: none"> • Pupils will learn how to play the ukulele and by the end of the year should be able to play at least 5 chords and be confident plucking the individual strings incorporating both plucking and strumming, extension tasks always available. • Pupils will work from 'Ukulele Magic' Book 1 and 'Ukulele Basics' as well as play along with various youtube ukulele tutorials. • Pupils will use some percussion instruments within songs and composition tasks
Composition	<ul style="list-style-type: none"> • Pupils will learn about improvisation and be given the chance to improvise a melody using a set of notes or chords 	<ul style="list-style-type: none"> • Pupils will work in small groups and make up their own rhythms using rhythm cards and rhythm grids • Pupils will make decisions about which instruments should be played in their compositions
Reading and writing notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. 	<ul style="list-style-type: none"> • Pupils should be able to read rhythm notation by the end of KS1, this is continually

	<ul style="list-style-type: none"> • Create long and short sounds on instruments. • Record their own ideas. 	<p>practised in KS2 through the use of rhythm clocks, rhythm cards and rhythm dictation.</p> <ul style="list-style-type: none"> • Pupils will begin to read chord notation and continue to develop their stave notation which they started in year 4 on the recorder. • Pupils will understand vocabulary – stave, time signature, treble clef, bar line, repeat marks, ds al coda.
Performance Skills	<ul style="list-style-type: none"> • Perform with awareness of different parts. 	<ul style="list-style-type: none"> • Pupils will work towards a concert at the end of the school year for parents. • Year 5 pupils will perform informally to some pupils from lower KS2
Evaluating and appraising	<ul style="list-style-type: none"> • Listen to their performances and work out what they need to do to improve their performance • Discuss what they like about a piece or song and listen to others views too 	<ul style="list-style-type: none"> • Pupils will be able to talk confidently about music using appropriate musical vocabulary