

Ukulele Lesson Eight for Stages Two and Three

This lesson works with chords previously introduced.

Objectives - students will:

- Play a range of chord progressions with clarity, in time with a steady beat, changing chords in line with visuals, using rests if needed to maintain timing.
- When unable to play a chord in time, students will wait, listen and re-join the music on a following chord or beat.
- Discuss and identify songs that use common chord patterns.

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*

*This lesson provides a foundation for future Organising Sound activities in the form of song writing. This is an opportunity to develop outcomes **MUS2.2, MUS2.3, MUS 3.2, MUS3.3***

Resources – ukuleles (pre-tuned), School Ukulele Orchestra (S.U.O.) Tuition Books or PDF presentation slides. Video archives for lesson eight. (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.

There are no new ukulele skills introduced in this lesson. Previous learning is applied to classic chord progressions. The lesson should be an opportunity to review and embed previous learning.

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.
- Twelve Bar Blues. Consider having an example recording of a song that uses the twelve bar blues to play to the students. There are ideas in the tuition book, page 42. There are examples, in the book and on the videos, of a twelve bars blues in the key of C and the key of G. Look at the pattern of the chords and listen to the sound - encourage students to hear when the changes are coming. (Slides, book pages 42 & 43, video P42 12 Bar blues in C, video P43 12 bar Blues in G)
- Example Progression One: “The 50s progression”. Consider having example recordings of songs that use this pattern of chords (book page 44). Presented in the key of C, this progression uses C, Am, F & G in a repeated pattern. (Slides, book pages 43 & 44, video P43 Example Progression 1)
- Example Progression Two: In the key of C, the chords C, G, Am, F in a repeated pattern. (For those with a technical interest, this is the I, V, vi & IV chords in the key of C.) Songs using this pattern are sometimes described as “four-chord songs”. Page 44 gives a few example songs. (Slides, book page 44, video P44 Example Progression 2)
- Example Progression Three: In the key of G, the chords G, D, Em C in a repeated pattern. (This is the I, V, vi & IV chords in the key of G. (Slides, book page 44, video P44 Example Progression 3)

- Example Progression Four: In the key of C, the chords Am, F, C G in a repeated pattern (chords vi, IV, I & V in the key of C). In this progression the chords are in the same order as progression two, but the cycle of chords starts and finishes in the different place. Page 45 gives a few example songs. (*Slides, book page 45, video P45 Example Progression 4*)
- Example Progressions Five and Six: encourage students to look at these progressions and talk about what they notice. When compared to progressions two and four, they should identify the same chords, in the same order, but with a different starting and finishing place. (*Slides, book page 45*)
- Play example five several times, then play example six several times. (*videos P45 Example Progression 5 & P45 Example Progression 6*)
- Ask students to compare the feel, the mood or character of these differing progressions. Does changing the starting and finishing point create a different sense of emotion? Does one progression feel like it “concludes” while another progression feels unsettled or “unresolved”?
- Have ukuleles returned or collected and reflect with students on the number of song writers who have used these chord progressions. With so many songs using these chords for so many years, they are progression that belong to no-one and to everyone. They are chords that are great to use as a scaffold for student song writing. Encourage students to write their own songs using these chords. Consider developing some tasks to assist this writing.

Evaluation Points

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

- Playing a range of chord progressions with clarity, in time with a steady beat, changing chords in line with visuals, using rests if needed to maintain timing.
- When unable to play a chord in time; waiting, listening and re-joining the music on a following chord or beat.
- Discussing and identifying songs that use common chord patterns.

How can these chords be used to support future students writing and composition activities?

Going Forward with Accompaniment Playing

The S.U.O. Accompaniment Book provides chord chart arrangements for community singing songs. The songs use the chords from these lessons, along with new chords for students to learn. Many of the songs are folks songs from Australia and around the world, and can be used to make connections with other learning. You can download the S.U.O. Accompaniment Book at:

<https://school-ukulele-orchestra.net/tuition-resources/>: