

Ukulele Lesson Three for Stages Two and Three

Objectives - students will:

- Play the chords C and F on ukuleles with clarity and a steady beat
- Accompany class singing of single chord songs
- With the support of slow tempos, modelling and rests, play chord changes between C and F in line with a given beat.
- Allowing for differentiated outcomes, students will play rhythms involving down and up strums in regular, repeated patterns. It is not expected that students will be able to play all the example rhythms on the first attempt.

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 archives for lesson three. (See the class lesson section of www.school-ukulele-orchestra.net)

Other preparation

As your students advance in these lessons, they will benefit greatly from watching you model the lessons. Increasingly, this will involve learning the skills AHEAD of the class as much as you are able. Having a teacher who can explain and model the skills is particularly useful in this lesson, where the techniques and the feel of several rhythm strumming styles are introduced.

Time allocation, including time for individual review.

Aim for 15 to 20 minutes of student playing time in this lesson, while watching carefully for signs of endurance issues. Student fingers are prone to become sore with extended playing.

This lesson includes review of some material from previous lessons. As the lessons go on, such review remains important, but also has the potential to occupy more and more time. This will particularly be the case if no practice and review has occurred between lessons. In reality, without practice, students will soon stall in their progress and lose motivation, especially if the full class lessons are not regular.

Consider how your students might be able to practise ukulele between full class lessons. If you have access to a withdrawal or quiet room, perhaps a ukulele tuition book and two or three ukuleles could be placed there for students to review and practise at times of the day.

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.*

Ukulele

- Use the Ukulele Tuning Check video (or lesson slide directions) as an activity for students while ukuleles are distributed. *There are two benefits in this - students are given a positive activity to occupy a time in which they may otherwise have expected to sit quietly with an instrument, and students have an opportunity to hear the in-tune instruments and start to identify how they should sound.*
- Review the C chord with a song (Row, Row, Row Your Boat or London's Burning) then the F chord with a song (Frere Jacques or Hill and Gully Rider)
- Review the chord changing activity (*Slides, book page 17, video P17 Changing Chords F and C*)
- Introduce Bumble Bee (*book page 18, slide, video P18 Bumble Bee*)

- Strumming patterns - Using the book page 20 or the slides, review thumb and fingertip strumming methods. The thumb is great for down strums but encourage the use of a fingertip and a relaxed wrist as this works best with more complex strummed rhythms.
- Introduce, play and practise the rhythms one at a time. (*Book pages 22 and 23, slides, P22 and P23 videos.*) Go as far as you feel you can take the class. Come back to the count when people lose their way. Rhythms included in this lesson:
 - Down, down, down, down
 - Down up down up down up down up (the foundation for the following rhythms)
 - Down up down, down up down
 - Down up down up down, down
 - Down up down up, up down
 - Down up mute up down up mute up (percussive strum)
- *How are your students going? Is there a rhythm you can use with one of the single chord songs from earlier in the lesson? Can you differentiate expectations, with some students playing a simple beat while others play a rhythm? You might encourage students who are feeling a bit lost to help by leading the singing.*
- Feedback to students on differentiated outcomes: If you are able to play the down-up rhythms, well done. If you can tap along or count them, and it makes sense in your head, but your hands aren't keeping up, that's fine. If you can strum steadily on the beat, that's great, that's musical, and you can use it in our music together. Even if you're feeling confused - like you've been tossed deep into a learning pit - remember, this is always part of learning - stop, watch, listen, and try again. Over time, you'll get the hang of it.
- Additional song option from the S.U.O. Accompaniment Book, available for download at <https://school-ukulele-orchestra.net/tuition-resources/>: Inanay (page 27)

Evaluation Points

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

- playing the chords C and F on ukuleles with clarity and a steady beat
- accompanying class singing of single chord songs
- playing chord changes between C and F in line with a given beat.
- playing rhythms involving down and up strums in regular, repeated patterns. *It is not expected that students will be able to play all the example rhythms on the first attempt.*

Were there students who were able to play some or all of the up-down rhythms? Which rhythms were most successful, which were most challenging?

Were other students able to keep time with their strumming, even if it was just a simple down strum on the beat?

How might these skills be reviewed and practised between lessons, and in the next lesson for your class?