

- Experiment with, create, select and combine sounds using the inter-related dimensions of music **(WCO1)**
- Improvise and compose music for a range of purposes using the inter-related dimensions of music **(WCO2)**
- Appreciate and understand a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **(WCO3)**



Y 3/4					
Lesson/Week No.	Song	Learning Objectives		Wider Curriculum Objectives/ Key Element	Key Vocabulary
		Skill Objectives			
		Knowledge Objectives			
1	Together	<ul style="list-style-type: none"> • To change between open strings 	<ul style="list-style-type: none"> • To know all the parts of the ukulele, including string names • To know how tab represents strings • To know how tab represents time • To know how tab represents open strings 	WCO1	Pulse String Names Body Neck Strings Head
2-3	Be Brave	<ul style="list-style-type: none"> • To independently locate fret numbers on different strings • To change between an open string and a fretted note on the same string 	<ul style="list-style-type: none"> • To know the success criteria for fretting a note 	WCO1	Pitch Nut Fret Open String Fretted note Finger tips

4	Kye Kye Kule	<ul style="list-style-type: none"> To change between an open string and a fretted note on the same string To know some musical characteristics and the cultural significance of folk music 	WCO3	Instrumentation Vocals Improvise Folk music Call & Response
5-6	Respect	<ul style="list-style-type: none"> To change between neighbouring fretted notes on the same string To know how tab represents strings To know how tab represents time 	WCO1	Duration Beat Pattern Tablature/Tab

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		<ul style="list-style-type: none"> To know how tab represents open strings and fretted notes 		
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Half Term

7	You and I	<ul style="list-style-type: none"> To change between fretted notes and open strings on a different strings To know how tab represents strings To know how tab represents time To know how tab represents open strings and fretted notes 	WCO1	Tablature/Tab Open Strings Fretted notes
8-9	Spooky Song	<ul style="list-style-type: none"> To change between 2 fingers in order to play different frets 	WCO1	Finger numbers Open Strings

		<ul style="list-style-type: none"> To know how tab represents strings To know how tab represents time To know how tab represents open strings and fretted notes To know finger numbers 		Fretted notes
10	Shake it Off	<ul style="list-style-type: none"> To change between the same fret on different strings using the same finger (1) 	WCO3	Beat Rhythm
		<ul style="list-style-type: none"> To know finger numbers 		

Module 2

1-2	Backseat Driver	<ul style="list-style-type: none"> To change between 2 fingers in order to play different frets To play a sequence using only fretted notes 	WCO1	Finger numbers Frets
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Y 3/4

		<ul style="list-style-type: none"> To know finger numbers 		
3	No Woman No Cry	<ul style="list-style-type: none"> To change between 1 fretted note and multiple open strings across all four strings To play on upbeats and downbeats 	WCO3	Reggae Upbeat/Downbeat Bass Organ Protest
		<ul style="list-style-type: none"> To know some musical characteristics and the cultural significance of reggae music To know note values of whole, half and quarter notes 		

Spring Term

4-5	<i>[C chord song]</i>	<ul style="list-style-type: none"> To perform the success criteria for playing a chord To recall the C major chord To identify, by ear, the difference between notes and chords 	WCO1	Dynamics Strum Chord Note
6-7	Cheap Thrills	<ul style="list-style-type: none"> To change between open strings and fretted notes across 3 different strings To change between the same fret on different strings using the same finger (1) 	WCO3	Notation Tablature/Tab String names
8-10	Shotgun	<ul style="list-style-type: none"> To change between multiple non-neighbouring frets (≤ 3) on the same string 	WCO3	Rhythm Beat Pattern Position markers

Module 3

Y 3/4

Half Term

1-3	Believer	<ul style="list-style-type: none"> To play using multiple fretted notes (≤ 3) across different strings To change between fretted notes on the top and bottom strings (further apart non-neighbouring strings) 	WCO3	Loud/Forte Quiet/Piano String names
4-5	Lonely Heart	<ul style="list-style-type: none"> To change between chords each requiring 1 finger To recall the A minor chord To identify, by ear, the difference between major and minor chords 	WCO1	Chord Chord diagrams Nut String names Fret numbers Major Minor
Summer Term				
6-8	Fly	<ul style="list-style-type: none"> To change between chords requiring 1 and 2 fingers To know how chord diagrams represent strings, frets & fingers 	WCO1	Chord Chord diagrams Nut String names Fret numbers Major
9	Wellerman Sea Shanty	<ul style="list-style-type: none"> To play a longer note sequence with different note values To know some musical characteristics and the cultural significance of folk musics 	WCO3	Note Values Lead Verse Chorus Shanty Call & Response

10	Improvisation	<ul style="list-style-type: none"> To improvise part of or a whole sequence using notes from a scale To know the meaning and purpose of improvisation 	WCO2	Melody Improve Scale Key Jazz
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Module 4

3-4	Crazy	<ul style="list-style-type: none"> To change between chords requiring 1 and 3 fingers To recall the G major chord To identify, by ear, the difference between major and minor chords To know how chord diagrams represent strings, frets & fingers To know the success criteria for reading complex chord diagrams 	WCO1	Harmony Chord Chord diagrams Nut String names Fret numbers Major
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Half Term

1-2	Fingers and Toes	<ul style="list-style-type: none"> To change between chords requiring 1 and 3 fingers To recall the E minor chord To know the difference between major/minor chords To know the success criteria for reading complex chord diagrams To know how chord diagrams represent strings, frets & fingers 	WCO1	Tempo Chord Chord diagrams Nut String names Fret numbers Major Minor
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5-6	Red Ribbon	<ul style="list-style-type: none"> To play sequences with up to 3 chords To learn songs with complex chord changes (3 fingers in different positions) 	WCO1	Chord shapes Major Finger numbers
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Y 3/4

		<ul style="list-style-type: none"> • 		
7-8	Nothing at all	<ul style="list-style-type: none"> • To play sequences with up to 3 chords • To learn songs with complex chord changes (3 fingers in different positions) • 	WCO1	Harmony Chord shapes Major Finger numbers
9	Composition	<ul style="list-style-type: none"> • To compose using multiple musical elements to comprise a complete song • To know some basic components of musical composition 	WCO2	

Y 5/6

Lesson/Week No.	Song	Learning Objectives	Wider Curriculum Objectives/ Key Element	Key Vocabulary
		Skill Objectives When playing notes, students will aim:		
		Knowledge Objectives		
1	Here Comes the Rain	<ul style="list-style-type: none"> • To change between open strings 	WCO1	Pulse String Names

		<ul style="list-style-type: none"> To know all the parts of the ukulele, including string names To know how tab represents strings To know how tab represents time To know how tab represents open strings 		Body Neck Strings Head
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Y 5/6

2-3	Here We Go Again	<ul style="list-style-type: none"> To independently locate fret numbers on different strings To change between an open string and a fretted note on the same string 	WCO1	Pitch Nut Fret Open String Fretted note Finger tips
4	Robots	<ul style="list-style-type: none"> To identify open strings and fretted notes To know the success criteria for fretting a note 	WCO1	Duration Beat Pattern Tablature/Tab
5-6	Shake it off	<ul style="list-style-type: none"> To change between the same fret on different strings 	WCO3	Tempo Speed Bpm Rhythm Finger numbers

Half Term

7	Backseat Driver	<ul style="list-style-type: none"> To change between neighbouring fretted notes on the same string To change between 2 fingers in order to play different frets 	WCO1	Finger numbers Frets String names
8	Kye Kye Kule	<ul style="list-style-type: none"> To change between an open string and a fretted note on the same string To know some musical characteristics and the cultural significance of folk music 	WCO3	Instrumentation Vocals Improvise Folk music Call & Response

Y 5/6

9-10	[C chord song]	<ul style="list-style-type: none"> To perform the success criteria for playing a chord To know the difference between notes and chords To know the success criteria for playing a chord 		Chord Strum Major Minor
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Module 2

1-3	Shotgun	<ul style="list-style-type: none"> To change between multiple non-neighbouring frets (≤ 3) on the same string To know the meaning of fret position markers To know the note values of whole, half and quarter notes 	WCO3	Dynamics Position markers Whole note Half note Quarter note
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Spring Term

4-5	Lonely Heart	<ul style="list-style-type: none"> To change between chords each requiring 1 finger 		
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		<ul style="list-style-type: none"> • To know the success criteria for playing a chord To • know how chord diagrams represent strings, frets & fingers • To know the difference between notes and chords, as well as major/minor chords 		Notation Chord Chord diagrams Strum Major Minor
6-8	Fly	<ul style="list-style-type: none"> • To change between chords requiring 1 and 2 fingers 		Rhythm Chord diagrams Straight Rhythm Swung Rhythm Frets Strings
9-10	Wellerman Sea Shanty	<ul style="list-style-type: none"> • To play a longer note sequence with different note values • To know some musical characteristics and the cultural significance of folk musics 	WCO3	Note Values Lead Verse Chorus

Module 3

Half Term

1	Spooky Song	<ul style="list-style-type: none"> To change between 2 fingers in order to play different frets 		<p>Notation Box Method Bottom of the box Finger numbers</p>
		<ul style="list-style-type: none"> To know how to identify the 'bottom of the box' To know how to use the box method to determine which finger should be used to play notes in a sequence 		
2	Strange	<ul style="list-style-type: none"> To change between fingers 1, 2, and 3 in a note sequence 		<p>Box Method Bottom of the box Finger numbers</p>
		<ul style="list-style-type: none"> To know how to identify the 'bottom of the box' To know how to use the box method to determine which finger should be used to play notes in a sequence 		
3-4	Crazy	<ul style="list-style-type: none"> To change between chords requiring 1 and 3 fingers 		<p>Melody Chord diagram Frets</p>
		<ul style="list-style-type: none"> To know how chord diagrams represent strings, frets & fingers To know the difference between notes and chords, as well as major/minor chords To know the success criteria for reading complex chord diagrams 		

Y 5/6

5-6	Hall of fame	<ul style="list-style-type: none"> To play using open strings and fretted notes across 3 different strings (including changes between non-neighbouring strings and non-neighbouring frets) 	WCO3	String names Finger numbers
Summer Term				
7	Ode to Joy	<ul style="list-style-type: none"> To change between chords requiring 1 and 3 fingers To play longer chord sequences with chords of different durations To know some sonic characteristics and cultural significance of classical music To know how stave notation represents pitch 	WCO3	Classical Composer Orchestra Symphony Woodwind Brass Strings Chorus
8-9	Believer	<ul style="list-style-type: none"> To play using multiple fretted notes (≤ 3) across different strings To change between fretted notes on the top and bottom strings (further apart non-neighbouring strings) 	WCO3	Loud/Forte Soft/Piano
10	Improvisation	<ul style="list-style-type: none"> To improvise part of or a whole sequence using notes from a scale To know the meaning and purpose of improvisation 	WCO2	Improvise Scale Key Jazz

Module 4

1-3	Songbird	<ul style="list-style-type: none"> To change between two complex chords (3 fingers in different positions) To identify by ear different strumming patterns 	WCO3	Harmony Finger numbers Major Minor
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Y 5/6

Half Term

4-6	No Woman No Cry	<ul style="list-style-type: none"> To play on upbeats and downbeats To play a chord sequence with 4 chords To know some of the sonic characteristics and cultural significance of reggae music 	WCO3	Reggae Upbeat/Downbeat Bass Organ Protest
7-8	Riptide	<ul style="list-style-type: none"> To play more complex rhythms using upstrokes and downstrokes To play on upbeats and downbeats 	WCO3	Upstroke Downstroke Tempo
9	Composition	<ul style="list-style-type: none"> To compose using multiple musical elements to comprise a complete song To know some basic components of musical composition 	WCO2	Compose Beat Melody Lyrics

