

# Home-School Learning Collaboration – Music

<b>Topics in this cycle:</b> Chords, ukulele and song.	<b>Taught:</b> Spring 1	<b>Year Group:</b> 7
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<p><b>How can proper posture and understanding the basic parts of the ukulele contribute to a comfortable playing experience?</b> Students focus on ukulele repertoire and practice appropriate finger placement. Students practice consistently, with constructive feedback.</p> <p><b>What are the key elements of the fretboard, and how does finger placement on frets impact playing?</b> Students start to learn chords and transition between them. Students sing simple songs based on a limited range of chords with a focus on participation.</p> <p><b>How can mastering the chords and basic strumming patterns set the foundation for playing the ukulele?</b> Students start to apply learned chords and strumming patterns to songs enhance overall playing skills. Students continue to sing songs with the ukulele to understand melody and accompaniment.</p> <p><b>What techniques can be employed to smoothly transition between the chords, focusing on finger positioning?</b> Students focus on transitioning, with a focus on anticipation. Students play along to well-known songs adapted for ukulele accompaniment. We look at how to enhance chord progression, and what strategies aid in transitioning between C, F, and Am.</p> <p><b>How can consistent individual practice, coupled with constructive feedback, contribute to noticeable improvement in ukulele playing abilities?</b> Students are challenged to use the G chord and examine how can it be seamlessly integrated into playing – focussing again on finger placement and transition. Students apply learned chords and strumming patterns to songs enhance overall playing skills.</p> <p>Throughout the scheme, we ask students to consider what connections can be made between triad chords on the ukulele and their corresponding keys on a keyboard, and how this deepens musical understanding.</p>		<p>Got A Ukulele is a UK-based ukulele resource featuring reviews, beginner guides, and helpful tips for choosing, playing, and maintaining ukuleles. <a href="https://www.gotaukulele.com/">https://www.gotaukulele.com/</a></p> <p>Ukulele Wednesdays is a UK-based community platform that provides chord sheets, songbooks, and resources for ukulele players, along with details about regular ukulele jam sessions and events. <a href="https://ukulelewednesdays.wordpress.com/">https://ukulelewednesdays.wordpress.com/</a></p> <p>BBC Bitesize Key Stage 3 Music <a href="https://www.bbc.co.uk/bitesize/subjects/zmsvr82">https://www.bbc.co.uk/bitesize/subjects/zmsvr82</a></p> <p>(Please note that parental supervision is advised when using the internet, as we cannot vouch for the safety or quality of the web content.)</p>

# Home-School Learning Collaboration – Music

Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Chord</b>	Many different pitches played together at the same time – at least two or more.	<p><b>Quality of musical outcome</b> – Students will be marked on their technical, constructive and expressive work in class.</p> <p><b>End of Unit test:</b> 1 hour</p> <ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Multiple choice</li> <li>• Extended writing</li> </ul>
<b>Triad-chord</b>	Three notes played together at the same time, but importantly; the root, third and fifth notes in any key. (1, 3, 5.)	
<b>Root note</b>	The home (lowest) note in a root-position triad chord. In this case, the name of the chord is the same as its lowest note.	
<b>Scale</b>	A scale is an set of pitches ascending (rising) or descending (falling) in order.	
<b>Major</b>	Has a major third above the tonic (first) note. Generally sounds positive.	
<b>Minor</b>	Has a minor third above the tonic (first) note. Generally sounds negative, or serious.	<p><b>Family Learning Opportunities</b></p> <p>As a family, create an original song using the C, F, Am, and G chords. Assign different family members specific roles, such as writing lyrics, composing melodies, or playing chords. Collaborate on the songwriting process and be prepared to present the family-created song during the next learning session.</p> <p>Go to a concert at a music venue (such as Symphony Hall) or listen to a recording of some programme music and create a review, blog or podcast about the music you've heard. Try to link your thoughts to the musical elements.</p>
<b>Motif</b>	A living thing that consumes (eats) another living thing for food, in order to get energy.	
<b>Pulse</b>	A regular beat. Gets faster and slower with a change of tempo, but is always regular.	
<b>Dynamics</b>	How music is expressed through changes in volume.	
<b>Timbre</b>	The way an instrument or voice sounds: e.g. bright/metallic, hollow/wooden etc.	
<b>Articulation</b>	Whether the music is played smoothly (legato) or detached (staccato)	
<b>Phrasing (music)</b>	A musician shapes a sequence of notes in a passage of music to allow expression.	
<b>Finger positioning</b>	Placing fingers effectively so that keys or frets can be played quickly - with no unnecessary movement.	
<b>Count-in</b>	Musicians set the pulse and tempo before the start of a piece by counting in all numbers in a bar before playing together on beat 1.	
<b>Rhythm</b>	Long and short note values are combined into a pattern.	