

Ukulele Lesson One for stages two and three

Objectives – students will:

1. Identify the names of the key parts of a ukulele
2. Use chord diagrams and coloured stickers to form a C major chord on the ukulele
3. Play a strummed rhythmic accompaniment to single chord songs including “Row, Row” and “London’s Burning”.
4. Sing a simple song while strumming a single chord rhythmic accompaniment.

Reference Curriculum Outcomes: Performing

MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.

- *plays music using body percussion, percussion instruments and other sound sources to explore and demonstrate the concepts of duration, tone colour, pitch, dynamics and structure*

MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.

- *plays a variety of music, individually and in groups, using a range of vocal and instrumental sound sources to explore musical concepts*
- *explores aspects of musical concepts in singing, playing and moving activities to heighten musical understanding and perform music with a greater sense of style.*

Resources – ukuleles (pre-tuned), School Ukulele Orchestra (S.U.O.) Tuition Books or PDF presentation slides. Video archive for lesson one. (See the class lesson section of www.school-ukulele-orchestra.net)

Arranging the room

The Ideal World - a semicircle configuration of chairs is great for group instrumental learning, as it allows the teacher to see all students and move quickly to each student to assist if needed. It is also simpler to both supply and collect instruments in this arrangement. Working at desks may be helpful if students are using printed versions of the S.U.O. Tuition Book. Whatever the room configuration, it is important that all students are able to comfortably look at the teacher and any on-screen displays while they are using the ukuleles.

Teaching and Learning Activities

- Review Positive Behaviour for Music Learning signals and expectations including: Class-Yes! Ready and Stop! Listening Time – Try It Together Time – Performance Playing Time. Rock On/Sad Note. (See downloadable PBL suggestions in the class lesson section of www.school-ukulele-orchestra.net)
- Singing together – *Start with singing a familiar song from your class repertoire.*

Ukuleles

Introduce the ukuleles to the classes using the actual instruments in the room and the prepared slides, pages from the S.U.O. Tuition Book, and/or the videos provided.

- Ask students what they know about ukuleles; specifically, ask about where the ukulele originates. Identify and point to parts of the instruments on diagrams (*slides, book page 5, video P05 Parts of the Ukulele*).
- Provide ukuleles to students to find parts of the instruments. Introduce parts of the ukulele in reference to the slides or tuition book.
- Tuning – *Class ukuleles have been tuned – leave the tuners alone...* demonstrate tuning notes to match given tones, modelling and allowing students to hear the tones. (You can demonstrate tuning using the video or the external tuner link found on the “Getting Started” page of www.school-ukulele-orchestra.net.) Identify the pitch as vibrations at certain speeds – as we tighten a string it vibrates faster and sounds “higher”. Thinner strings vibrate faster, so do shorter strings. This is what makes the different pitches we hear.
- Holding and strumming ukuleles (*page 6, page 8, slides*).
- Introduce C chord with reference to the explanation, diagram, photos and stickers (*Slides, book pages 8 & 9, video P08 Playing the C Chord with Diagram*).

- Practice strumming together to a repeated 4 count on a C chord. Play C chords to the class in a call and response pattern, with students playing back the same number of strums as the teacher.
- Practice playing ukulele on the C chord for songs “Row, Row”, “London’s Burning” (*pages 10 & 11, slides, videos P10 Row Row Row, P11 London’s Burning*). Other possible songs: “Kookaburra Sits in the Old Gum Tree” and “Put the Lime in the Coconut” can both be sung with a C chord accompaniment.
- Returning ukuleles: Like any transition point, the returning of instruments can be a noisy and disruptive point in the lesson. If students are in a semi-circle of chairs without desks, they can carefully place their ukuleles on the floors and join in singing a song together while selected students collect instruments. Establish a clear and efficient way to safely collect the ukuleles and any tuition books that have been used.

Evaluation Points

Reflect on how the students performed in response to the objectives:

- identifying the parts of the ukulele;
- forming and playing a C chord in response to modelling and chord diagrams (MUS2.3, MUS3.3 - knowledge and use of musical symbols).
- playing a strummed musical accompaniment to simple songs with a single chord, demonstrating a sense of timing and rhythm (MUS2.1, MUS3.1);
- singing and playing accompaniment for simple songs, using single chords on the ukulele (MUS2.1, MUS3.1)

What went well?

Were there particular challenges?

What has been learned for the next lesson?