

Learning Objectives	Success Criteria (Differentiated)	Activities	Assessment	Plenary
<p>To be able to play and know the name of the strings on the ukulele.</p> <p><u>Key Vocabulary</u></p> <p>Ukulele, Strings, G,C,E,A</p> <p><u>Resources</u></p> <p>Ukulele, IWB</p>	<p>Most children will be able to play and name the strings on the ukulele.</p> <p>Some children will have made less progress and be able to play the strings individually but be less confident with the letter names.</p> <p>Few children will have made further progress and be able to play and name the strings with assurance.</p>	<p><u>Introduction</u> (5 minutes)</p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up</u> (10 minutes)</p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity</u> (40 minutes)</p> <p>Quick talk about the Ukulele, where it's from, what's it made of, how do you play it?</p> <p>Hold to hold it, how to pick the strings.</p> <p>Name the strings, G, C, E, A and sing through Good Children Eat Apples, Grey Chihuahuas Easily Attack, Gorillas Can Eat Asparagus, Green Camera's Exercise Awfully.</p> <p>Get the children in pairs to repeat and make their own version up.</p> <p><u>Extension activity</u> Mary Anne Song G – E, washed her face in a frying pan</p>		<p><u>Discussion</u> (5 minutes)</p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <hr/> <p><u>Evaluation</u> (after delivery of lesson)</p>

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<p>To be able to say what each finger is called (1st finger, 2nd finger etc..)</p> <p>To know what the frets of the ukulele are.</p> <p>To know and explain what a musical chord is.</p> <p>To be able to play a C chord with the correct fingers</p> <p>To be able to read the notes C, G, E, and A on the stave.</p> <p><u>Key Vocabulary</u></p> <p>Chord, harmony, 3rd finger, notes,</p> <hr/> <p><u>Resources</u></p> <p>Ukulele, IWB</p>	<p>Most children will be able to explain what a chord is play a C chord on the ukulele and read the notes G, E, and A on the stave.</p> <p>Some children will have made less progress. They will be able to say something about what a chord is, make an attempt at playing a C chord on the ukulele, and be able to read some notes on the stave.</p> <p>Few children will have made further progress and be able to explain a chord, play the C chord with assurance and be able to play and name the strings with assurance.</p>	<p><u>Introduction (5 minutes)</u></p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up (10 minutes)</u></p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity (40 minutes)</u></p> <p>Describe to the class about what a chord is, and give an example on the ukulele.</p> <p>Ask them to tell you you where the 3rd fret of the 1st string is, and ask them to put their third finger on that fret.</p> <p>Allow time for adjustments, and then see if everyone can play a C chord together.</p> <p><u>Extension activity</u> Exercise 1 from Step 1 Ukulele PAG</p>		<p><u>Discussion (5 minutes)</u></p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <hr/> <p><u>Evaluation (after delivery of lesson)</u></p>

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<p>To be able to play 2 chords – C and F</p> <p>To be able to change between the 2 chords</p> <p>To be able to strum 8 beats on each chord</p> <p><u>Key Vocabulary</u></p> <p>Chord, beat(s), fingers, frets, strum</p> <hr/> <p><u>Resources</u></p> <p>Ukulele, IWB</p>	<p>Most children will be able to play the C and F chords , and change between them.</p> <p>Some children will have made less progress and will be able to make a good attempt at playing both chords but will find changing between them difficult.</p> <p>Few children will have made further progress and be able to play C and F with assurance and change between them with relative ease.</p>	<p><u>Introduction</u> (5 minutes)</p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up</u> (10 minutes)</p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity</u> (40 minutes)</p> <p>Recap the idea of a chord and the C chord, then introduce the F chord using fret numbers and finger numbers.</p> <p>Practice strumming F together, then practice changing between the two chords (C and F).</p> <p>Strum 8 beats on each chord.</p> <p><u>Extension activity</u> Song: '3 Little Birds'</p>		<p><u>Discussion</u> (5 minutes)</p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <hr/> <p><u>Evaluation</u> (after delivery of lesson)</p>

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*This lesson is a recap of previous weeks lessons to reinforce learning.

Learning Objectives	Success Criteria (Differentiated)	Activities	Assessment	Plenary
<p>To able to play the chord of G7 as well as F and C.</p> <p>To be able to change between all 3 chords one after the other</p> <p><u>Key Vocabulary</u></p> <p>Chord, fingers, frets, beats</p> <hr/> <p><u>Resources</u></p> <p>Ukulele, IWB</p>	<p>Most children will be able to play the C and F and G7 chords, and change between them.</p> <p>Some children will have made less progress and will be able to make a good attempt at playing all chords but will find changing between them difficult.</p> <p>Few children will have made further progress and be able to play C, F and G7 with assurance and change between them with relative ease.</p>	<p><u>Introduction (5 minutes)</u></p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up (10 minutes)</u></p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity (40 minutes)</u></p> <p>Ask the class where the 2nd fret of the first string is. Ask the class where the first fret of the 2nd string is. And ask them where the 2nd fret of the 3rd string is.</p> <p>Introduce the chord of G7, and strum the chord together.</p> <p>Then everyone should try to change between C, F and G7 staying 8 beats on each chord.</p> <p><u>Extension activity</u> – 'Twinkle, Twinkle, Little Star'</p>		<p><u>Discussion (5 minutes)</u></p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <hr/> <p><u>Evaluation (after delivery of lesson)</u></p>

Learning Objectives	Success Criteria (Differentiated)	Activities	Assessment	Plenary
<p>To be able to play and sing all of the songs and exercises learned so far.</p> <p>To be able to name the the notes C, E, G and A and understand what tablature is</p> <p><u>Key Vocabulary</u></p> <p>Chord, frets, strings, tablature, notes, stave, ukulele, fingers, songs melodies</p> <p>_____</p> <p><u>Resources</u></p> <p>Ukulele , IWB</p>	<p>Most children will be able to comfortably play the songs and exercises learned so far and will know the the notes on the stave (C,E,G and A).</p> <p>Some children will have made less progress and will be able to make a good attempt at playing the songs and explaining what tablature is but will have trouble playing all four chords one after the other.</p> <p>Few children will be able to play all songs and exercises confidently and will have a good understanding of the notes on the stave and of tablature.</p>	<p><u>Introduction (5 minutes)</u></p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up (10 minutes)</u></p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity (40 minutes)</u></p> <p>Play through all material learned in first 5 lessons.</p> <p>Quiz the class on information about the ukulele, notes on the stave and tablature.</p> <p>_____</p> <p>Extension activity – Introduce A7</p>		<p><u>Discussion (5 minutes)</u></p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <p>_____</p> <p><u>Evaluation (after delivery of lesson)</u></p>

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Learning Objectives	Success Criteria (Differentiated)	Activities	Assessment	Plenary
<p>To be able to play and sing the song 'Oh When the Saints' using chords C,F and G7</p> <p>To be able to play the D7 chord.</p> <p>To be able to play C, F, D7, G7 one after the other.</p> <p>To be able to understand what tablature is.</p> <p><u>Key Vocabulary</u></p> <p>Chord, frets, strings, tablature.</p> <hr/> <p><u>Resources</u></p> <p>Ukulele , IWB</p>	<p>Most children will be able to comfortably play D7 and the previously learnt chords C, F and G7. They will also be able to understand what tablature is.</p> <p>Some children will have made less progress and will be able to make a good attempt at playing the chords and have some understanding of what tablature is, but will have trouble playing all four chords one after the other.</p> <p>Few children will be understand what tablature is, and comfortably play all four chords one after the other.</p>	<p><u>Introduction (5 minutes)</u></p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up (10 minutes)</u></p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity (40 minutes)</u></p> <p>Play and sing 'Oh When the Saints go Marching in' using the chords C, F and G7</p> <p>Introduce tablature on the board. Explain how it communicates where to put your fingers.</p> <hr/> <p>Introduce D7 and practice playing all four chords (C, F, D7, and G7) one after the other (8 beats each).</p> <p><u>Extension activity</u> – Introduce A7</p>		<p><u>Discussion (5 minutes)</u></p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <hr/> <p><u>Evaluation (after delivery of lesson)</u></p>

Learning Objectives	Success Criteria (Differentiated)	Activities		Assessment	Plenary
<p>To able to play and sing Rudolph the Red Nose Reindeer and Jingle Bells using the chords C, F, D7, and G7. This will be in preparation for their Christmas performance.</p> <p><u>Key Vocabulary</u></p> <p>Chord, frets, strings, tablature.</p> <hr/> <p><u>Resources</u></p> <p>Ukulele, IWB</p>	<p>Most children will be able to play and sing both songs and may have occasional difficulty when changing chords.</p> <p>Some children will have made less progress and will find changing between the different chords difficult. They will also find singing and playing at the same time difficult.</p> <p>Few children will be able to play and sing both songs musically and with some degree of performance.</p>	<p><u>Introduction (5 minutes)</u></p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up (10 minutes)</u></p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity (40 minutes)</u></p> <p>Introduce the chord to Jingle Bells.</p> <p>Introduce the chord progression to Rudolph the Red Nose Reindeer and sing through the song.</p> <p><u>Extension activity</u> – Introduce the A minor chord</p>			<p><u>Discussion (5 minutes)</u></p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <hr/> <p>–</p> <p><u>Evaluation (after delivery of lesson)</u></p>

Learning Objectives	Success Criteria (Differentiated)	Activities	Assessment	Plenary
<p>To be able to play and sing 'Rudolph the Red nose Reindeer' and 'Jingle Bells'</p> <p>To able to play and sing 'We Wish you a Merry Christmas' using the chords C, F, D7, and G7.</p> <p><u>Key Vocabulary</u></p> <p>Chord, frets, strings, songs melodies.</p> <p>_____</p> <p><u>Resources</u></p> <p>Ukulele, IWB</p>	<p>Most children will be able to comfortably play and sing the song.</p> <p>Some children will have made less progress and will find changing between the different chords difficult. They will also find singing and playing at the same time difficult.</p> <p>Few children will be able to comfortably play the song with some degree of musicality and performance.</p>	<p><u>Introduction (5 minutes)</u></p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up (10 minutes)</u></p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity (40 minutes)</u></p> <p>Introduce the chord progression and play through 'We Wish you a Merry Christmas'.</p> <p>Play and sing the song all together and then perform it in smaller groups.</p> <p><u>Extension activity</u> – Play all three Christmas songs</p>		<p><u>Discussion (5 minutes)</u></p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <p>_____</p> <p><u>Evaluation (after delivery of lesson)</u></p>

Learning Objectives	Success Criteria (Differentiated)	Activities	Assessment	Plenary
<p>To be able to create a Christmas performance/show</p> <p>Recap everything learned in previous three lessons.</p> <p>Be able to play all three songs in a performance style.</p> <hr/> <p>Key Vocabulary</p> <p>Chord, frets, strings, songs melodies.</p> <hr/> <p>Resources</p> <p>ECaM Ukulele Step 1 PAG Book</p>	<p>Most children will be able to comfortably play and sing the songs.</p> <p>Some children will have made less progress and will find changing between the different chords difficult. They will also find singing and playing at the same time difficult.</p> <p>Few children will be able to comfortably play the songs with some degree of musicality and performance.</p>	<p><u>Introduction</u> (5 minutes)</p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up</u> (10 minutes)</p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity</u> (40 minutes)</p> <p>Recap the chord progressions and words of the three Christmas songs 'Jingle Bells', 'Rudolph the Red Nose Reindeer', and 'We Wish you a Merry Christmas'.</p> <p>Rehearse the songs in a performance style</p> <p><u>Extension activity</u> – Recap the A Minor Chord.</p>		<p><u>Discussion</u> (5 minutes)</p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <hr/> <p><u>Evaluation</u> (after delivery of lesson)</p>

Learning Objectives	Success Criteria (Differentiated)	Activities	Assessment	Plenary
<p>To able to perform the 3 Christmas songs in a confident performance style. (this will help to prepare for the assessments later in the year.</p> <p><u>Key Vocabulary</u></p> <p>Chord, frets, strings, songs melodies.</p> <p>_____</p> <p><u>Resources</u></p> <p>Ukulele, IWB</p>	<p>Most children will be able to comfortably play and sing the song in a performance style, showing good behaviour and manners.</p> <p>Some children will have made less progress and will find changing between the different chords difficult. They will also find singing and playing at the same time difficult.</p> <p>Few children will be able to comfortably perform the songs with a high degree of musicality and performance etiquette.</p>	<p><u>Introduction</u> (5 minutes)</p> <p>Explain L.O's and ask the children to suggest the success criteria.</p> <p><u>Warm up</u> (10 minutes)</p> <p>Clap/Click, Flick/Flap, Hello/Goodbye, Hey/Ho, King/Kong, Ding/Dong, Ping/Pong, Zip/Zap, Tip/Tap, Bash/Dash, Dummy/Mummy, Ring/Sing</p> <p>Rub hands and follow shapes</p> <p>Hello Everyone Song (G – E)</p> <p><u>Main Activity</u> (40 minutes)</p> <p>Perform all three songs in rehearsal style, making sure that the children are quiet and well behaved between performance.</p> <p>Rehearse the songs together and then in small groups.</p> <p><u>Extension activity</u> – Recap all chords learnt so far.</p>		<p><u>Discussion</u> (5 minutes)</p> <p>Ask the children what they have learned today?</p> <p>Do the children think they have met their success criteria?</p> <p>In what ways could we improve?</p> <p>_____</p> <p><u>Evaluation</u> (after delivery of lesson)</p>