



Ukulele WCET Targets

Autumn Term

Targets	Vocabulary
Can hold the Ukulele with appropriate posture	Fretboard, sound hole, bridge, string
Can name and find each string	pitch
Perform simple parts using open strings or frets on one string	fret, melody, tempo
Strum or pick a steady beat	Strumming, picking
Perform easy chords: C, F, Am	Chord
Understand the difference between chords and single pitches	
Improvise using 1-5 pitches	Improvise, compose
Can recognise 1 beat, 2 beat and 4 beat notes and rests	Crotchet, Minim, semibreve Crotchet Rest, Minim Rest, semibreve rest
Can follow and perform simple scores to a steady beat	
Can play and sing in time	
Enjoy and engage with musical rehearsal, performance and play	TAB, music stave



Spring Term

Targets	Vocabulary
Use right-hand thumb in combination with fingers to create patterns	Finger-picking, riff, ostinato
Increase chord repertoire by 2-3 chords	Major, minor
Can change chords with increasing fluency	
Can learn a minor blues scale pattern	Blues, scale
Use blues scale for improvisation	Swing rhythm, 7 th chord.
Read and play increasingly complex melodies from TAB notation eg longer melodies, spanning 2 strings, using more frets, with rhythmic values	Rhythm, crotchet, paired quaver
Can use chords to accompany songs.	
Can learn pitch sequence	
Can create music in response to different stimuli and combine known rhythmic notation with letter names to create short phrases.	
Can participate in musical games that involve reading elements of staff notation eg rhythm.	
Can play in two or more parts (e.g melody and accompaniment or a duet) from simple notation	Accompaniment, duet, introduction



Summer Term

Targets	Vocabulary
Develop further instrumental techniques	e.g. bending, palm muting, sliding
Increase chord repertoire by 2-3 chords	Chords I and V 'home and away' tonic and dominant
Develop increasing range of pitches within scale frameworks e.g. learn chromatic scale for spooky project, or major pentatonic scale for lullaby project.	call and response 12 bar blues fill chromatic pentatonic
Perform melodies from TAB notation that include more than 2 strings / more than 1 section of a musical structure / higher frets / rhythmic values. Use notation to write down musical ideas from play	Crotchets, paired quavers, rests, repeat sign, verse, chorus, maybe middle 8, pre-chorus, introduction if relevant to chosen repertoire / creative tasks
Aurally identify chords I and V within and outside that piece.	
Recognise pitch and play/sing different melodies and rhythms, pitching accurately	e.g. bending, palm muting, sliding
Be aware of and play different time signatures.	4/4, 3/4, 2/4
Achieve and be aware of a sense of ensemble.	Ensemble, texture, balance
Be involved in performances on their instrument.	
Be able to compose music to create a specific mood.	