

Music

What skills do I need to play a string instrument?



Class Tamar

Spring 1 & 2 2023

We were introduced to the Ukulele and listened to examples of how the ukelele sounds. We practiced how to hold and strum the Ukelele correctly. We learnt the song “My Dog Has Fleas” which helps us check that our Ukelele is tuned correctly.



I can play the guitar so that has helped me with the strumming.

It took some time to get used to strumming each string with my thumb.

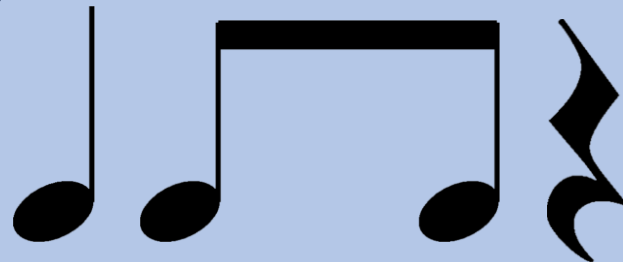


We continued to practise holding the Ukulele correctly and strum open strings rhythmically, in time to 'My Dog Has Fleas'. We practised plucking open strings in time with a new song, "Mrs White". We learnt how to play the chord of C, using our first finger on the third fret. We revisited crotchets, quavers and crotchet rests and used this to compose our own music using a key word as our stimulus. To do this we used the ukuleles alongside an instrument of our choice.



I found it tricky to hold down the string to make the C chord but I am getting better.

I remember that a crotchet is one beat, quavers are quick beats and a crotchet rest is silent for a beat.



We practised making a clear C chord and played this to the song 'A Sailor Went to Sea' - we listened the first time, sang the second time, then on the third time played along. We then learnt the F chord and practised changing from the C chord to the F chord. We finished the session with some more composition with a variety of instruments using a new word as our stimulus.



The F chord needs two fingers, one on the first fret and another on the second fret.



We were introduced to the song 'Sur le Pont d'Avignon' and had a go at playing this on the Ukulele, changing between the chords C and F fluently, in time. Those of us that were feeling confident helped those that were finding this a bit tricky. We revisited 'My dog has Fleas' and 'A Sailor Went to Sea', building up our confidence with playing as an ensemble. We finished the session with having a go at a different string instrument – the violin! We compared the similarities and differences to that of the Ukelele.

I really like the sound that the violin makes. You can use the bow or pluck the strings.

I'm finding it easier to go from the C chord to the F chord when the song is a slower pace.



We had a go at sight reading at the start of our lesson. The notes we were reading were F and D. We had a go at singing the song using the notes to help us with the tune. We continued to practise playing the C and F chord to the song 'A Sailor Went to Sea'. We then put ourselves in groups in preparation for our ensemble performance.



The D note is lower down than the F note.

Just like how D comes before F in the alphabet.

We got into our groups to practise our songs on the ukelele ready for our performance at the end of the unit. We then had a go at reading music to the song “I hear thunder”. We recapped on the symbols, crotchet, quavers and were introduced to semi briefs (4 beats). We used the glockenspiels to read and play the song ‘I hear thunder’. We used what we learnt to create our own rhythms and added a melody to this. Altogether we composed two bars of music.



When you have a clear pulse it is easier to compose a rhythm using crotchets and quavers.



As a class, recapped on the difference between rhythm and tempo. We then had another look at the notes and chords that we had learnt so far on the Ukelele. We made sure that we remembered that our fingers must press before the fret to make a clear sound. If we are pressing on the fret (on the metal line) then the sound will not be clear. We used our session to practise our given songs on the Ukelele making sure that we made clear sounds.



I can make a clearer sound with the C chord now that I'm pushing hard enough between the frets.

I'm not needing to look down so much now when I make the C and F chord.

To begin our session we used what we learnt about rhythm and tempo to have a go at some traditional dances. We learnt the importance of listening out for the beat in order to know how fast a song is paced (the tempo). We were then introduced to a new string instrument – the cello. We compared the cello to the sounds of the violin and the ukelele. We all were able to have a go at these before practising our songs for our Ukelele performance at the end of the unit.



The cello is very similar to the violin but it is bigger and has a lower pitch.



We practised our songs on the ukulele and performed as an ensemble to Class Lynher.



What I have learnt before:

- In class Cremyll we played an accompaniment to songs on untuned and tuned percussion instruments.

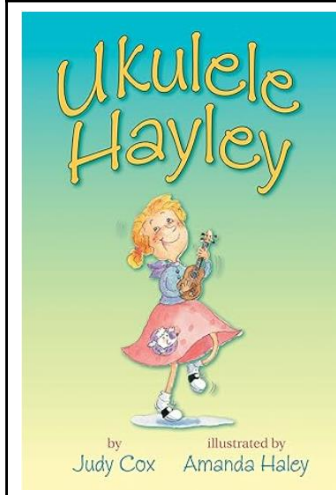
**Forever Facts**

Ukuleles have four strings and commonly come in four sizes: soprano, concert, tenor, and baritone.

The index finger is used to strum the ukulele. When I strum, I need to use a relaxed, loose movement from wrist, not elbow.

To play the Ukulele correctly you must sit down with the instrument in front of you and make sure you're sitting upright with good posture.

A ukulele chord is a combination of three or more notes that produce a pleasing harmony when strummed together.

Exciting Books**Subject Specific Vocabulary**

ukulele

Small four-stringed guitar of Hawaiian origin.

chord

Combination of three or more notes that produce a harmony when strummed together.

strings

The strings on the ukulele is the part that we strum to make a sound. There are four strings on a ukulele

strumming

to play a ukulele by stroking or brushing the fingers across the strings.

pitch

how high or low the sound is

posture

the way in which we hold our shoulders, neck, and back

Skills

Play and perform in solo and ensemble contexts, using their voices and playing the ukulele.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations

Our Endpoint

I can perform in a musical ensemble playing the Ukulele.

Personal development:

Music can change the way we feel, think and act; it enables personal expression, reflection and emotional development.
Jobs you could do: working within performing arts, entertainment and music education.