

Ukulele Lesson Seven for Stages Two and Three

This lesson 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 Dm, Em and A 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 Dm, Em and A chords, 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 seven. (See the class lesson section of www.school-ukulele-orchestra.net)

Time Allocation

Aim for up to 30 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 minor. The Dm chord is a three-finger chord, one that fits fairly comfortably on the fret board. You can create this chord by starting with an F chord then putting the third finger in place - third string, second fret. (*Slides, book page 36, video P36 Dm Chord with diagram*)
- Song with Dm - play the round "Hey, Ho, Nobody's Home", with a Dm chord accompaniment. Try singing this song in groups, as a round, while also playing the accompaniment. (*Slides, book page 36, video P36 Hey Ho Dm*)
- New chord: E minor. The Em chord is a three-finger chord, one that fits very comfortably on the fret board. First finger first string, second fret; second finger, second string, third fret; third finger, third string, fourth fret. (*Slides, book page 37, video P37 Em Chord with diagram*)
- Song with Em - play the round "Hey, Ho, Nobody's Home", with an Em chord accompaniment. Try singing this song in groups, as a round, while also playing the accompaniment. (*Slides, book page 37, video P37 Hey Ho Em*)
- The A chord is a two-finger chord that is quite easy to reach. First finger, third string, first fret; second finger, fourth string, second fret. (*Slides, book page 39, video P39 A Chord with diagram*)
- Play "Bumble Bee" using A and D chords. To change between these chords, it is best to slide the first finger between the first and the second frets. (This is one reason for the recommended fingering for D.) If the chords are proving difficult for some, these students

could opt to play for only one of the chords, listening and playing at the correct time to accompany the singing. (*Slides, book page 39, video P39 Bumble Bee with D and A*)

- Play “Warami Ngallowah Mittigar” using a range of chords to play the accompaniment. This song uses C, Am Em, F and G chords. It is a great opportunity for students to review and apply their learning from this lesson and previous lessons. To bring focus onto the chord names and diagrams, colour-coding is not used in the slides for this song. If the song is unfamiliar, the teaching of this song and its accompaniment will take more than one lesson. The video example models different strumming approaches that students might use as they play. (*Slides, book page 40, video P40 Warami Ngallowah Mittigar*)
- Additional song options from the S.U.O. Accompaniment Book, available for download at <https://school-ukulele-orchestra.net/tuition-resources/>: Click Go The Shears (page 16) Michael Row The Boat Ashore (page 31) Scarborough Fair (page 34) The Water Is Wide (page 42).
- 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? Having played the same song in different keys, what difference did students notice?

Evaluation Points

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

- Playing the new chords (and previously learned 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 multi-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.