

Ukulele Lesson Two for Stages Two and Three

Objectives – students will:

- Identify the names of the key parts of a ukulele
- Use chord diagrams and coloured stickers to form C and F chords on the ukulele
- Play a strummed rhythmic accompaniment to single chord songs using C chord and F chord.
- Change between chords in time with other students, demonstrating an awareness of beat and tempo.
- Playing in time with differing counts or beats - a four count, a three count.

Reference Curriculum Outcomes: Performing, Listening

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.*

MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.

- *identifies basic musical features of the music that is performed and listened to, eg rhythm, tempo, pitch, structure, dynamics, tone colour*

MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

- *identifies the use of musical concepts and changes that occur in relation to music that they perform, compose and listen to, eg rhythm, tempo, pitch, structure, dynamics, tone colour and the changes that occur within the music*

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

Time allocation

This second lesson can be combined, in part or as a whole, with the first lesson, depending on the progress and endurance of students. In general, a first lesson on the ukulele can be better to be short and sweet. Young fingers can become sore quickly with extended attempts at playing. Allow around ten to fifteen minutes of playing time in your lesson scheduling.

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

Reintroduce the ukuleles to the classes using the actual instruments in the room and the prepared slides.

- Find if any student has researched the history of the uke and ask for info. Share answer if not given, as set out on slides.
- Review holding and strumming ukes (*slides, tuition book Pages 6 and 8*)
- Review parts of the instruments, reminder of tuning. Review holding and basic strumming (*slides*).
- Review C chord with slide diagrams and the songs “Row Row Row Your Boat” and “London’s Burning”. These songs are a great opportunity to talk about the underlying count, or beat, of music. “Row” has a count of 4, while “London” has a count of 3. Count and strum the songs on the beat together. Try playing “Row” with a strum on 1 and 3 of each bar (count of four). Try playing “London” with strums only on the “one” of each bar.
- Introduce F chord with reference to the diagram, the photos and the stickers. (*Slide, page 12, video P12 F Chord with diagram.*)
- Practice strumming together to a repeated count on a F chord. Play call and response chords between the teacher and the students.

- Practice playing ukulele on the F chord for songs “Frere Jacques” and “Hill and Gully Rider”. (*Pages 13 and 14, videos P13 Frere Jacques, P14 Hill and Gully*).
- Practise changing between F and C chords, using a rest to allow time to change. (*Slides, page 17, video P17 Changing Chords F and C.*)
- Returning ukuleles: 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;
- reviewing and using the C chord, as taught in the previous lesson;
- forming and playing an F 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);
- strumming in time with a four count and a three count (MUS2.4, MUS3.4);
- singing and playing accompaniment for simple songs, using single chords on the ukulele (MUS2.1, MUS3.1);
- changing between chords using a rest, while maintaining the count, or beat, of the music.

What went well?

Were there particular challenges?

What has been learned for the next lesson?