

Lesson plan • Unit 1

Ukulele Magic

TUTOR BOOK 1

Lesson	1	Year group	Date

Objectives

- to learn the different parts of the ukulele

Resources

- Ukulele Magic CD-ROM
- computer and interactive whiteboard
- class set of ukuleles
- a guitar, violin/cello or other stringed instrument

Introduction

Explain to the children that they are going to start learning to play the ukulele. First they will learn about all the different parts of the instrument.

Main lesson

- 1** Play the video 'Meet my ukulele' (page 2) to the children.
- 2** Display page 2 of the Ukulele Magic pdf on the whiteboard and demonstrate the actions with a ukulele as you play the embedded audio performance track.
- 3** Learn the song 'Meet my ukulele' using the lyrics and embedded audio track.
- 4** Distribute the class set of ukuleles and ask the children if they can remember where to find the 'neck' of the instrument.
Ask them to hold up their ukuleles vertically with one hand around the neck.
Turn the instruments around to show the front and back.
- 5** Mirror the actions and ask the children to point to the different parts of the instrument as they sing the song again.

Plenary

Show the children a guitar and ask them to look at it carefully:

- can they see the body, neck, head etc?
- are there any differences between the guitar and the ukulele? (The guitar is bigger and it has six strings.)

Do the same thing with a violin:

- can they describe the differences? (The violin has no frets on its 'fingerboard'. The bridge, head and sound holes are a different design.)
- does anyone know how a violin is usually played? (With a bow.)

Ukulele challenge:

Ask a volunteer to name every part of the ukulele as it is pointed to.



Lesson plan • Unit 2

Ukulele Magic

TUTOR BOOK 1

Lesson	Year group	Date

Objectives

- to prepare three different accompaniment patterns to a song ('It's raining, it's pouring')
- to perform the accompaniment patterns using voices, body percussion and un-tuned percussion

Previous learning

- beat/pulse
- thumb brush and thumb rest strokes
- the four open strings
- the song 'It's raining, it's pouring', pdf page 6

Resources

- Ukulele Magic CD-ROM pdf, page 7
- computer and interactive whiteboard
- three different un-tuned percussion instruments, eg maraca, claves, tambour

Introduction

Review the thumb brush strum and thumb rest stroke using: 'That thumb brush strum', 'Four strings' and 'Stringalong rag' (Unit One) and then sing (without ukuleles) the new song 'It's raining, it's pouring' (Unit Two)

Main lesson

- 1 Display page 7 and learn to sing the three 'Rainy patterns' using the video and/or audio support.
- 2 Divide the class into two groups:
 - group one sings the song;
 - group two sings one of the rainy patterns at the same time.

Swap parts and try different combinations or sequences.

- 3 Divide the class into three groups:
 - each group sings a different rainy pattern in turn along with the audio track or video;
 - perform all three rainy patterns at the same time.
- 4 Add body percussion:
 - drip drop: finger clicks
 - pitter-patter: pat knees
 - splash: brush one hand across the other
- 5 Add the three different percussion instruments (played by one child from each group).

Plenary

Use a ukulele or the CD-ROM video to demonstrate how the three rainy patterns can be played on the instrument.

- ask which pattern looks the easiest to play ('Splash' is simple thumb brush strum on open strings.)
- ask which pattern looks the most difficult to play ('Pitter-patter' is the fastest pattern and it is played with a new technique – free strokes with thumb and first finger played banjo-style).

Explain that they will be learning to play all three patterns on the ukulele in the next lesson and also some patterns to accompany the rap section.



Lesson plan • Unit 2

Ukulele Magic

TUTOR BOOK 1

Lesson	Year group	Date

Objectives

- to transfer the three rainy patterns learned in the previous lesson to ukuleles;
- to introduce notation to represent the rainy patterns.

Previous learning

- the song 'It's raining, it's pouring'
- the three sung 'rainy patterns' with body and instrumental percussion

Resources

- Ukulele Magic CD-ROM pdf, page 7
- computer and interactive whiteboard
- class set of ukuleles
- sets of rainy pattern rhythm cards (provided at the end of this document: print out each card and fold so that each has a graphic on one side and notation on the other)

Introduction

Review the song 'It's raining, it's pouring' (Unit Two, page 6); the three rainy patterns (Unit Two, page 7). Review the thumb brush strum; thumb rest stroke; note names of the open strings (Unit One)

Main lesson

1 Display page 7 and teach the three 'Rainy patterns' one at a time on ukulele, using the video and/or audio support.

2 Divide the class into two groups:

- group one sings the song;
- group two plays one of the repeated patterns to accompany it.

Swap parts: group 2 sings, while group 1 plays. Do the same with all three patterns.

3 Divide the class into three groups to perform the patterns simultaneously to the vocal audio track or video.

Plenary

Put the ukuleles away.

Show the class the three rhythm graphics (splash, two raindrops, four raindrops)

- ask which cards match which pattern, and why? (If necessary, help them match the words to the images, eg say 'drip drop' as you point to each of the two raindrops in turn.)

Shuffle two sets of cards and display four of them, graphic side up, in a line.

- can a volunteer clap the pattern? For example:



- turn the cards over to display the conventional music notation on the other side. Clap the pattern again.
- can the children see the relationship between the graphics and the notation? One splash matches one (minim) note; two raindrops match the two (crotchet) notes; four small raindrops match the four (quaver) notes.

Try some more sequences.

Talk briefly about the rap section of the song and how it could be accompanied next lesson.



Lesson plan • Unit 3

Ukulele Magic

TUTOR BOOK 1

Lesson	Year group	Date

Objectives

- to learn how to play the C major chord and use it to accompany a well-known song, ('Frere Jacques')

Previous learning

- the names of the four strings;
- the left hand finger numbers
- the song 'Frere Jacques'.

Resources

- Ukulele Magic CD-ROM pdf, page 11
- computer and interactive whiteboard
- class set of ukuleles

Introduction

Review

- 'Four strings we play' (Unit One, page 4).
- 'Finger number rumba' (Unit three, page 10).
- 'It's raining, it's pouring' (Unit Two, page 6);
- the three rainy patterns (Unit Two, page 7).

Review the thumb brush strum; thumb rest stroke; note names of the open strings (Unit One)

Main lesson

Put ukuleles in rest position

- 1 Remind the children that up until now they have:
 - used the left hand only to support the instrument
 - played open strings with the right hand.
- 2 Explain that now they will use the left hand fingertips to press down on a string at the third fret to change its pitch. Now, when they strum with their right hand, they will play a chord called C major.
- 3 Display page 11 and sing the song 'Ukulele left hand fingers' together to the tune of 'Frere Jacques', using the audio track for support.
- 4 With ukuleles in playing position, help the children to finger the C chord correctly using the words of the song to aid them. Keep thumbs behind the neck to assist the pinching action on the string.
- 5 Play the C chord with a thumb brush strum as everyone sings 'Frere Jacques'.
- 6 If there is time, split into groups to try it as a round keeping the strumming accompaniment going throughout.

Plenary

Put all but one of the ukuleles away.

Draw the children's attention to the chord diagram for the C major chord (page 11) and ask some questions about it:

- what might the vertical lines represent? (The strings. Hold a ukulele vertically and show the relationship of its strings to the vertical lines of the chord diagram.)
- what might the horizontal lines represent? (The fret wires.)
- what might the circles represent? (The left hand fingertips.)
- what might the numbers represent? (The finger numbers – NB not the fret numbers.)



Lesson plan • Unit 4

Ukulele Magic

TUTOR BOOK 1

Lesson	Year group	Date

Objectives

- to develop a texture to accompany the song 'Autumn leaves', creating mood and atmosphere using four different ukulele parts, and adding percussion instruments
- to introduce TAB notation

Previous learning

- the A minor chord (page 14).
- the song 'Autumn leaves' (page 15)
- the tremolo and soft thumb brush strums (page 15)

Resources

- Ukulele Magic CD-ROM, pdf page 16
- computer and interactive whiteboard
- class set of ukuleles
- three chime bars (low to high): C E A

Introduction

Review

- the A minor chord and 'A minor miracle'
- 'Autumn leaves'

Main lesson

Put ukuleles in rest position

- 1 Explain the learning objectives of the lesson.
- 2 Display page 16 and watch the video demonstration of the four ukulele parts for 'Autumn Leaves':
 - pay close attention to the two, finger-style 'falling patterns'.
- 3 Show the children the TAB notation on page 16 for ukulele parts 3 and 4:
 - explain that the four horizontal lines represent the four ukulele strings. (It is not the same as the traditional five-line staff notation that some of the children may have encountered.)
 - explain that the zero in the circle indicates a note played on open string and the number 3 in a circle means a note played at the third fret (not necessarily with the third finger).
- 4 Ask how this numbering system differs from the chord diagrams. (The numbers on a chord diagram indicate fingers.)

Bring the ukuleles into playing position.

- 5 Together, play the falling patterns from the TAB one at a time, then together.
- 6 Combine the tremolo, soft thumb brush and TAB patterns to complete the full accompaniment and play along to the video or to the audio track.

Plenary

Put the ukuleles away and set out the chime bars in order from low (left) to high (right):



Review TAB notation.

- ask the children why it is useful to know TAB notation. (To learn to play melody lines on the ukulele.)
- ask if anyone can transfer ukulele part 3 to chime bars. (Play: A E C rest, A E C rest, and so on.)

Play the part on chime bars to audio track 27 while the others sing the song.



Lesson plan • Unit 5

Ukulele Magic

TUTOR BOOK 1

Lesson	Year group	Date

Objectives

- to learn to play a new strumming pattern (the calypso strum).
- to sing a song ('Calypso strum') and accompany it with the calypso strum on two chords

Previous learning

- the F major and C7 chords
- up strokes and down strokes

Resources

- Ukulele Magic CD-ROM pdf, page 21
- computer and interactive whiteboard
- class set of ukuleles
- a recording of the song 'Yellow bird' or 'Jamaica Farewell'

Introduction

Review

- the F major chord (F major march, page 18)
- the C7 chord (Tab tango, page 20)
- up strokes and down strokes (Ukulele strummer, page 8)

Main lesson

Put ukuleles in rest position

- 1 Explain the learning objectives of the lesson.
- 2 If possible play the children some Caribbean songs – Jamaica Farewell or Yellow Bird. Ask the children where the songs come from and the musical style (calypso).
- 3 Watch the video of 'Calypso strum' (page 21). Learn to sing the song. Tap and chant the calypso rhythm (down, down-up, up-down) to the track.

Bring the ukuleles into playing position.

- 4 Try playing the calypso strum on open strings, then on the F chord and C7 chord, then in the sequence: F, C7, C7. F (repeated).
- 5 Play the sequence along with the video or the audio performance track. Try it in two groups with one group singing and the other playing.
- 6 Lastly try singing and playing at the same time (some children will find this too difficult at first).

Plenary

Put the ukuleles away. Set out a xylophone or other tuned percussion with the notes (low to high):

A Bb C D E F

- ask the children which is easier; to play a steady beat as you sing a song like 'Shortnin' bread' (page 12) or a rhythm pattern as you sing a song like 'Land of the silver birch' (page 17) or 'Calypso strum' (page 21).
- why are the rhythm patterns more difficult? (Because playing a beat is almost automatic, like walking as you sing. A rhythm pattern requires more concentration).
- listen to the beginning of the 'Calypso strum' audio performance track and concentrate on the steel pan melody in the introduction. Point out the notes required to play this melody on a xylophone (page 21). Using the word pattern to help, try singing this melody (starting on low A).
- demonstrate the melody on a xylophone.
- let some of the children try it out. Play the pattern as an introduction to the song in the next lesson.



Lesson plan • Unit 6

Ukulele Magic

TUTOR BOOK 1

Lesson	Year group	Date

Objectives

- to learn to play the G7 chord and the swing shuffle strum
- to arrange an instrumental verse for the song 'Rocky Mountain Line' using ukuleles, xylophones and un-pitched percussion.

Previous learning

- chord diagrams
- up strokes and down strokes

Resources

- Ukulele Magic CD-ROM pdf, page 22
- computer and interactive whiteboard
- class set of ukuleles
- a xylophone (notes D,E, F, G, A, Bb) and a variety of un-pitched percussion (claves, maracas, tambours, etc.)

Introduction

Review

- up stroke and down stroke patterns ('Land of the silver birch', page 17 and 'Calypso strum', page 21).

Main lesson

Put ukuleles in rest position

- 1 Explain the learning objectives of the lesson (see above).
- 2 Watch the video of 'Rocky Mountain Line' (page 22)
- 3 Learn the song.

Bring the ukuleles into playing position.

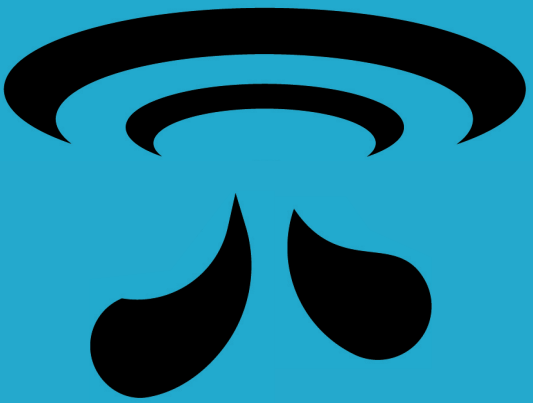
- 4 Look at the chord diagram for the G7 chord and ask the children to identify exactly where each finger should go. Note that only one string is played open in this chord
- 5 Try playing the G7 chord with a thumb brush strum, down strokes, up strokes and swing shuffle strumming pattern.
- 6 Play the swing shuffle strum on G7 to the video or audio performance track.
- 7 Try the song in two groups – one playing and one singing.

Plenary

- review the G7 chord shape
- listen to the instrumental section of the track and look at the xylophone melody (page 22). Demonstrate the melody on a xylophone. Perhaps one of the children could try to play this melody in the next lesson.
- talk about steam train sounds – 'clickety-clack', 'choo-choo-choo-choo' etc. Ask the children to find some word rhythms in the song that they could chant repeatedly to build up some train patterns in the instrumental section (eg 'Take a ride, take a ride' – 'Winnipeg, Winnipeg, Winnipeg, Winnipeg' - 'All aboard, all aboard'). Try some out vocally and then on some un-pitched percussion.
- return to these ideas in the next lesson.



splash



splash



pitter patter



pitter patter



drip drop



drip drop

