

Where does this lesson/session fit in? (i.e. what learning has come before and what learning will come next?)

TERM ONE: This is lesson 5 in a 10 week term of MusicPlus Digital so I am halfway through this term of learning. Before this lessons students have learned:

- Songs: "The Bug Gang Song", "The Ukulele Blues" "Green Caterpillar", "Bopping Bug", "The Ukulele Blues"
- Games: Forbidden Rhythm
- Ukulele basic techniques (holding and posture)
- The shh signal
- Bug and Spider Mnemonics and associated rhythms
- Strumming above rhythms
- String names
- Rest Strokes
- Banjo Style
- C Major chord and frets

What resources/space do I have available?

- Year 4 school classroom
- Interactive whiteboard
- Class set of Ukulele's tuned up before the class arrives
- Tables moved to sides and chairs set out in rows facing the board

How long is/are the lesson/sessions?

- 1 hour

What is the learning objective for the lesson / session?

(e.g. by the end of the lesson / session all students will have used their voices to explore and create a range of sounds)

- In this lesson students will: learn new Ukulele techniques and create a piece in groups using these new techniques on the Ukulele. They will perform to the class.

How will my lesson / session be structured?

Uke bags in 3 neat piles around the room. Invite children into the room to sit on a chair. Ukes under seats. Play bug gang as they enter.

Starter (related to main activity)

- Sing Along with the "Bug Gang" song.

Main activity / activities

- Watch the 'Part 2: The Journey'. Pause video after each new technique and model this for the class. Get them to practice the technique and then move on to the next one.
- Listen to task instructions from Jake. Reiterate the task for the class. Talk about the 3 choices and ask questions about how these would sound.
- Split into groups of 6. 5 groups around the room. Help groups to decide on their themes, either: "Over the Mountain", "Through the long dark tunnel", "Along the Scenic River".
- Perform in groups.

Plenary

- Review learning objectives.
- Undertake informal assessment: ask for a show of hands if students felt confident, if they thought they could play more, need more time on the task next week. Make a note of any issues so support can be offered to these pupils more next week using the TA.
- Next lesson we will be at the Bug Ball and we will learn one of the songs that the bugs are dancing to.
- Find a case to put your Ukulele in. Indicate where the bag piles are. Place Ukes on chairs once in bags.

Does the lesson / session engage students in a range of musical activities?

(e.g. a mix of some of the following: listening, singing, performing on instruments, movement, experimenting and creating, reviewing)

List musical activities:

Singing: The "Bug Gang" song.
Call and response learning of one new song.

Listening: Video instruction and teacher instruction.
New song and backing tracks.

Performing: Informal class performing of "Bug Gang" song and new song "Bug Waltz".
Playing Ukulele including new techniques.

Techniques: Picking, strumming, dampening, sliding, beating time, sliding up and down strings.

Dimensions: Tempo, dynamics, Rhythm, Timbre.

Do all of the activities support the attainment of the learning objective?

Yes.
Students learn the new techniques together as a group allowing them to be confident using them in smaller groups.

Are all of the transitions manageable?

(e.g. use of a song that develops musical learning as instruments are allocated)

List the activity transitions and how you will accomplish them:

- Instruments tuned prior to lesson
- Instruments stored under chairs as they enter.
- Students to pick up their instrument after singing and before the main activity.
- Video sessions with Jake aid the transition from one activity to another.
- Split the class into groups: TA to help children move around to groups, turning round chairs will be needed.
- During the movement into groups for composition task quietly play the backing track music for the bug journey.
- Find a case, will play the Bug Gang song quietly in the background as they pack away.

What individual needs do my students have (e.g. SEND) and what provision have I made to include them in musical learning (differentiation)?

Differentiation:

During group work ensure that each group has a mix of abilities so that the stronger students can help the others.

Give 5 stronger students a number card and then number other students 1-5. This will form the groups.

Send time with each group to encourage interaction between the students and discussion about what they are doing. Check learning outcomes as going round and check their understanding of the task.

SEND:

Student 1: Dyslexia. Ensure that the student can sit closer to screen and that if possible, a TA is sat with them. Use repetition if needed.

How do I know that students have understood and progressed in their musical learning?

(e.g. have students been given opportunities to show or to verbalise what they know?)

During the group activity I have a chance to move around the room and check learning. They will also be learning from their peers during this time. Each group will have a chance to perform their pieces and I will be able to check understanding during this time and through informal assessment at the end of the session.

What evidence have I gathered of students' musical progress?

(e.g. audio recordings)

Audio recordings of performances.

TA to take photos of groups working for class log.

From today's lesson / session, what do I need to plan for next lesson / session?

(e.g. recapping; building on today's musical learning; supporting and challenging particular individuals)

Recap learning of new techniques asking members of the class to show me what they remember.

Recap learning of C Major Chord. Recap Bug Waltz song.