

Teaching the Ukulele in the Primary Classroom

Levels 5/6



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Teaching the Ukulele (Levels 5/6 sequence)

This is a 10-week learning sequence for teaching the ukulele in a primary school music classroom, designed for beginner-level students at level 5-6. In line with the [Victorian Curriculum F-10: Music](#), this sequence focuses on foundational ukulele skills while ensuring the lessons are fun, engaging, and age appropriate. Teachers are free to edit and adapt this learning sequence to their and their students' needs and requirements. Teachers should plan the body of a lesson in accordance with their own schools planning specifications while also addressing the [Victorian Teaching and Learning model 2.0](#).

Before you get started:

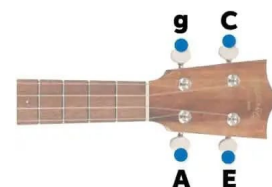
What if I don't know how to play the ukulele?

To be able to deliver this sequence, you only need to learn 3 chords and get confident with transitions (moving between the chords). This is an amazing opportunity to learn along with the class. Alternatively, there are many self-paced online courses on learning the Ukulele that could give you a very strong foundation in playing the ukulele. Here's a free self-paced module developed by Melbourne University with support from the Department of Education Victoria titled [Ukulele for the generalist teacher](#).

How to tune, hold and strum a ukulele?

Tuning the ukuleles

1. Watch the following video [demonstrating how to tune a ukulele](#)
2. Download a ukulele tuner app (any free app is suitable) or purchase a clip-on tuner
3. Clip the tuner onto the head of your ukulele / start the app.
4. Pluck each string individually and watch the tuner.
5. Adjust the tuning pegs until the tuner indicates the correct note (G, C, E, or A).



How to hold a ukulele?

1. Watch the following video demonstrating [how to hold a ukulele](#)
2. Sit or stand comfortably
3. Position the ukulele against your body
4. Support the ukulele with your right arm
5. Grip the neck lightly

What if I am left-handed?

There are a couple of options for playing the ukulele for those who are left-handed:

- Option 1: Learn to use and play a right-handed ukulele.
- Option 2: Flip the right-handed ukulele and restring it so the strings are in the same order as a right-handed ukulele (G-C-E-A).
- Option 3: Flip the right-handed ukulele but don't restring the strings, keeping them in the order of A-E-C-G.
- Option 4: Buy a ukulele made for left-handers.

How to strum a ukulele?

1. Watch this instructional video – [how to strum up and down \(YouTube, 1:25min\)](#)
2. Use the right fingers
3. Relax your wrist
4. Strum over the 'sweet spot'. This is usually around the 12th fret.
5. Down and up strums: Down strum: Let your index finger brush down across all the strings in a smooth motion. Up strum: Use the pad of your index finger to brush up across the strings. Keep it light and gentle.
6. Practice a steady rhythm with a simple down-up, down-up pattern to get a feel for the motion.
7. Mute: You mute by lightly placing your palm on the strings right after a strum.



Things to note when playing.

1. When playing a chord, place fingers firmly on strings to get a clean sound i.e., avoid buzzing sound.
2. Place the correct fingers on the strings when playing chords as that assists with transitions.
3. The correct placement of your thumb to avoid a sore thumb should be at the back of the neck, opposite your index finger.



Different instructional practices to use when teaching the ukulele

Instructional practice	What does the practice look like in the classroom	Modelled in lessons
Chord by chord learning	Start with simple one- or two-finger chords (e.g., C, Am, F) and gradually introduce more complex chords. Helps students build confidence and motor skills, as they progress to more challenging chords.	Lessons 2, 3, 7
Strumming patterns practice	Teach basic strumming patterns (e.g., downstrokes, upstrokes) and gradually introduce more complex rhythms.	Lesson 1-10
Call and response with strumming	The teacher plays a rhythm or chord sequence, and students respond by playing it back. Encourages active listening, rhythm matching, and helps students develop a sense of timing.	Lesson 1, 2, 3, 7
Chord progression exercises	Practice common chord progressions (e.g., C - G - Am - F) to help students smoothly transition between chords. Improves muscle memory, helps with timing, and prepares students for playing songs.	Lesson 1, 2, 3, 7
Learning through songs	Teach chords and strumming patterns by using familiar and simple songs that students enjoy makes learning relatable,	Lesson 2, 3, 7

	keeps students engaged, and encourages them to practice more.	
Play-along tracks	Use backing tracks or play along with students so they can hear how their part fits with the music.	Lesson 2-9
Using colours and stickers	Place stickers on the fretboard to indicate where to place fingers for specific chords or use color-coded chord charts. Makes learning more visual and accessible.	Lesson 2, 3, 7
Strum and sing	Encourage students to sing along while they play simple chords. Start with easy songs that have slow tempos and simple lyrics. Improves multi-tasking, rhythm, and coordination, and makes the experience more engaging.	Lesson 2-10
Group ensembles	Arrange the class into small groups, with each group responsible for a different part (e.g., melody, rhythm, harmony). Teaches teamwork, listening to others while playing, and helps students understand how different musical elements come together.	Lesson 4, 5, 6, 8, 9, 10
Ukulele games	Create fun games, such as 'Chord Bingo' or 'Strum and Freeze', to reinforce chord recognition and rhythm practice. Makes learning interactive and enjoyable, helping to build essential skills without feeling like a lesson.	Lesson 6
Cross curriculum connections	Using the ukulele to make connections to other parts of the curriculum e.g. history, geography	Lesson 1

Play-along websites you may find useful

Ukulele play-along websites are platforms that offer videos, chords, and tutorials to help you play songs on the ukulele. They often include popular songs with on-screen lyrics and chord changes, making it easy to follow along.

Website	Contents of the website
YouTube	YouTube hosts many play-alongs, instructional videos e.g. The Ukulele Teacher: Offers tutorials for a wide variety of songs, along with easy-to-follow play along videos
druke.com	A collection of song sheets with chords, lyrics, and play along videos. It also offers tutorials on strumming patterns and chord progressions.
ukutabs.com	A library of songs with chords and lyrics. You can play along with the chords displayed on screen, and the website includes a transposer to change keys easily.
chordify.net	This site turns any song into chords that you can follow along with. You can upload your favourite tracks or choose from a vast selection of songs. It provides easy to follow diagrams for ukulele chords and shows the timing in real time.

ukebuddy.com	This site offers tools for learning chords, tuning, and chord progressions. While it's not strictly a play along site, it's useful for practicing songs at your own pace.
ukehunt.com	This site provides a variety of resources including tutorials, song sheets, and play along videos. It also has a blog that shares tips and fun ukulele content.
Ukulaliens	This YouTube channel, has play-alongs and ukulele lessons aimed at beginner to intermediate ukulele players.
Music with Mr Gray	High quality FREE play alongs for Brass, Woodwind, Recorder, Boom whacker, Percussion, Djembe, Ukulele and Guitar!
Music Will Jam Zone	Song charts and videos for learning a song and instruments.
Home - Musical Futures International	digital music education resources designed for teachers and students in primary to secondary. Play-along Library including learn to play instruments, and whole band play-alongs.

These websites (and others) are great for learning new songs, practicing strumming patterns, and improving your overall playing skills.

WARNING: Whilst there is great educational content on YouTube for learning to play the ukulele, there are advertisements and pop ups as well. Be mindful of these as some may be inappropriate or distracting.

Summary of Ukulele learning sequence

		Explore and Express Ideas (VCAMUR029)	Music practices (VCAMUM030)	Present & perform - (VCAMUP031)	Respond & interpret (VCAMUR032)
<u>Lesson 1</u>	Introduction to the ukulele		✓		✓
<u>Lesson 2</u>	The C chord		✓	✓	✓
<u>Lesson 3</u>	Introducing the A minor (Am) Chord and Transitions		✓	✓	✓
<u>Lesson 4</u>	Consolidation – Practice is Key!		✓	✓	✓
<u>Lesson 5</u>	Review the Elements of Music	✓	✓	✓	✓
<u>Lesson 6</u>	Student performances	✓	✓	✓	✓
<u>Lesson 7</u>	Introducing F chord and transitions between 3 chords (C, Am and F)		✓	✓	✓
<u>Lesson 8</u>	Lyric Writing		✓	✓	✓
<u>Lesson 9</u>	Creative Expression with Lyric Writing – continued	✓	✓	✓	✓
<u>Lesson 10</u>	Student performance	✓	✓	✓	✓

Week 1: Introduction to the Ukulele

Lesson Summary:

This lesson introduces students to the ukulele, helping them become comfortable with the instrument and understand its basic parts and functions. Through engaging videos, discussions, and hands-on practice, students will learn about the ukulele's history, parts, proper handling, and basic strumming techniques.



Curriculum Links:

- Music practices - ([VCAMUM030](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge:

- Basic understanding of musical instruments (general awareness).
- Exposure to different types of music.
- Ability to follow instructions and classroom rules.

Duration: 45-60 min

Vocabulary:

- **Ukulele** – A small, four-stringed instrument from Hawaii.
- **Body** – The main part of the ukulele that amplifies the sound of the strings.
- **Neck** – The long, narrow part of the ukulele that holds the frets and strings.
- **Head** – The top part of the ukulele where the tuning pegs are located.
- **Strings** – The four strings that vibrate to produce sound when strummed.
- **Tuning pegs** – Small knobs on the head of the ukulele used to tighten or loosen the strings to adjust their pitch.
- **Nuts** – A piece at the top of the neck that helps maintain string spacing and height.
- **Frets** – The metal strips along the neck that divide it into different musical notes.
- **Strumming** – The action of brushing fingers across the strings to produce sound.
- **Posture** – The proper way of holding and positioning the ukulele to ensure comfort and ease of playing.

Materials:

- Class set of Ukuleles (pre-tuned)
- Laptop/screen/speakers to view the music video
- Handout of ukulele for students to label
- Open string jam video / sequence (below)
- Somewhere over the rainbow - <https://www.youtube.com/watch?v=ol1ILJPnsgE>

Learning outcome:

- Students will become familiar with the ukulele by learning its parts, handling it correctly, and practicing basic strumming techniques.

Success Criteria:

- I can identify and label the parts of a ukulele.
- I can demonstrate proper posture and hold the ukulele correctly.

- I can strum up and down using basic techniques.
- I can follow agreed-upon class expectations for handling and playing the ukulele.

Lesson structure:

Orientation/introduction:

- Show a clip of a [ukulele player singing and playing \(YouTube, 3:34min\)](#)
- Share with the class that this song was made famous by Hawaiian singer Israel Kamakawiwo'ole (share the [history of this the ukulele](#) and the song – see resource section)
- Ask prompt questions e.g. what kids know about the ukulele and what they notice when the artist was playing?

Body of lesson

- Introduce the ukulele (body, neck, head, strings, tuning pegs, nuts, frets)
- Introduce positive behaviours and why we need them, for playing the ukulele – students brainstorm these (collecting the instruments, not playing while teacher talking, walking safely with your instrument, don't play with the tuning pegs, and agree upon consequences if the behaviours aren't respected)
- Discuss correct body posture and how to hold the ukulele.
- Basic strumming techniques and how to achieve these (up and down) - model /show video ([How to strum up and down \(YouTube, 1:25min\)](#)) and also demonstrate to the students how to mute the sound.
- Play simple open-string exercises (no chords yet) – [example video](#) or follow s
- Ask students to paste the 'I can' statements for the learning sequence and their chord chart handout into their journals (handouts provided). Students can decorate their Ukuleles as an extension task.

Reflection/closure:

- Exit ticket – students recall something they have learnt about the history of the ukulele

Teacher considerations

Assessment:

- Label the parts of the ukulele (handout).
- Teacher observation of students' posture, handling, and basic strumming techniques.
- Exit ticket: Students recall and share something they learned about the history of the ukulele.

Extension Tasks:

- Decorate their ukulele printouts in their journals.
- Research and present a fun fact about the ukulele or a famous ukulele player.
- Experiment with different strumming speeds and patterns.
- Explore the sounds of different ukulele string tensions (without adjusting tuning pegs).

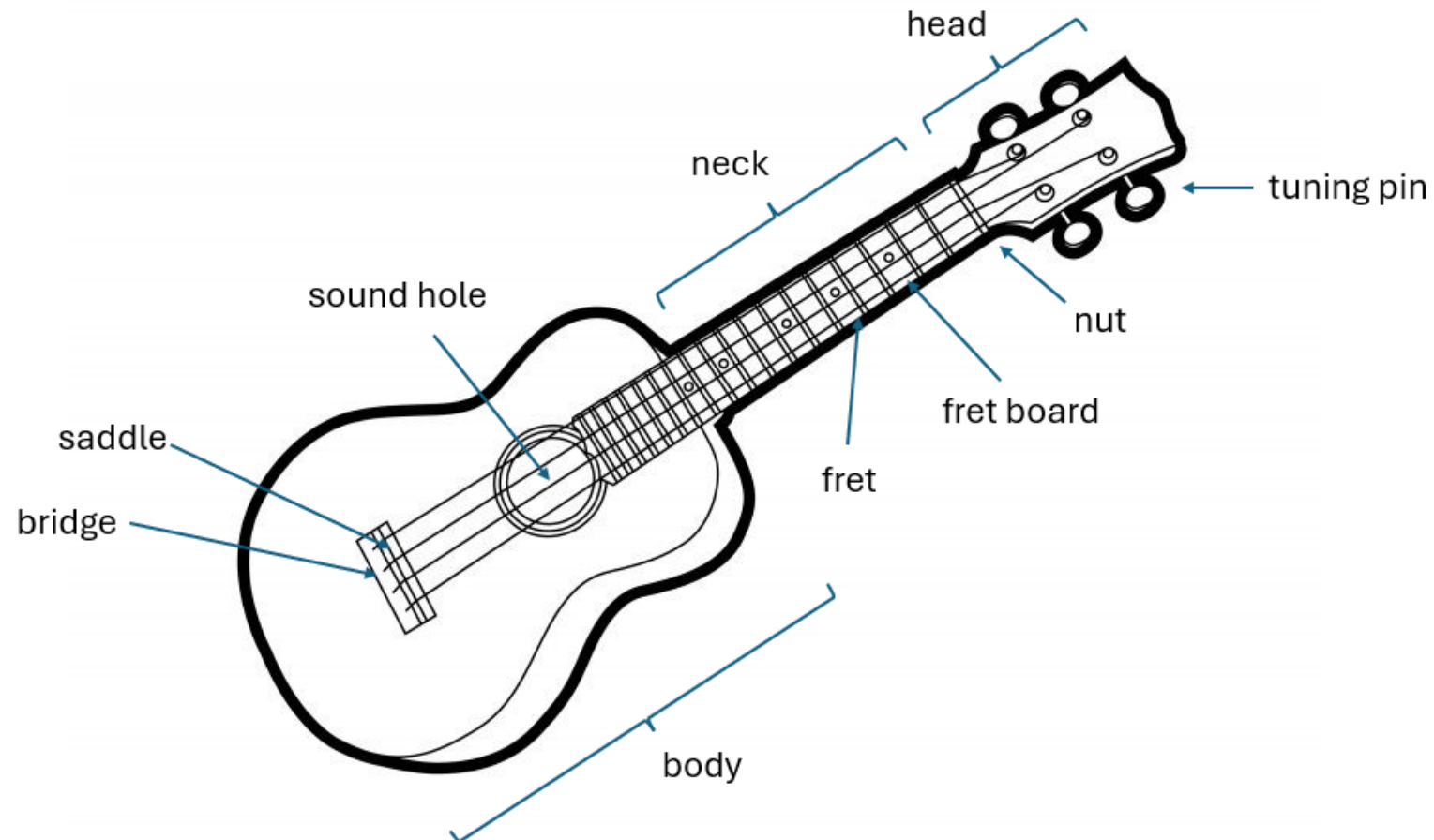
History of the ukulele

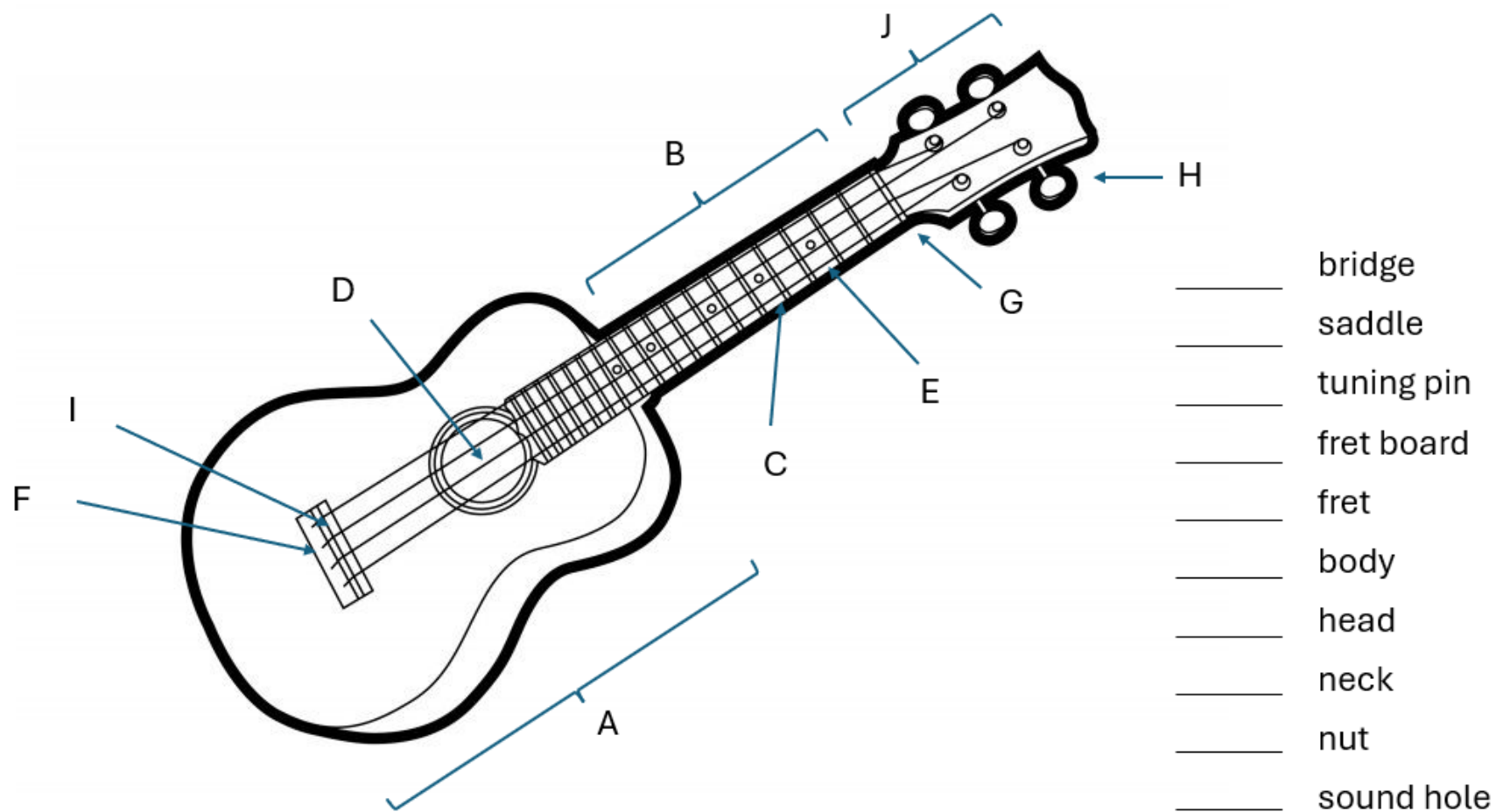
- Developed in the 1880s, the ukulele is based on several small, guitar-like instruments of Portuguese origin, the machete, cavaquinho, timple, and rajão, introduced to the Hawaiian Islands by Portuguese immigrants.



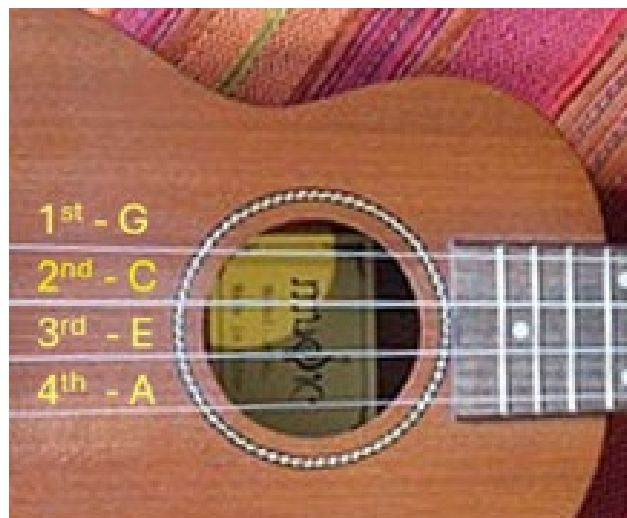
- In the Hawaiian language the word ukulele roughly translates as 'jumping flea', perhaps because of the movement of the player's fingers.
- The ukulele is generally made of wood, though variants have been composed partially or entirely of plastic or other materials.
- Israel Ka'ano'i Kamakawiwo'ole[a] (1959-1997), was a Native Hawaiian musician and singer. He achieved commercial success and popularity outside of Hawaii with his 1993 studio album, *Facing Future* with his medley of "Somewhere Over the Rainbow/What a Wonderful World". The song has had 358 weeks on top of the World Digital Songs chart, making it the longest-leading number one hit on any of the Billboard song charts. Kamakawiwo'ole is regarded as one of the greatest musicians from Hawaii and is the most successful musician from the state.

Parts of the Ukulele





Open string sequences



1. AAGA AAGA AAGA AAGA
2. CCEC CCEC AAGA AAGA
3. EEGE EEGE AAGA AAGA

<https://www.youtube.com/watch?v=FBtOuSDnNMM>

‘I can’ statements - Learning to play the ukulele



☐ I can collect my instrument safely

☐ I can name the parts of the ukulele

☐ I can hold the ukulele correctly while strumming

☐ I can strum the following patterns DDDD, UUUU, DDDuD, Dx Dx where D-Down, U-Up, X- mute

☐ I can name the 4 strings (from top to bottom)

☐ I can play a short sequence of open strings - AAGA AAGA CCEC

☐ I can play chords C, Am and F

☐ I can transition between chords C, Am and F

☐ I can name the elements of music

☐ I can use the elements of music to describe a ukulele song

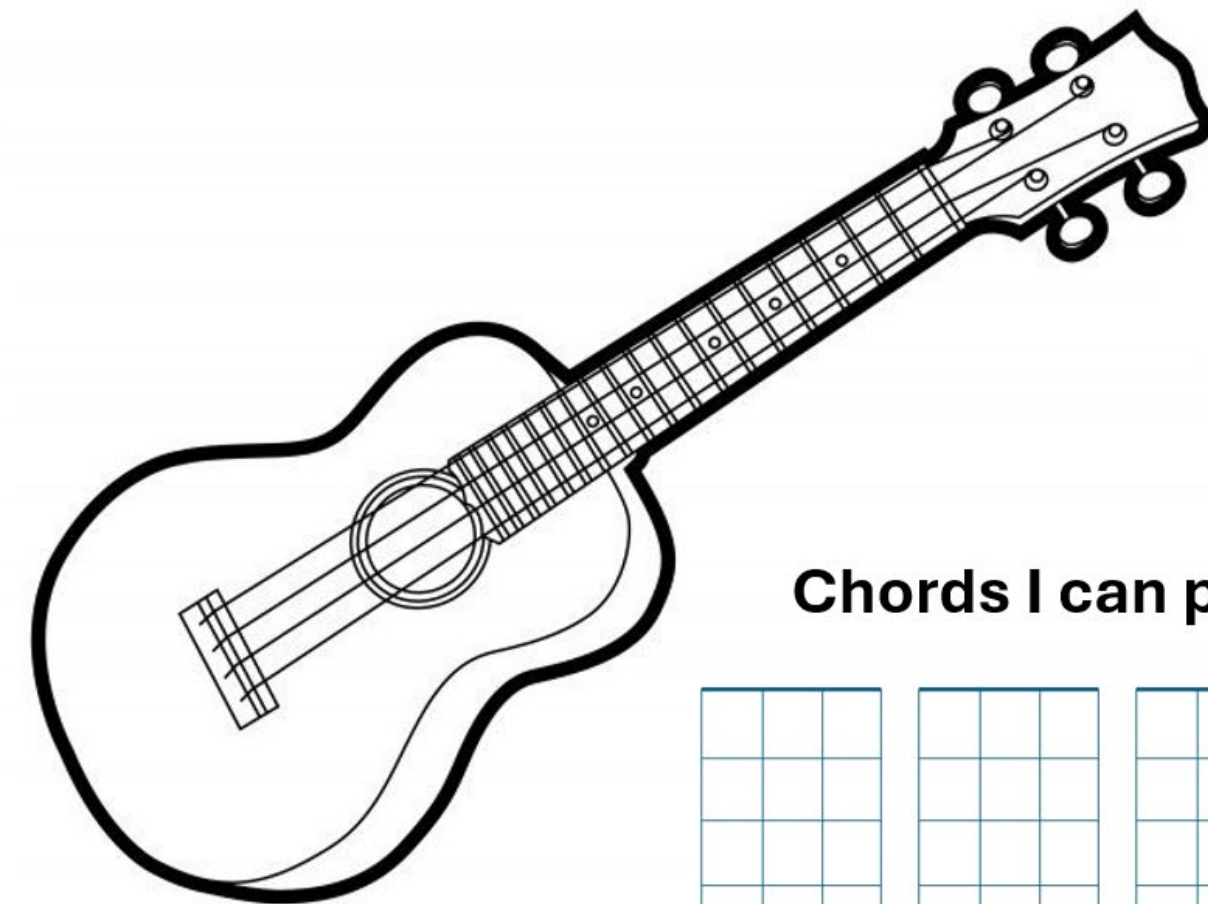
☐ I can compose and play a short sequence of chords on the Ukulele

☐ I can play a whole song on the ukulele on my own

☐ I can play on the ukulele as part of an ensemble

☐ I can provide feedback respectfully that helps others improve their ukulele playing

My personal ukulele

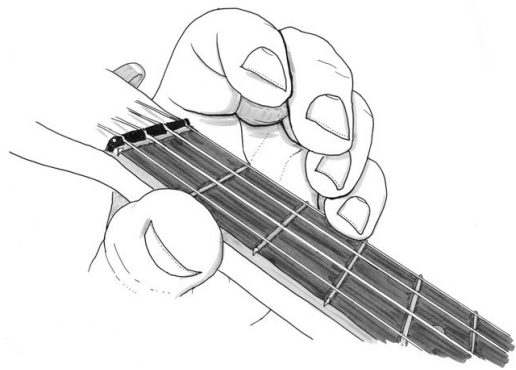


Chords I can play ...

Week 2: The Chord C

Lesson summary:

In this lesson, students will be introduced to the ukulele by learning the names of its strings and how to play the C major chord. They will watch a motivational video of a talented young ukulele player, engage in hands-on practice, and collaborate in pairs to develop their strumming techniques. The lesson will conclude with a play-along session and a reflection on their learning experience.



Curriculum Links:

- Music practices - ([VCAMUM030](#))
- Present & perform - ([VCAMUP031](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge:

- Basic understanding of musical instruments (e.g., string instruments).
- Awareness of rhythm and beat from previous music lessons.
- Ability to follow classroom rules and work collaboratively.

Vocabulary:

- **Chord** – A combination of notes played together.
- **Strumming** – The act of sweeping the fingers or pick across the strings.
- **Fret** – Metal strips on the neck of the ukulele that help produce different pitches.
- **Finger placement** – Positioning fingers on the fretboard to form a chord.

Materials:

- Class set of Ukuleles (pre-tune) – watch [instructional video on tuning the ukulele](#)
- Chord C anchor chart (anchor chart provided below) and poster
- [C chord play-along video](#) (YouTube)
- [Music with Mr Gray ukulele play-alongs](#) (YouTube)

Lesson Objective:

- Students will be able to identify the names of the ukulele strings and
- Students play the C major chord using correct finger placement and strumming patterns.

Success Criteria:

- I can name the four ukulele strings (G, C, E, A).
- I can correctly position my finger to play the C major chord.
- I can strum using at least one basic strumming pattern.
- I can play along with a simple song using the C major chord.

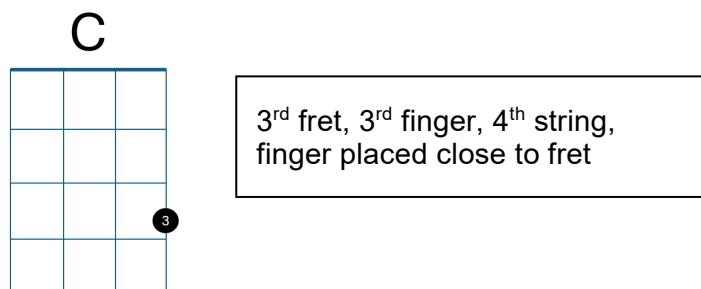
Lesson structure:

Orientation/introduction

- Show the class the video - [Boy plays ukulele on America's got talent](#)
- Discussion about how the boy became so great at playing the ukulele.

Body of lesson

- Students collect the instruments modelling the class rules
- Teach the names of strings: G, C, E, A (mnemonic: "Goats Can Eat Anything").
- Teach the C major chord (one-finger chord)



- Display *anchor chart of chord* (see resources) – As a group construct the chart by adding finger position and finger numbers.
- Students can now add a sticker (red dot) to their Ukuleles
- Practice the chord as a whole group. Teacher demonstrates how to play different strumming patterns e.g. DDDD, UUUU, DDDuD, DxDx etc. where D = Down, U = Up, and X = Mute.
- A ukulele pick is helpful when fingers are hurting.
- Breaking into pairs students practice, exploring patterns they can make.
- Teachers assists pairs/a group with finger placement and strumming (10 mins)
- Students return to front of class and complete play along with a simple song [Uke can play - Chord C | Ukulele chord play along \(youtube.com\)](#)

Reflection:

- What has helped you recall how to play chord C?
- How does it make you fingers feel, etc

Teacher considerations

Assessment:

- Observing using a cross check – who is holding ukulele correctly? Finger placement?
- Playing C chord correctly
- Following strumming patterns correctly

Summative Assessment:

- Students play the C major chord individually for the teacher.

Extension Tasks:

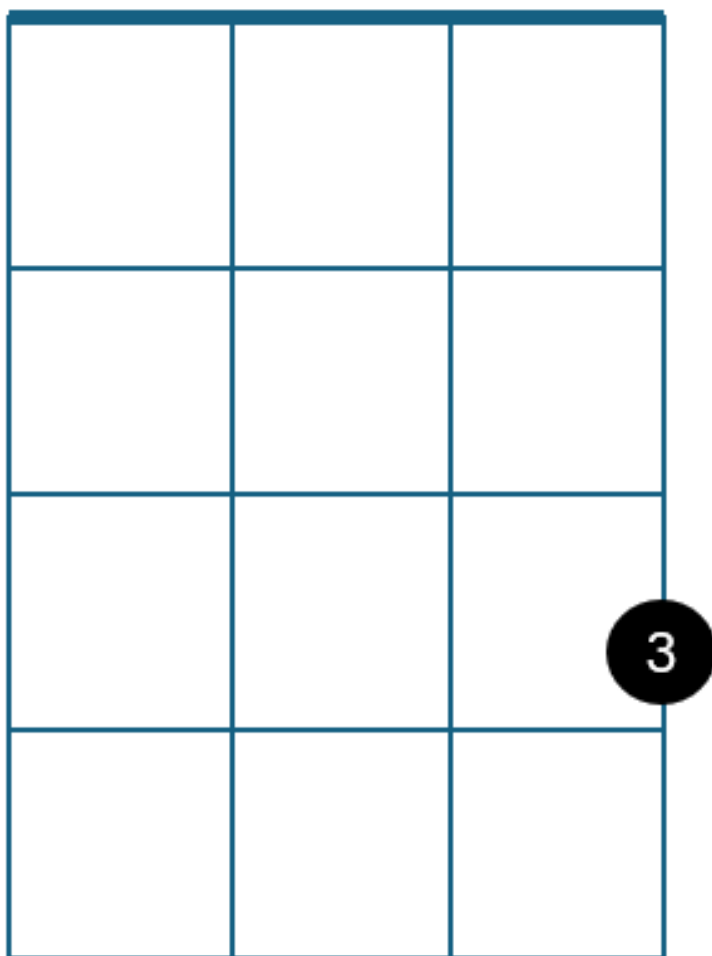
- Challenge students to explore an additional chord, such as G7 or F major.
- Experiment with different strumming patterns in small groups.
- Students compose their own simple song using the C major chord.
- Encourage students to research a famous ukulele player and share their findings.
- Introduce a play-along challenge using two chords in the next lesson.

Anchor charts are made with students. It is an opportunity for students to recall what has been taught and to help them use the strategies or ideas taught during a unit of work. It is important that students actively participate in the construction of the anchor chart.

Anchor chart for Ukulele chords

C chord poster (Ukulele)

C



Week 3: Introducing the A minor (Am) Chord and Transitions

Lesson Summary:

In this lesson, students will deepen their understanding of the ukulele by exploring how it is made and learning a second chord, A minor (Am). They will compare Am with the previously learned C major chord, practice transitioning between the two, and apply their skills in a play-along session. Through discussion and goal setting, students will reflect on the importance of practice in developing musical skills.



Curriculum Links:

- Music practices - ([VCAMUM030](#))
- Present & perform - ([VCAMUP031](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge:

- Ability to name the ukulele strings (G, C, E, A).
- Understanding of how to hold and strum the ukulele properly.
- Knowledge of the C major chord and its correct finger placement.

Duration: 45-60 minutes

Vocabulary:

- **Chord transition** – Moving from one chord to another smoothly.
- **A Minor (Am) chord** – A one-finger chord played on the second fret of the G string.
- **Play-along** – Playing music in time with a recorded track or demonstration.
- **Finger positioning** – The placement of fingers on the fretboard to form chords.

Materials:

- Class set of Ukuleles (pre-tune)
- Chord Am anchor chart (provided below) and poster
- [Am chord play-along video](#)
- [Uke can play - Chords C & Am | Ukulele chord play along \(youtube.com\)](#)

Lesson Objective:

- Students will be able to play the A minor (Am) chord and transition between C and Am smoothly while following a play-along video.

Success Criteria:

- I can play the C and Am chords correctly.
- I can explain the similarities and differences between the C and Am chords.
- I can transition between C and Am with increasing fluency.
- I can follow a strumming pattern in a play-along session.
- I can set a personal goal for improvement.

Lesson structure

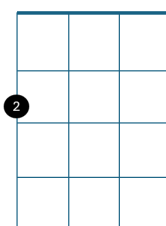
Orientation/introduction

- Show parts from the video on [How a ukulele is made](#) (You Tube, 11min)
- Discussion – what surprised you about how a ukulele is made?

Body of lesson

- Ask students to collecting their ukuleles – remind students of agreed behaviours with the ukulele and consequences.
- Review C chord - students help each other if needed.
- Introduce the A minor (Am) – one finger chord

Am



2nd fret, 1st finger, 1st string,
place finger close to fret to stop
'buzzing'

- Display *anchor chart of Am chord* with finger numbers
- Ask students what they notice that is similar and different about the two chords? (Am and C)
- After practicing the Am chord as a whole group, students practice in pairs.
- Teachers assists individuals/small groups if needed (up to 10 mins)
- Bring students back to the circle and complete quick Am play along - [Uke can play - Chord Am | Ukulele chord play along \(You Tube\)](#)
- Teacher demonstrates and discusses strategies for transition between chord C-Am.
- Students practice transitioning between C and Am in pairs.
- Teacher assists or has a focus group for students that need more support.
- Students have a go at a play along with [Uke can play - Chords C & Am | Ukulele chord play along \(You Tube\)](#)
- Discuss that when arrow points down on the play-along, strum down and when arrow points up strum up.
- Differentiation – Ask students to set individual goals, choosing to play either C or Am or both if they are ready.

Reflection:

- What do you need to do to get better at something? Remind students that it takes time to learn something new, and that practice is the key.

Teaching considerations

Assessment:

Formative Assessment:

- Teacher observation of students' engagement and participation.
- Peer support and feedback during pair practice.

Summative Assessment (Checklist):

- ☒ Playing chord C and Am correctly.
- ☒ Holding the ukulele correctly.
- ☒ Strumming correctly.

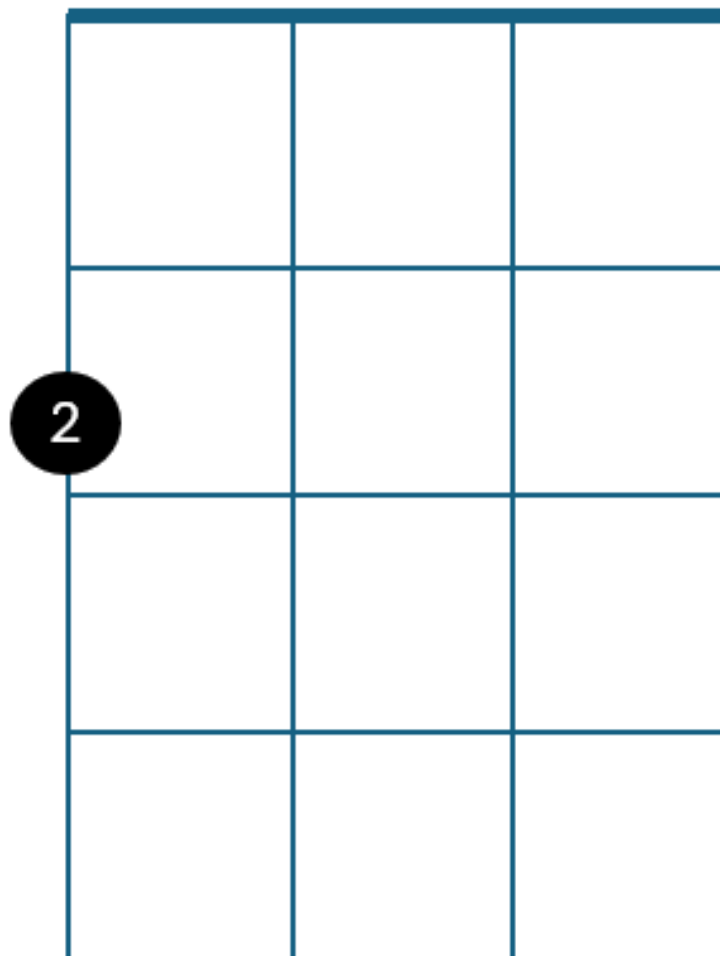
- ☒ Following strumming patterns correctly.

Extension Tasks:

- Encourage students to experiment with different strumming patterns while transitioning between C and Am.
- Introduce a new chord (e.g., F major) for students ready to expand their repertoire.
- Challenge students to create a short melody using C and Am.
- Have students record themselves playing and reflect on their progress.
- Research different styles of ukulele music and famous ukulele players.

Am chord poster (Ukulele)

Am



- I can play the C and Am chords correctly.
- I can transition smoothly between C and Am.
- I can follow a rhythm and strumming pattern.
- I can work effectively with a group to research and practice a song.

- I can explain why my group chose a particular song and how we collaborated.

Lesson structure:

Orientation/Introduction

- Collecting ukuleles – recall agreed upon behaviours and why, with the ukulele and consequences.
- Rhythm clap and tap warm-up: Start with a rhythm exercise by having students clap a simple beat or rhythm. Then, introduce the ukulele by tapping or strumming a similar rhythm pattern, helping them connect familiar beats to the ukulele's strings.

Body of lesson

- Collectively review the C and Am chords and strategies for transitioning between two chords.
- Provide 10 mins to rehearse independently in pairs, then bring everyone back to front of class where to play along with [Chords C & Am chord play along \(YouTube\)](#)
- Differentiation – students set individual goals, choosing to play either C or Am or both.
- Next steps are for students to work in small groups of 4, and research and locate their own C and Am chord song (from a list/internet) and practice together for rest of class time.
- Set expectations – agree on a song, work together, everyone is involved, problem solve, help each other, and stay on the job. (10-15minutes)

Reflection:

- Groups share what song they have found to learn, why they chose it and how the agreed together on that song.

Teaching considerations

Formative Assessment:

- Teacher observation of engagement during warm-up, practice, and group work.
- Peer feedback and self-reflection during collaboration.

Summative Assessment (Checklist):

- ☒ Playing chord C and Am correctly.
- ☒ Holding the ukulele correctly.
- ☒ Strumming correctly.
- ☒ Transitioning between C and Am smoothly.
- ☒ Following strumming patterns correctly.
- ☒ Active participation in group research and practice.

Extension Tasks:

- Students who are confident can add a new chord (e.g., F major) to their song.
- Experiment with different strumming patterns for the selected song.
- Create their own simple song using C and Am chords.
- Perform their chosen song for the class in the next lesson.
- Research and present information about a famous ukulele musician or song.

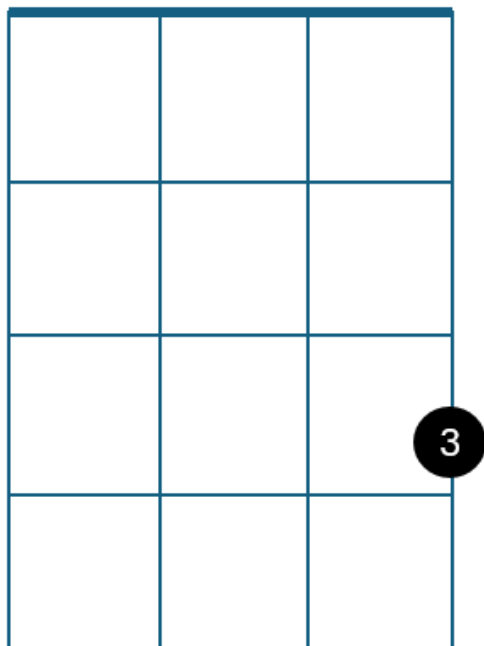
C and Am anchor chart

C

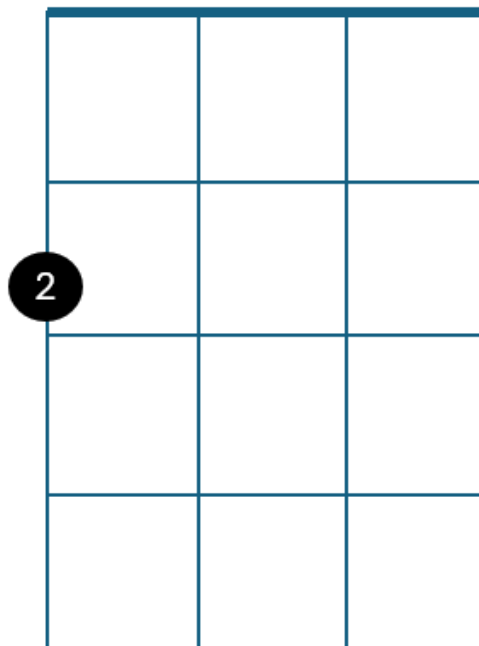
Am

C and Am chord poster (Ukulele)

C



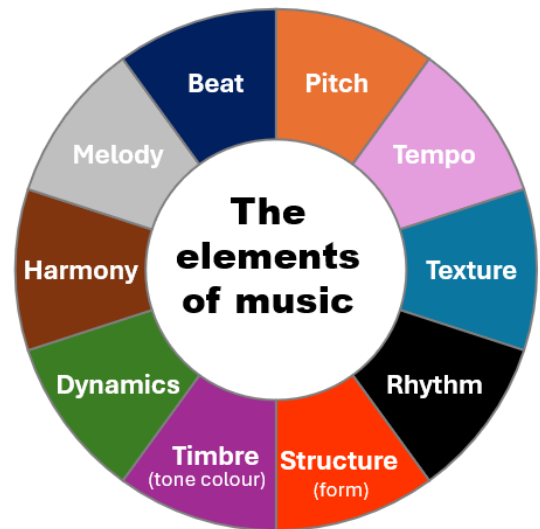
Am



Week 5: Review the Elements of Music

Lesson Summary:

In this lesson, students will deepen their understanding of musical expression by exploring the elements of music and applying them to their chosen piece using the Am and C chords. They will work collaboratively to make creative decisions about tempo, dynamics, and tone colour to enhance their performance. The lesson will conclude with a reflection on their progress, challenges faced, and strategies for improvement.



Curriculum Links:

- Explore and Express Ideas ([VCAMUR029](#))
- Music practices - ([VCAMUM030](#))
- Present & perform - ([VCAMUP031](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge:

- Ability to play the C and Am chords with correct finger placement.
- Understanding of strumming techniques and transitioning between chords.
- Familiarity with working in small groups to practice and refine a musical piece.
- Basic awareness of musical elements such as tempo, dynamics, and tone colour.

Vocabulary:

- **Elements of Music** – Key components that shape music, including tempo, dynamics, and tone colour.
- **Tempo** – The speed of the music (fast, slow, or varied).
- **Dynamics** – The volume of the music (soft, loud, or changing).
- **Tone colour (Timbre)** – The unique sound quality of an instrument or voice.
- **Collaboration** – Working together to achieve a shared goal in music-making.

Materials:

- Elements of music chart (below)
- Class set of Ukuleles (pre-tune)
- Student iPad to play along or song to perform.

Lesson Objective:

- Students will apply the elements of music (tempo, dynamics, and tone colour) to their chosen song, making creative decisions as a group to enhance their performance.

Success Criteria:

- I can play the C and Am chords correctly.
- I can transition smoothly between the two chords.
- I can work collaboratively with my group to make musical decisions.
- I can use tempo, dynamics, and tone colour to enhance my performance.
- I can describe how the elements of music affect my song.

Lesson structure

Orientation/Introduction

- Collecting ukuleles in a fun way e.g. those with short hair, those with long sleeves, lace up shoes, those that like broccoli etc. until every child has a ukulele

Body of lesson

- Share the elements of music chart with students (provided)
- Students take turns to demonstrate one of the elements using the ukulele.
- Students will continue working on the piece they have chosen using chords Am/C.
- Students to break into their groups make decisions how they will incorporate the different musical elements. What does this look like? Does this mean the song needs to be loud and fast or slow and quiet or combinations of both? What do we need to consider when deciding how we will use tempo, dynamics, and tone colour in a song? What feeling needs to be conveyed through the song. Can you sing along to your song?
- Teacher moves around class to support or work with focus group/s.

Reflection:

- Students share how their preparation went for their performance. What challenges did you face and how did you solve these challenges? Student brainstorm if challenge not resolved. What else can you do to improve or add to your performance?

Teaching considerations:

Assessment:

Formative Assessment:

- Teacher observation of student participation and engagement.
- Group discussions and student explanations of their musical choices.
- Peer feedback within groups.

Summative Assessment (Checklist):

- ☒ Playing chord C and Am correctly.
- ☒ Holding the ukulele correctly.
- ☒ Strumming correctly.
- ☒ Transitioning between C and Am smoothly.
- ☒ Following strumming patterns correctly.
- ☒ Working collaboratively with their group.
- ☒ Demonstrating an understanding of musical elements in their performance.

Extension Tasks:

- Experiment with adding a third chord (e.g., F major) for variety.
- Incorporate vocal elements by singing along to their song.
- Create a simple introduction or ending to enhance the arrangement.
- Perform their piece for another group or the class for constructive feedback.
- Research and present how professional musicians use tempo, dynamics, and tone colour to convey emotions in songs.

A **beat** in music is the basic unit of time, the steady pulse that underlies a piece of music. Beats can be fast or slow, depending on the tempo, and they help musicians stay in sync and maintain timing throughout a performance.



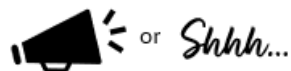
Melody is a sequence of pitches (high and low sounds) that form the main tune.



Harmony is created when multiple notes or chords are played together e.g. exploring different chord progressions (like C-Am-F) and how harmonising chords support the melody of a song.

C-C-C-C F-F-C-C vs Am-F-C-C Am-F-C-Am

Dynamics refer to the volume of the music, ranging from soft to loud or a mix of loud and soft. The ukulele's sound can be controlled by adjusting the force of the strum or pluck.



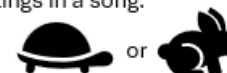
Timbre is what makes a sound different from another – e.g. is it vocal/instrumental, makes you feel angry/happy, has a tinny/woody sound etc.



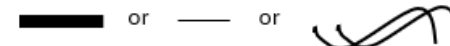
Pitch is the highness and lowness of a sound. The four strings on a ukulele are tuned to specific pitches (G, C, E, A).



Tempo is the speed or pace of a piece of music e.g. fast or slow. Strumming at different speeds can create contrasting feelings in a song.



Texture describes how layers of sound interact, whether it's a single melody or multiple sounds blending e.g. A solo ukulele play is a thinner texture, while adding other instruments or singers thickens it. Students can also create texture by layering different strumming and picking techniques.



Rhythm is the timing of sounds and silences, it's what makes us feel the beat/tap our feet e.g. different strumming patterns to create various rhythmic feels (e.g., down-up strums) e.g.



The structure is the order and arrangement of the parts of the music e.g. beginning-middle-end, verse/chorus, repeating pattern/chords, e.g.

1.

Start	Middle	End
-------	--------	-----
2.

Introduction	Verse 1	Chorus	Verse 2	Chorus
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Week 6: Student Performances

Lesson Summary:

In this lesson, students will finalise and perform their chosen piece using the C and Am chords. The lesson will begin with either a ukulele quiz or a motivational video to reinforce perseverance in learning. Students will then discuss performance expectations, emphasising respect, encouragement, and active listening. Each group will introduce and perform their piece while the audience provides constructive feedback.



Curriculum Links:

- Explore and Express Ideas ([VCAMUR029](#))
- Music practices - ([VCAMUM030](#))
- Present & perform - ([VCAMUP031](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge:

- Ability to play the C and Am chords with correct finger placement.
- Understanding of strumming techniques and transitioning between chords.
- Experience working in small groups to rehearse and refine a musical piece.
- Familiarity with performance etiquette and peer feedback strategies.

Vocabulary:

- **Performance etiquette** – The expected behaviour during a performance, including active listening, respect, and appropriate applause.
- **Peer feedback** – Constructive comments given by classmates to help improve a performance.
- **Stage presence** – Confidence and engagement while performing in front of an audience.
- **Technique** – The way an instrument is played, including finger placement, strumming, and posture.

Materials:

- Ukulele Quiz (below)
- Class set of Ukuleles (pre-tune)
- Peer feedback card (provided below)

Lesson Objective:

- Students will confidently perform their group piece using C and Am chords while demonstrating respect and support for their peers through active listening and constructive feedback.

Success Criteria:

- I can perform my group's piece using the C and Am chords.
- I can transition between chords smoothly.
- I can follow performance expectations, including respectful audience behaviour.
- I can provide constructive peer feedback.

- I can demonstrate enthusiasm and engagement while performing.

Lesson structure

Orientation/introduction:

- Ukulele quiz (see resources below) **OR**
- Show this [Motivation video - keep trying till you succeed](#) video (YouTube, 2:51min) and discuss what the video means for us in our learning

Body of lesson:

- Today to students are going to perform the C and Am piece they having been working on. Expectations: Discussion, what does this mean and look like?
- Everyone has the right to perform and express themselves and feeling safe to do so.
- While each group performs, the audience listens, keeps hands to self and eyes on the performers and no talking.
- Everyone claps at the end and celebrates everyone success. Make good choices as to who you sit next to.
- Someone in group introduces the performance.
- At the end of each performance, audience provide peer feedback on performance.

Teaching considerations:

Formative Assessment:

- Teacher observation of students' participation and engagement.
- Peer feedback provided after each performance.

Summative Assessment (Checklist):

- ☒ Playing technique – correct chord changes, finger placement, strumming.
- ☒ Holding the ukulele correctly.
- ☒ Participation – playing as a group, confidence, enthusiasm.
- ☒ Audience behaviour – respectful listening, appropriate applause.
- ☒ Ability to give and receive constructive feedback.

Extension Tasks:

- Students who are confident can add an additional chord (e.g., F major) to their performance.
- Groups can experiment with different strumming patterns or tempo variations.
- Encourage students to incorporate a vocal element by singing along.
- Reflect on their performance in writing: What went well? What could be improved?
- Plan for a future performance, such as presenting their song to another class or at a school assembly.

Ukulele Quiz

True or False:
The ukulele has five strings.

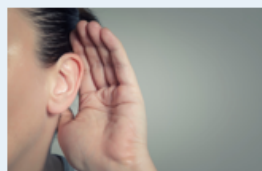


The ukulele is originally from
A. Portugal
B. Hawaii
C. Canada
D. Germany

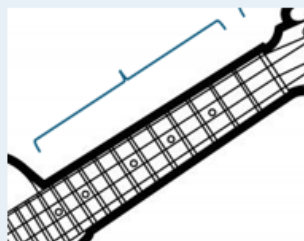
Name TWO differences between a Ukulele and a guitar?



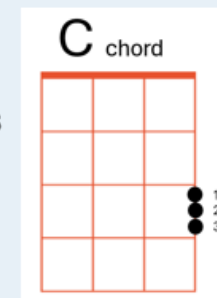
Write down the Chords I am playing in order ...
(teacher plays a short sequence)



What do you Call this part of the Ukulele?



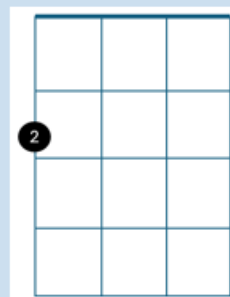
Where is it best to place your fingers to get the best Sound when playing chord C?



Name the letters representing the strings of the Ukulele (in order from top to bottom).

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Which chord is this?



What instruments family does the ukulele belong to?
A. Woodwinds
B. Brass
C. Percussion
D. Strings

Feedback card

		Group 1	Group 2	Group 3
Something you liked/ that went well				
Ask a question				
Offer a suggestion				

Week 7: Introducing F chord and transitions between 3 chords (C, Am and F)

Lesson Summary:

In this lesson, students will develop their ukulele skills by learning the F major chord and practicing transitions between C and F. The lesson begins with a collaborative rhythm game, "Bim Bum Biddy," to enhance listening, focus, and musical elements like beat and rhythm. Students will then learn and practice the F major chord individually and in pairs before attempting transitions between C and F. The lesson concludes with a play-along activity and a reflection discussion to consolidate learning and identify strategies for improvement.



Curriculum Links:

- Music practices - ([VCAMUM030](#))
- Present & perform - ([VCAMUP031](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge:

- Ability to play the C major chord with correct finger placement.
- Basic strumming techniques and rhythm awareness.
- Experience working in pairs to practice and refine musical skills.

Vocabulary:

- **Chord transition** – Moving smoothly between different chords.
- **Two-finger chord** – A chord that requires two fingers to press down on specific strings.
- **Strumming pattern** – The rhythmic way in which the strings are played.
- **Anchor chart** – A visual learning tool displaying key information and strategies.

Materials:

- Class set of Ukuleles (pre-tune)
- Chord F anchor chart (provided below) and poster
- [Uke can play - Chords C and F | Ukulele chord play along \(youtube.com\)](#)
- [Uke can play - Chord F | Ukulele chord play along \(youtube.com\)](#)

Lesson Objective:

- Students will learn to play the F major chord and begin transitioning between C and F while developing strategies to improve chord changes.

Success Criteria:

- I can play the F major chord correctly.

- I can hold the ukulele with proper technique.
- I can transition between C and F smoothly.
- I can follow strumming patterns correctly.
- I can identify and use strategies to improve my chord transitions.

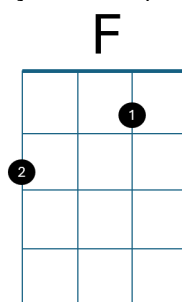
Lesson structure

Orientation/Introduction:

- [Bim bum Biddy](#) - great collaborative game for brain training, listening and focus. Students practice in small groups to see how fast they can go.
- Addresses the elements of beat, rhythm, speed, texture, and tone colour.

Body of lesson

- Teach the F major chord (two-finger chord) –



1st fret, 1st finger, 2nd string AND 2nd fret, 2nd finger, 4th string. Remember to keep fingers close to fret to get a cleaner sound.

- Display anchor chart of chord with finger numbers.
- Teacher models and students have a go, assisting each other.
- Students break into pairs and practice together.
- Differentiation – students who are ready can try to begin to transition between F to C.
- Return to group and practice an F play-along. [Chord F | Ukulele chord play along \(You Tube\)](#)
- Introduce transition between C and F chords.
- Teacher demonstrates and without playing students work on moving between both chords.
- Breaking into pairs students practice, transitioning between chords C and F

Differentiation

- Not all students may be able to tackle performing two chords. Students should set goal for themselves; they can play one or two chords, but they need to be challenged. Skill is waiting for when they need to play again.
- Teachers assists/focus group if needed (up to 10 mins)
- Students return to front of class.
- Students have a go transitioning between chords C and F.
- [Uke can play - Chords C and F | Ukulele chord play along \(youtube.com\)](#)

Reflection:

- Pair and share, what is challenging about playing a two-finger chord. What strategies did you use to help you play F and transition between C and F. Create Anchor chart for class of list of strategies.

Teaching considerations:

Formative Assessment:

- Teacher observation of student participation and engagement.

- Peer feedback during pair practice.
- Student contributions to the class anchor chart on strategies for playing and transitioning between chords.

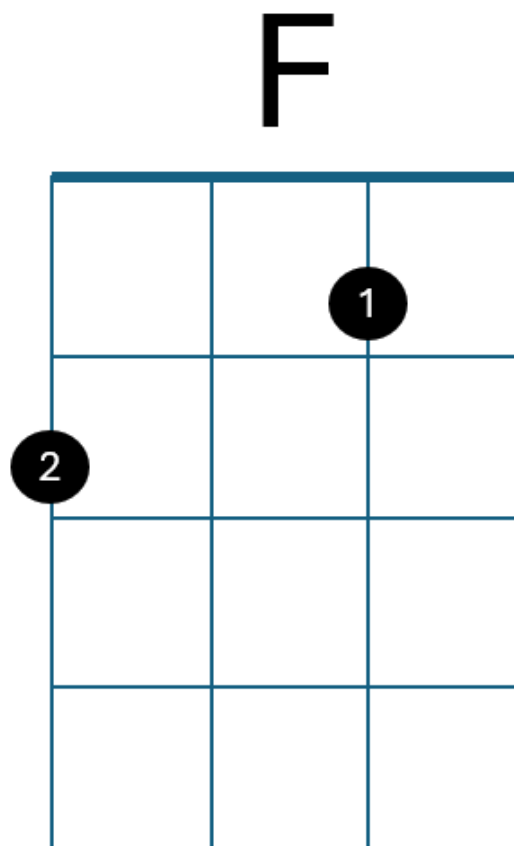
Summative Assessment (Checklist):

- ☑ Playing chord F correctly.
- ☑ Holding the ukulele correctly.
- ☑ Strumming correctly and following patterns.
- ☑ Transitioning between C and F smoothly (if attempted).
- ☑ Demonstrating perseverance and using strategies for improvement.

Extension Tasks:

- Students who are confident can try transitioning between C, Am, and F.
- Experiment with different strumming patterns for variety.
- Explore how changing tempo or dynamics affects the feel of the song.
- Create a short musical phrase or melody using C and F chords.
- Reflect in writing: What was the most challenging part of learning the F chord? How can I improve?

F chord poster (Ukulele)



Week 8: Lyric Writing

Lesson Summary:

In this lesson, students will develop their ukulele skills by practicing and performing a three-chord song, *Best Day of My Life* (C, F, Am). They will work in pairs to refine chord transitions before setting individual goals for a play-along performance. Students will then engage in a lyric-writing activity, collaboratively composing a new verse based on the song's theme. The lesson concludes with a reflection on strategies for playing three chords and effective group work.

Curriculum Links:

- Music practices - (VCAMUR030)
- Present and Perform - (VCAMUR031)
- Respond and Interpret - (VCAMUR032)

Prior Knowledge:

- Ability to play the C, F, and Am chords individually.
- Experience transitioning between two chords (C to Am, C to F).
- Basic understanding of song structure and rhythm.
- Familiarity with group work and collaborative composition.

Vocabulary:

- Chord Progression – A sequence of chords played in a song.
- Transitioning – Moving smoothly between different chords.
- Verse Structure – The arrangement of lines in a song's verse, including syllables, rhyme, and rhythm.
- Collaboration – Working together to create music.

Materials:

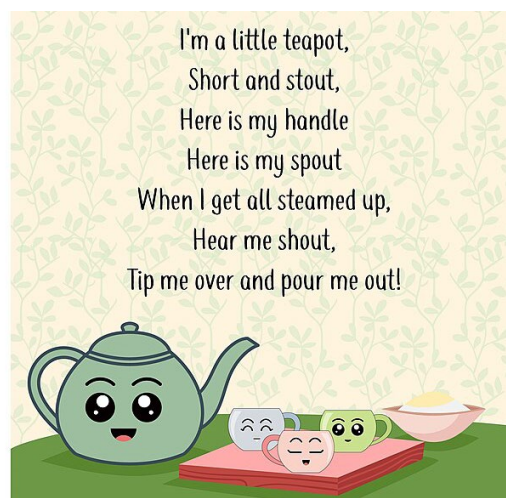
- Class set of Ukuleles (pre-tune)
- Chord anchor charts (provided below) and poster
- [Best day of my life - Ukulele play along \(C F Am\) \(youtube.com\)](https://www.youtube.com/watch?v=8jW3W3e33e8)

Lesson Objective:

- Students will improve their ability to transition between C, F, and Am chords and apply their understanding of song structure by collaboratively writing new lyrics for *Best Day of My Life*.

Success Criteria:

- I can play one, two, or all three chords (C, F, Am) in *Best Day of My Life*.
- I can transition between chords with increasing confidence.
- I can work collaboratively to create a verse with correct structure.
- I can describe and apply strategies to improve my chord transitions.
- I can contribute ideas and work effectively in a group.



I'm a little teapot,
Short and stout,
Here is my handle
Here is my spout
When I get all steamed up,
Hear me shout,
Tip me over and pour me out!

Lesson structure

Orientation/Introduction

- [Pass the beat around the room game](#)
- Working with students to keep the beat.

Body of lesson

- Introduce 3 chord play-along for best day of my life.
- [Best day of my life - Ukulele play along \(C F Am\) \(You Tube\)](#)
- In pairs, students practice transitioning between 3 chords to song without music.
- Teacher roams or works with a focus group. (10 –20 Mins)
- Back to circle, students set individual goals and perform with Play-along.

Differentiation

- Not all students may be able to tackle performing all three chords. Students should set goal for themselves; they can play one, two or three chords but they need to be challenged.

Body of lesson continued

- Students will write their own lyrics for verse of song.
- Firstly, discuss what the song is about and what students need to do.
- Teacher models writing a verse, and students contribute. Look at verse structure line by line. How many syllables per-line. Do we need rhyme? Etc.
- Lyrics should be about the best day of their lives or what students think would be the best day of their lives.
- Clarify students understand what to do.
- Working in groups of 4 students create lyrics for one verse.
- Teachers assists or works with focus group.

Reflection:

- Discussion – playing three chords can be challenging. What strategies did you use to help you do this. Add to Anchor chart.

Teaching considerations

Formative Assessment:

- Teacher observation of student engagement in chord practice and lyric writing.
- Peer feedback during pair and group work.
- Student contributions to the class anchor chart on chord-playing strategies.

Summative Assessment (Checklist):

- ☒ Playing at least one of the chords (C, F, Am) correctly.
- ☒ Transitioning between chords smoothly (if attempted).
- ☒ Setting a personal challenge and working towards it.
- ☒ Collaborating with a group to create lyrics in the correct format.
- ☒ Demonstrating perseverance and problem-solving in both playing and writing activities.

Extension Tasks:

- Students who are confident can practice playing the full chord progression with a steady strumming pattern.
- Groups can create a second verse for their lyrics.
- Students can experiment with adding a melody to their lyrics.
- Students can explore different strumming techniques to enhance their performance.
- Groups can present their lyrics aloud, with or without instrumental accompaniment.

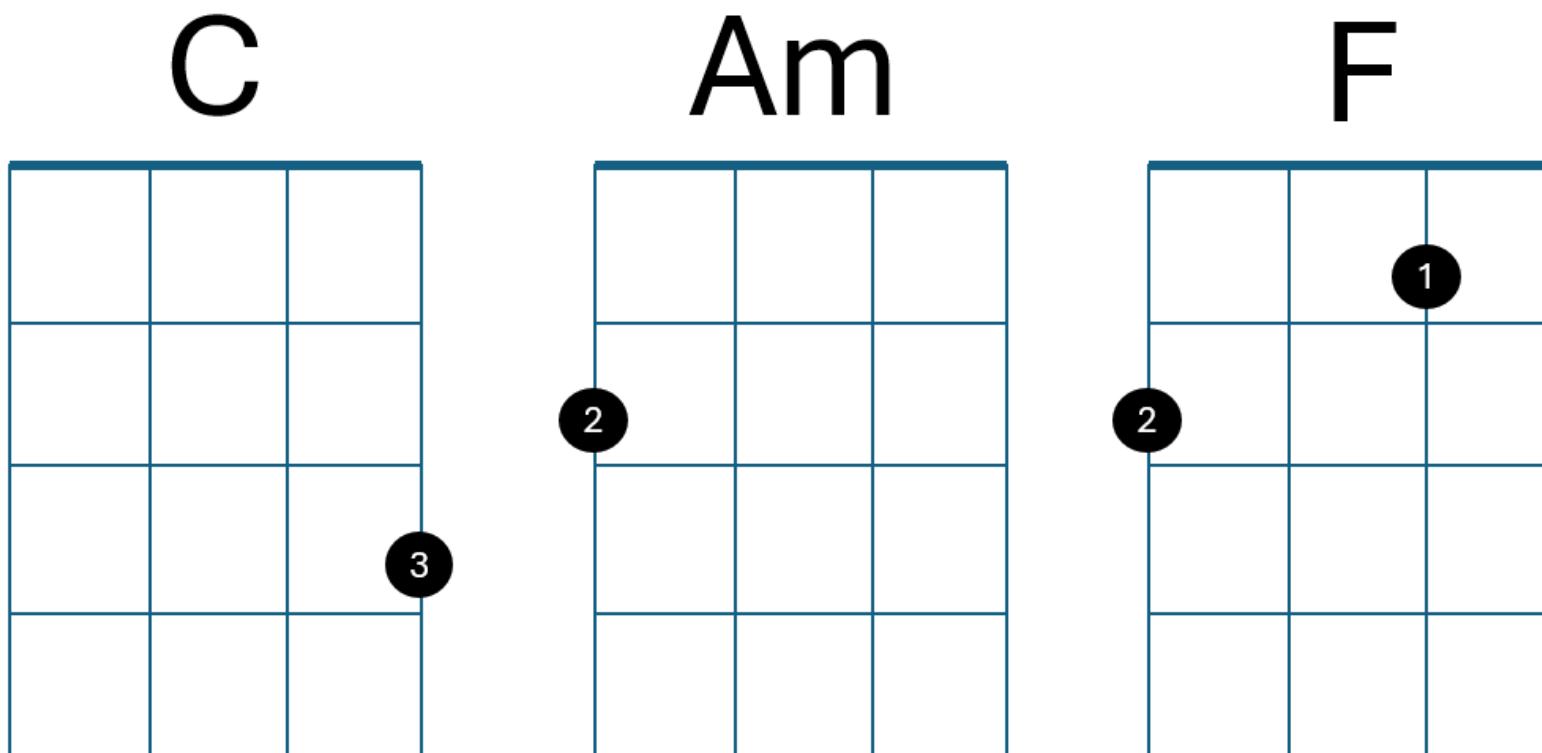
C, Am and F anchor chart

C

Am

F

C, Am and F chord poster (Ukulele)



Week 9: Creative Expression with Lyric Writing – continued ...

Lesson Summary:

In this lesson, students will refine their ability to play *Best Day of My Life* on the ukulele, focusing on transitions between C, F, and Am chords. They will also finalize the lyrics they have written for a new verse of the song and rehearse singing together. The lesson begins with a body percussion warm-up to reinforce rhythm and listening skills. Students will set individual goals for their playing, rehearse in groups, and discuss how the elements of music influence their performance. The session ends with a reflection on their progress over the past nine weeks.



Curriculum Links:

- Explore and Express Ideas ([VCAMUR029](#))
- Music practices - ([VCAMUM030](#))
- Present & perform - ([VCAMUP031](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge:

- Ability to play C, F, and Am chords with increasing fluency.
- Experience transitioning between chords and playing in time with a song.
- Understanding of song structure and lyric-writing techniques.
- Awareness of musical elements such as rhythm, dynamics, and tempo.

Vocabulary:

- **Body percussion** – Using the body to create rhythmic sounds.
- **Chord progression** – The sequence of chords played in a song.
- **Musical elements** – Musical components such as beat, rhythm, speed, texture, and tone colour.
- **Rehearsal** – Practicing a performance to improve fluency and confidence.

Materials:

- Class set of Ukuleles (pre-tune)
- Chord anchor charts and posters – see previous lesson
- [Best day of my life - Ukulele play along \(C F Am\) \(youtube.com\)](#)

Lesson Objective:

- Students will strengthen their ability to play *Best Day of My Life* using C, F, and Am, finalise their lyric composition, and rehearse their verse while considering the musical elements of their performance.

Success Criteria:

- I can play one, two, or all three chords (C, F, Am) confidently.
- I can transition between chords smoothly.
- I can finalise and rehearse my group's verse with my team.
- I can consider how musical elements affect my performance.
- I can reflect on my progress and identify areas for improvement.

Lesson structure:**Orientation/introduction:**

- [Body Percussion warm up](#) - build up rhythmical patterns using body sounds. More brain training, focus and listening. Vary as needed. Addresses the elements of beat, rhythm, speed, texture, and tone colour.

Body of lesson

- Revise learning from last week and, recall and practice three chords for '[Best Day of my Life](#)' (10 –15 mins) setting goals like last week.
- Students come back to circle and then perform song together - [Best day of my life - Ukulele play along \(C F Am\) \(youtube.com\)](#)
- Students finalise lyrics for their verse of the song.
- Once lyrics are complete and the teacher has checked them, the groups rehearse singing their verse together.
- Students will perform song together next lesson.
- Students also need to consider how the elements of music fit into their performance.

Differentiation

- Some students might find it hard to sing and play the ukulele at the same time. When groups perform their lyrics give them the option of singing or singing and playing the ukulele.

Reflection:

- Discussion – What is challenging about lyric writing? Have your goals changed for playing the chords of the song? What have you noticed about your ukulele skills after 9 weeks of learning the ukulele?

Teaching considerations**Formative Assessment:**

- Teacher observation of students' participation in rehearsals.
- Peer feedback during group work.
- Student contributions to reflection discussions.

Summative Assessment (Checklist):

- ☒ Playing at least one of the chords correctly.
- ☒ Transitioning between chords smoothly (if attempted).
- ☒ Holding the ukulele correctly and following strumming patterns.
- ☒ Engaging in lyric writing and finalizing their verse.
- ☒ Demonstrating teamwork and problem-solving.

Extension Tasks:

- Students who are ready can add more expressive elements (e.g., dynamics, tempo changes) to their performance.

- Groups can write an additional verse or modify their existing lyrics for creativity.
- Students can experiment with different strumming patterns to enhance their performance.
- Advanced players can try playing and singing at the same time.
- Groups can discuss how they will present their performance (e.g., stage presence, movement, or harmony).

Week 10: Student Performance

Lesson summary:

In this lesson, students will perform the lyrics they have written for *Best Day of My Life* by American Authors. They will present their performances to their peers, either singing or playing the ukulele while singing. The lesson will focus on musical expression, performance confidence, and peer feedback.



Learning outcome:

- Groups perform the lyrics they have written for the song *Best Day of my life* they have prepared for each other.

Curriculum Links:

- Explore and Express Ideas ([VCAMUR029](#))
- Music practices - ([VCAMUM030](#))
- Present & perform - ([VCAMUP031](#))
- Respond & interpret ([VCAMUR032](#))

Prior Knowledge

Students should already be familiar with:

- The structure of *Best Day of My Life* and its melody.
- The lyrics they have written for their performance.
- Basic ukulele playing techniques (if they choose to accompany themselves).
- Elements of music (pitch, rhythm, dynamics, expression).
- The importance of constructive feedback in music performance.

Vocabulary

- **Melody** – The main tune of a song.
- **Rhythm** – The pattern of beats in music.
- **Expression** – How emotions are conveyed through music.
- **Dynamics** – The volume of the music (loud/soft).
- **Performance** – Presenting a piece of music in front of an audience.
- **Collaboration** – Working together as a group.
- **Feedback** – Giving and receiving constructive criticism.

Materials:

- Class set of Ukuleles (pre-tune)
- Teacher rubric (provided)
- Student feedback card – refer to feedback card provided in Week 6.
- [Backing track only - Best Day of my Life - American Authors | Ukulele Karaoke \(youtube.com\)](#)

Lesson Objectives

By the end of this lesson, students will:

- Perform their adapted lyrics for *Best Day of My Life* with confidence.
- Demonstrate musical elements such as rhythm, melody, and expression in their performance.

- Actively listen to their peers and provide constructive feedback.
- Reflect on their own performance and set future musical goals.

Success Criteria

Students will be successful if they:

- Perform their adapted lyrics clearly and confidently.
- Stay in time with the song and follow the structure.
- Use elements of music (e.g., dynamics, rhythm) effectively.
- Show respect and support for their peers' performances.
- Provide meaningful peer feedback using the feedback card template.

Lesson structure:

Orientation/Introduction

- [I'm Yours - Children's Ukulele Ensemble Cover \(Jason Mraz\) \(youtube.com\)](#)
- Discuss what they noticed, felt, enjoyed, and was challenged by the video

Body of lesson

- Today to students are going to perform the lyrics for the song best day of my Life.
- Discuss what this will look like, song is continuous, and each group had a turn to sing after each chorus.
- Can be done without a backing track or with one
- [Backing track only - Best Day of my Life - American Authors | Ukulele Karaoke \(youtube.com\)](#)
- Reminder that you can either sing or sing and play.
- Discussion about how everyone has the right to perform and express themselves and feeling safe to do so.
- While each group performs, the rest of us listen.
- Remember we are looking for the elements of music in our performance.

Reflection

- Peer feedback and reflections using the feedback card template provided in Week 6.

Teaching considerations:

Assessment Tasks

- **Teacher assessment:** Use the provided rubric to evaluate each group's performance based on vocal clarity, timing, musical expression, and confidence.
- **Student self-assessment:** Each student reflects on their performance and identifies strengths and areas for improvement.
- **Peer feedback:** Students complete the feedback card from Week 6, offering constructive comments to their peers.
- **Recorded performances:** Used for further analysis and detailed assessment.

Extension Tasks

- For students who finish early or want to challenge themselves:
- Experiment with harmonizing during the performance.
- Incorporate additional ukulele strumming patterns or percussive elements.
- Add small movements or gestures to enhance stage presence.
- Write an additional verse or create a new melody inspired by the song.

Teacher rubric for assessing students' ukulele learning

Curriculum strands	Category	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
EXPLORE AND EXPRESS IDEAS	Musical exploration and expression	Shows excellent listening skills. Confidently experimented with sounds, instruments/voice, and musical elements.	Demonstrates listening skills mostly. Is able to experiment with sounds, instruments/voice, and musical elements.	Listening impacts understanding. Needs support to experiment with sounds, instruments/voice, and musical elements.	Finds it difficult to follow instructions. Little or no expression in playing; reluctant to engage in exploration.
MUSIC PRACTICES	Playing technique	Demonstrates excellent finger placement, strumming, and posture. Plays clearly and consistently with good tone and rhythm.	Shows good technique with minor inconsistencies. Plays with generally clear tone and rhythm.	Struggles with finger placement and posture. Tone clarity and rhythm need improvement.	Shows difficulty with basic technique and tone production. Cannot keep to rhythm.
	Chord knowledge	Knows all required chords accurately; can transition seamlessly between them.	Knows most chords well; switches between chords with some hesitation.	Knows a few chords but struggles with accurate finger placement and transitions.	Shows difficulty remembering chord shapes and struggles with transitions.
PRESENT AND PERFORM	Participation and engagement	Actively participates, practices/rehearses to improve, follows instructions, and is engaged in learning activities.	Participates and generally follows instructions, engages in some practice, with occasional prompting needed.	Limited participation. Needs frequent reminders to stay engaged and follow along.	Rarely participates or is disengaged from learning activities.
RESPOND AND INTERPRET	Self-assessment and peer reflection	Can accurately assess own/peer performance, identifying strengths and areas to improve drawing on the elements of music.	Generally, assesses performance with some insight into strengths and weaknesses but may not use the elements terminology.	Needs guidance to reflect on performance; limited awareness of areas for improvement.	Does not attempt to assess or reflect on personal/peer progress and challenges.

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