First Access – Scheme of Learning & Assessment

SOUNDSTORM
MUSIC EDUCATION AGENCY

Teacher:

School: **Instrument(s):**   Ukulele (Remote course)

Class: **Number of children:**   **Term/Year:**

Aim:

By the end of the programme we would expect your students to be familiar with the musical terms, chord shapes and melody to Greedy Cats Eat Anything and C Jam Blues as set out by the document Virtual Ukulele First Access Guidance Notes for Teachers.

Objectives:

The learning opportunities / tasks students will undertake are prescribed in the pre-recorded videos in the First Access Ukulele course on the SoundStorm website. These are by no means exhaustive in content with regards to additional listening opportunities and we encourage teachers to research their own examples of pieces played on the ukulele at a minimum either video or just audio. A plethora of examples of both solo and ensemble ukuleles can be found on the internet.

Outcomes and assessment:

Teachers are encouraged to assess students' learning at the end of the programme. For assessment, the Hub has identified 4 core strands, from SoundStorm's Expected Teaching and Learning Recommendations. Overall 'best fit' assessment for the class, with individuals working above or below the class – see example. You can assess using more / all the Key Learning Areas if you wish.

Core Assessment: ARE = Age-related expectations:

Key Learning Area		Bronze Working *towards* ARE	Silver Working *at* ARE	Gold Working *beyond* ARE
3	Ensemble Playing	Demonstrate the willingness and ability to play as part of a team.	Understand 'unison' and be able to listen to other ensemble members whilst paying in order to achieve it.	Be able to maintain a part accurately and musically when other parts are also being played.
4	Pulse, Rhythm and Meter	Tap the pulse and copy simple rhythm patterns. Understand terms: pulse, beat / rhythm, why musicians use counting in music.	Maintain a simple repeated rhythm pattern to a given pulse. Understand and differentiate between pulse and rhythm. Understand the importance of rests and use them in music-making.	Play with rhythmic accuracy, keeping to a steady pulse. Understand term 'meter' and be able to identify simple meters. Beat time.
5	Pitch, melody and harmony	Understanding the term 'pitch'. Recognise higher and lower and use terms. Know that notes are named alphabetically.	Know pitch order of some notes learned. Demonstrate pitch change using hand signs. Know that there is a whole 'family' of notes which share the same name.	Discriminate between pitches. chords aurally. Know and understand: melody, harmony, drone, ostinato, chord.
7	Reading music	Actively engage with written music – can be melodic contour, graphic score, notation	Read simple chord diagrams / rhythms / pitches	Learn to play simple pieces using standard notation

Please complete the Table below

	Key Learning Area	Bronze Working *towards* ARE	Silver Working *at* ARE	Gold Working *beyond* ARE
3	Ensemble Playing			
4	Pulse, Rhythm and Meter			
5	Pitch, melody and harmony			
7	Reading music			

Evaluation and feedback of the programme:

- What Went Well, and Even Better If's (in terms of actual teaching)
- Could SoundStorm have improved this virtual resource?
- Did you feel supported by SoundStorm? By your school's Music Lead if you experienced a problem or needed help?
- Do you believe any children in your class would benefit from, and engage with progression opportunities on the Ukulele? Please describe below and discuss specifics with your Music Lead