

Teacher: Mrs. R Shakespeare		Support: Mrs. A.N. Other	
Class: Year 4		Subject: Music WCET Uke	Date: 22 nd May 2017
Session/Context: WCET Uke – revising chords C and Am Musical focus – exploring pulse and rhythm, introducing the concept of OSTINATO			
Objectives (WALT): Exploring different ways of maintaining a steady pulse, including body percussion, passing a ball, playing on individual strings, strumming and tapping the ukulele. Becoming aware that a strong pulse is maintained regardless of how fast or slow the music is. Using a rhythmic ostinato to accompany our playing/singing		Outcomes / Assessment opportunities Children can: <ul style="list-style-type: none"> • I can use a rhythmic ostinato to accompany a song (Step 2 Duration) • I can control changes in tempo with my body, and instruments, e.g. faster/slower (Tempo Step 2) • I can sing songs with a more complicated texture e.g. partner songs and 2 part rounds (I am a singer, Step 3) • I can practice and refine performances in groups and as a class (I am a performer step 2) 	
Warm up: Keeping a Steady Pulse “Me to You” – children to keep a steady pulse with body percussion and pass their names around the group in a ‘my name/your name’ pattern. They are out if <ul style="list-style-type: none"> • they let the pulse falter, or • they send a name back to the person who sent it to them or • they send it to someone who is already out. 			
Main activities (including differentiation): Whilst the ukes are being tuned: Revise the two chords we have learnt. C with T3 on blue sticker, and Am with T2 on red sticker on G string. Use my walk around to check fingers and correct where necessary. Other adults to do the same. Songs: <i>Land of the Silver Birch</i> – in Am with the backing track. What is the difference between major and minor? <i>I hear thunder</i> – into four parts, using C chord. This is revising from last week. Rhythm cards – introduce the idea of a four beat rhythm using four children, one for each beat. Introduce fly and spider and try different combinations of this using the “magic lever” to switch the children around. Introduce the concept of ostinato – a repeating pattern in music.		Role of other adults in the room: To support the children who are still struggling to put their fingers in the right place on the fret board To ensure that the children who find it difficult to keep quiet during instructions are managed so that the rest of the class can learn without interruption. To act as a role model as they are learning the uke with the class	
		Keywords / concepts: Pulse, tempo, ostinato, Rhythm	

<p>Add the rest and talk about it being a definite moment of nothing. Again try different combinations using the magic lever.</p> <p>Song: Return to <i>Land of the Silver Birch</i> – consider the strum pattern using the words Hi hiya Hi from the song or Fly, Spider, Fly using our insect rhythms. Practice the song with this in place (having practiced the rhythm in the strum first) Return to <i>I hear thunder</i> – consider the different patterns in this song. Who can identify them? (some of the more able may be able to work out I hear thunder = fly, fly ,fly, fly. Hark don't you = fly fly fly rest, Pitter Patter Raindrops = spider, spider, fly fly. Some may know proper names of crotchet, quaver and rest). Repeat the song using the back of the uke for “Pitter patter raindrops) strum on the pulse “I hear thunder” Add other percussion if time allows – if not add next week.</p> <p>Finish with listening to Stringalong Rag which again relies on keeping a steady pulse. Start working on this and allow children to show how well they can keep a steady pulse with 4x plucks on each string in turn.</p>	<p>Resources/ICT: Rhythm cards Ball Memory stick Recorder for tuning Non tuned percussion</p>
<p>Plenary: cool down time to review key words and check understanding. Which activities did they particularly enjoy?</p>	<p>Links with other areas of the curriculum / Extended learning opportunities: Listening skills are quite poor for some in this class so reinforcing this in music is helpful</p>
<p>Teacher Reflection: The teaching standards requires to teachers to “<i>reflect systematically on the effectiveness of lessons and approaches to teaching</i>” so I include a section in my planning for this purpose. The first time I delivered this lesson I did not include a focus on the strum pattern for I hear thunder, which was an obvious additional activity to reinforce the learning, so I have added it to this plan.</p>	