

Ukulele Lesson Five for Stages Two and Three

Objectives - students will:

- Play the Am, G, F and C chords with clarity, in time with a steady beat, changing chords in line with visuals, using rests if needed to maintain timing.
- Accompany class singing of three chord songs, using rests if needed to allow for chord changes.
- When unable to play a chord in time, students will wait, listen and re-join the music on a following chord or beat.
- Review and practise rhythms introduced in lesson three.

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 five. (See the class lesson section of www.school-ukulele-orchestra.net)

Time Allocation

As with previous lessons, aim for 15 to 20 minutes of playing time. Judge whether this can be extended by observing your students' participation and enthusiasm. It is better to leave students wanting more than to finish with sore hands.

There are no new ukulele skills introduced in this lesson. Previous activities with chords and rhythms are revised. The chords C, F and G are applied to three familiar old children's songs. The lesson should be an opportunity to review and embed previous learning.

Teaching and Learning Activities

- Briefly review Positive Behaviour for Music Learning expectations that you have established for your class. (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. Perhaps students can request a song.*

Ukulele

- Use the Ukulele Tuning Check video (or lesson slide directions) as an activity for students while ukuleles are distributed.
- Changing chords - C, Am, F C. Review this chord changing activity from the previous lesson. Play the chords slowly, using the fourth beat rest to move fingers ready for the next chord. Let students know that if they lose their place, rather than trying to catch up, they should wait for the pattern to start again so they can play in time with others. (slide, book page 25, video P25 *Changing Chords C Am F C*)
- Changing chords - C, G Am, F. Review this chord changing activity from the previous lesson. Play the chords slowly, using the fourth beat rest to move fingers ready for the next chord. Let students know that if they lose their place, rather than trying to catch up, they should wait for the pattern to start again so they can play in time with others. (Slides, book page 27, video P27 *Changing Chords C G Am F*)
- Review rhythm playing exercises (introduced in lesson three) while playing and singing "Hill and Gully Rider" (the Zombie Song). Try playing this song with some or all of these rhythms:
 - Down, down, down, down
 - Down up down up down up down up
 - 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)

- Using the slide presentation, the tuition book (pages 29 to 33) and/or the videos (P29, P30, P32) sing and play accompaniments on ukulele for “Head, Shoulders, Knees and Toes”, Tinga Layo” and “This Old Man”.
- An alternate approach to playing these songs, one that can assist students who are yet to master all the chords, and one that encourages cooperative musical skills and listening, is to play it as groups. Divide the class up into 3 groups, one for each chord. (Depending on your students’ interest and progress, you may even want to create a fourth group to lead the singing.) Following the teacher’s lead or the video example, students play their allocated chords in line with the changes indicated on the chord charts. When played this way, students do not have to change their fingering. They do need to listen carefully and work with both their own group and with the rest of the class.
- Additional song options from the S.U.O. Accompaniment Book, available for download at <https://school-ukulele-orchestra.net/tuition-resources/>: I Like Trucks (page 24) Wild Colonial Boy (page 48)
- Have ukuleles returned or collected and seek feedback from students about what worked well with lesson. Which chords are feeling clear and easy? Which are proving to be tricky? How about the different rhythms; do some rhythms suit particular songs better than others?

Extended Evaluation Points

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

- Playing the Am, G, F and C chords with clarity, in time with a steady beat, changing chords in line with visuals, using rests if needed to maintain timing.
- Accompanying class singing of three chord songs, using rests if needed to allow for chord changes.
- Reviewing and practising the rhythms introduced in lesson three.
- When unable to play a chord in time, did the students wait, listen and re-join the music on a following chord or beat?

For those students who are yet to master the ukulele skills: how are these students demonstrating curriculum outcomes, which emphasise exploring and demonstrating musical concepts rather than mastering specific instrumental skills? How have turn-taking, waiting and listening, verbal feedback and perseverance demonstrated student learning and progress? Consider the progress demonstrated by each student.

Consider the overall progress of the class. While different levels of progress are expected, is the level of enthusiasm and motivation right to continue at this point, or it time to pause and return later?

Looking ahead: lessons six, seven and eight continue with new chords and accompaniment playing. Lessons nine and ten introduce tablature and note playing. Playing notes brings in new concepts but can actually be easier for small fingers than the three-finger chords. The note playing activities in lesson ten are also well set-up for mixed ability groups as they provide both simple chord parts and tune playing parts. As a change in direction, consider delving into lesson nine and ten before the new chords in six, seven and eight.

Looking more widely: are there other songs that students would be keen to learn and play? The songs presented in these lessons have been selected for skill development, and also because they do not have Intellectual Property or Copyright restrictions. Ukulele arrangements for thousands of songs are available on-line. If you decide to access and use other songs and arrangements, your students may be pleased and motivated, but you should ensure you do this legally and in accordance with school policy.