

Ukulele Lesson Six for Stages Two and Three

Lesson six continues the introduction of chords, applying these to accompanying songs. Teachers may prefer to start teaching melody playing skills at this point, in which case, lessons nine and ten may be completed before lessons six to eight.

Objectives - students will:

- Play the D, G 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 songs with a D chord, 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 six. (See the class lesson section of www.school-ukulele-orchestra.net)

Time Allocation

Aim for around 20 minutes of playing time. This may include going back over previous activities and accompanying songs from the Tuition Book in line with student requests. 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.

Teaching and Learning Activities

- If needed, 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

- You might use the Ukulele Tuning Check video (or lesson slide directions) as an activity for students while ukuleles are distributed.
- New chord: D major. The D chord can be challenging, involving three fingers closely grouped at the same fret. Put the first finger at the third string, second fret; the second finger at the fourth string second fret; the third finger at the second string second fret. The recommended fingering is the most versatile as it gives players a “pivot finger” for moving to the G chord. This means that when you change from D to G chords, the first finger is able to stay in the same place. Some students might find it easier to use a different finger arrangement. This is not “wrong”, but it can have disadvantages for chord changing. (*Slides, book page 34, video P34 D Chord with diagram*)
- Song with D - play the round “London’s Burning”, this time using just a D chord as accompaniment. Try singing this song in groups, as a round, while also playing the accompaniment. (*Slides, book page 34, video P34 London’s Burning D Chord*)
- As you play “London’s Burning” draw the students’ attention to the pulse, the underlying count of the song. This song has a count of three. (We would say it is in three-four time ‘though this terminology will probably be confusing.) When we count the best, we count to three, and we might play or count the first beat more strongly than the following beats.
- Try a strumming rhythm of “one, two and three, one, two and three”. Play this as down, down up down, down, down up down.
- Use the D chord in playing an accompaniment for the Torres Strait Island song “Taba Naba”. (*Slides, book page 35, video P35 Taba Naba*)

- Try playing “Taba Naba” with three groups, one playing each chord. Divide the class up into 3 groups, one for each chord. 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. The end of line two will be the trickiest as the chords change quickly.
- Additional song options from the S.U.O. Accompaniment Book, available for download at <https://school-ukulele-orchestra.net/tuition-resources/>: Advance Australia Fair (page 5) Amazing Grace - Simple (page 10) Drover’s Dream (page 22) Midnight Special (page 32).
- Have ukuleles returned or collected and seek feedback from students about what worked well with this lesson. Which chords are feeling clear and easy? Which are proving to be tricky? How did it go trying a rhythm with a count of three instead of four?

Evaluation Points

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

- Playing the D, G, 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.