

Uke'n Make Music

The Arts: Music

Duration: 15-22 half-hour activities (depending upon level of experience of students)

Years 4 to 6



Strands/Organisers: Responding to Music and Making Music

UNIT OUTLINE

As they work in groups to prepare their contest entry, students explore ways of arranging music for ukulele and representing their arrangement ideas. They examine the relationships between notes and chords, and between rhythm and beat, and play simple songs in different arrangements. They will develop technical and expressive skills as they create, perform and record arrangements and reflect on their performances. To refine their performances, students respond to their performances and those of others by identifying how well the elements of the arrangement work together to convey meaning and engage the audience.

The activities are designed to introduce strumming and picking techniques.

Most groups of students will require more than one lesson on each technique. In order for students to demonstrate the year-level specific achievement standards, teachers should customize the activities to match year-level specific content and expectations.

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GLOSSARY

aural skills — particular listening skills students develop to identify and discriminate between sounds in Music. Also referred to as ear training which involves focused listening activities through with students identify sounds such as rhythm, pitch and timbre

artists — generic term for the maker of an artwork in each of the five Arts subjects

audience — individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement. The artist is audience to their own artwork.

composition — the placement or arrangement of elements or parts in artworks

dynamics and expression — the relative volume (loudness) and intensity of sound and the way that sound is articulated and interpreted

elements of music — rhythm, pitch, dynamics and expression, form and structure, timbre, texture

form — form is the sections within a piece of music, for example, binary form (AB) contains section A, then section B; ternary form (ABA) contains section A, section B, then return to section A; rondo form (ABACA) contains section A, section B, section C, then return to section A

form and structure — the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece

pitch — the relative highness or lowness of sound. Pitch occurs horizontally (as in a melody) and vertically (as in harmony)

practise — regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual

rhythm — (including tempo and metre): the organisation of sound and silence using beat, rhythm and tempo (time)

role — adopting identification and portrayal of a person's values, attitudes, intentions and actions and portraying these as imagined relationships, situations and ideas in dramatic action

technologies — the tools and equipment that can be materials for making and responding.

texture — the layers of sound in a musical work and the relationship between them

timbre — the particular tone, colour or quality that distinguishes a sound or combinations of sounds

MUSIC EXTRACTS FROM THE ARTS BAND DESCRIPTIONS <http://www.australiancurriculum.edu.au/the-arts/music/curriculum/f-10?layout=1>

Music extract from Years 3 and 4 Band Description	Music extract from Years 5 and 6 Band Description
<p>In Music, students:</p> <ul style="list-style-type: none"> extend their understanding of the elements of music as they develop their aural skills match pitch and show the direction of a tune with gesture or drawings recognise difference between notes moving by step and by leap recognise and discriminate between rhythm and beat explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience. 	<p>In Music, students:</p> <ul style="list-style-type: none"> further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose explore meaning and interpretation, forms and elements of music as they make and respond to music.

MUSIC CONTENT DESCRIPTIONS

Organising Ideas	Relevant prior curriculum By Year 4	By Year 6
<i>Exploring ideas and improvising with ways to represent ideas</i>	Develop aural skills by exploring, imitating and recognising elements of music including dynamics , pitch and rhythm patterns (ACAMUM084)	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)
<i>Developing understanding of practices</i>	Practise singing, playing instruments and improvising music, using elements of music including rhythm , pitch , dynamics and form in a range of pieces, including in music from the local community (ACAMUM085)	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm , pitch and form in a range of pieces, including in music from the community (ACAMUM089)
<i>Sharing artworks through performance, presentation or display</i>	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)	Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)
<i>Responding to and interpreting artworks</i>	Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)	Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)

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TEACHING STRATEGIES AND LEARNING EXPERIENCES

A suggested teaching and learning sequence is outlined below.

Activity Topic:	Description	Knowledge and Skills	Duration
1. Strike a Chord — Introduce C & F chords	Students: <ul style="list-style-type: none"> - read chord diagrams - revise C chord and introduce F chord - play C & F chord on ukulele - listen for and recognise chord changes - strum a song with single down strums - incorporate percussive ukulele sounds (slap or tap) - locate musical information on ukulele on sheet music and songsheets. 	Ear Training: C & F chords Rhythm: 4/4 Time Chord positions: C Strumming: downstrum (D or ↓) Percussive elements: slap or tap Interpreting or recording music notation: chord diagrams time signature, chords on songsheet, nos and names of strings Repertoire: <i>Kookaburra (Sits in an Old Gum Tree)</i>	30 minutes
2. Strike a Chord — Introduce Am chord	Students: <ul style="list-style-type: none"> - play C, Am & F chords, including Am-F and C-Am-F progressions - listen for and recognise the Am and C chords - strum a song with single down strums - incorporate percussive ukulele sounds (slap or tap) - locate musical information on ukulele songsheets. 	Ear Training: Am chord Rhythm: 4/4 Time Chord positions: Revise C; introduce Am, F Strumming: downstrum (D or ↓) Percussive elements: slap or tap Interpreting or recording music notation: chord diagrams Repertoire: <i>Kookaburra, I Love the Mountains</i>	30 minutes
3. Strike a Chord — Introduce G7 chord	Students: <ul style="list-style-type: none"> - play C, Am, F & G7 chords and C-Am-F-G7 chord progression - listen for and recognise the Am, F and C chords - strum a song with single down strums - incorporate percussive ukulele sounds (slap or tap) - locate musical information on ukulele songsheets. 	Ear Training: Am, C & F chords Rhythm: 4/4 Time Chord positions: Revise Am, C, & F; introduce G7 Strumming: downstrum (D or ↓) Percussive elements: slap or tap Interpreting or recording music notation: chord diagrams Repertoire: <i>I Love the Mountains</i>	30 minutes
4. Uke'n Strum — Introduce Z chord and basic strums	Students: <ul style="list-style-type: none"> - play by ear (C, F, G7 in <i>Amazing Grace</i>) - pick notes of the first two bars of <i>Kookaburra</i> - identify the time signature of a song - clap beat and rhythm of a song - incorporate percussive ukulele sounds (Z chord, slap or tap) - listen for and recognise the Am, C, F and G7 chords - play a song with simple strum pattern - read strum patterns. 	Ear Training: Am, C, F & G7 chords, <i>Amazing Grace</i> Rhythm: 3/4 and 4/4 Time Chord positions: Revise C, Am, F & G7; introduce Z Strumming: downstrum (D, d or ↓); upstrum (U, u or ↑) e.g. D_ D_ D_ D_ & Du du du du Extension: new strums, e.g. D_ du D_ du or combine with tap Percussive elements: slap or tap; strum muted strings Interpreting or recording music notation: chord diagrams; strums D, d or ↓; U, u or ↑; Repertoire: <i>Kookaburra, Amazing Grace, and I Love the Mountains</i>	30 minutes

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Activity Topic:	Description	Knowledge and Skills	Duration
5. Uke'n Strum — chunking	Students: <ul style="list-style-type: none"> - identify the time signature of a song - clap the beat and rhythm of a song - incorporate percussive ukulele sounds (chunking) - read strum patterns - listen for and recognise the Am, C, F and G7 chords - play simple strum patterns and strum a song. 	Ear Training: Am, C, F & G7 chords Rhythm: 4/4 Time Chord positions: Revise C, Am, F, G7 & Z Technique: downstrum (D, d or ↓); chunking e.g. D_ D_ D_ D_ & Du du du du Extension: new strums, e.g. D_ du D_ du or combine with tap Percussive elements: Z chord; chunking to mute strings Interpreting or recording music notation: chord diagrams, strum patterns including downstrums, upstrums and chunks Repertoire: <i>I Love the Mountains</i>	30 minutes
6. Know Your Part	Students: <ul style="list-style-type: none"> - identify the time signature, key and chords of a song from sheet music - clap the rhythm patterns from sheet music - practise simple parts of an arrangement - perform an arrangement comprising 4 parts - record and interpret strum patterns. 	Ear Training: Am, C, F & G7 chords Rhythm: 4/4 Time Chord positions: Revise C, Am, F, G7 & Z Technique: a variety of strums using downstrums, upstrums, rests and chunks Percussive elements: Z chord, chunking to mute strings Interpreting or recording music notation: chord diagrams; strum patterns including downstrums, upstrums and chunks Repertoire: <i>I Love the Mountains</i>	30 minutes
7. Uke'n Pick — a. Pattern 1 b. Pattern 2 c. Pattern 3	Students: <ul style="list-style-type: none"> - identify the key and chords of a song - identify the key and chords of a song - practise a picking pattern - identify notes in a picking pattern - combine strumming with a picking pattern - investigate ways to combine strumming and picking in arrangements for ukulele. 	Ear Training: A, C, E, F, G notes Rhythm: 4/4 Time Note positions: Technique: Picking Interpreting or recording music notation: chord diagrams; ukulele tabs Repertoire: <i>I Love the Mountains</i>	3 x 30 minutes
8a. Uke'n Pick — (Major scales: C, F or G Major Scale) EXTENSION TOPICS	8a. Uke 'n Pick – C Major Scale 8b. Uke 'n Pick – G Major Scale 8c. Uke 'n Pick – F Major Scale Students: <ul style="list-style-type: none"> - identify the key and chords of a song - identify the notes of the scale - pick a C major scale on the first three frets of the ukulele. - pick a G major scale on the first four frets of the ukulele. - investigate ways to pick a F major scale on ukulele. 	Ear Training: Scale (C, G and/or F) Rhythm: 4/4 Time Note positions: Notes of the scale Technique: Picking Interpreting or recording music notation: representing major scales for ukulele Repertoire: <i>I Love the Mountains</i>	3 x 30 minutes

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Activity Topic:	Description	Knowledge and Skills	Duration
9a-c. Uke'n Pick — Melody (in C Major or in F Major) EXTENSION TOPICS	Students: - interpret pitch and rhythm from sheet music and TABs - play individual notes on the ukulele - play a song melody on ukulele - identify rhythm patterns within a song - produce rhythm patterns in different ways.	Ear Training: A, B, C, D, E, F, G notes Rhythm: 4/4 Time Note positions: A, B, C, D, E, F, G Technique: Picking Interpreting or recording music notation: chord diagrams; ukulele tabs, treble staff, crotchets, quavers, semi-quavers, repeat, time signature, bars Repertoire: <i>I Love the Mountains</i>	30 minutes
9d. Uke'n Pick — Notes on open strings	Students: - identify the key, time signature and chords of a song on sheet music - identify the notes of the melody - pick notes of the first two bars of <i>Kookaburra</i> - play a four-part arrangement of <i>I Love the Mountains</i> .	Ear Training: notes of the open strings Rhythm: 4/4 Time Note positions: Notes on open strings (G, E, A) Technique: Picking Interpreting or recording music notation: sheet music Repertoire: <i>Kookaburra</i>	1 x 30 minutes
9e. Uke'n Pick — Finger positions for creating more notes	Students: - identify the key, time signature and chords of a song on sheet music - identify the value of notes, and clap the rhythm - pick the notes of the melody in the first two bars of <i>Kookaburra</i> - identify the new notes and locate them on the fretboard - pick the melody of the song - play <i>I Love the Mountains</i> using C, Am, F & G7 - create and play different ukulele parts for a song.	Ear Training: notes of the open strings Rhythm: 4/4 Time Note positions: Notes on open strings (G, E, A, middle C); other notes (F on the E string, B & higher C in the next octave on the A string) Technique: Picking Interpreting or recording music notation: sheet music Repertoire: <i>Kookaburra</i> , and <i>I Love the Mountains</i>	1 or 2 x 30 minutes
10. Colour Your Strum	Students: - interpret pitch and rhythm from sheet music and TABs - play individual notes on the ukulele - play a song melody on ukulele - identify rhythm patterns within a song - produce rhythm patterns in different ways.	Rhythm: 4/4 Time Chord positions: C, Am, F, G7 & Z Technique: Pinching Interpreting or recording music notation: how to represent pinch in ukulele arrangements Repertoire: <i>I Love the Mountains</i>	30 minutes

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Activity Topic:	Description	Knowledge and Skills	Duration
11. Create Your Part Students are likely to need more than one lesson to experiment with ideas.	Students: - identify the time signature, key and chords of a song - clap the beat of a song - design arrangement parts using the Z chord, chunking, picking and strumming chords. - play an arrangement comprising 4 parts.	Rhythm: 4/4 Time Chord positions: C, Am, F, G7 & Z Techniques: strumming, picking, pinching Interpreting or recording music notation: time signature, notating ukulele parts Repertoire: <i>I Love the Whole World</i>	2 or 3 x 30 minutes
12. Intros and Outros Students are likely to need more than one lesson to experiment with ideas.	Students: - identify the time signature, key and chords of a song - clap the beat of a song - create an intro and an outro for a song - create parts for an arrangement by using the Z chord, chunking, picking and strumming - play an arrangement comprising 4 parts.	Rhythm: 4/4 Time Chord positions: C, Am, F, G7 & Z Techniques: strumming, picking, pinching Interpreting or recording music notation: notating ukulele parts Repertoire: <i>I Love the Whole World</i>	30 minutes
13. Uke'n Arrange Students are likely to need more than one lesson to experiment with ideas.	Students: - review parts of an arrangement for ukulele - build arrangements using different strumming and picking techniques - discuss pitch, dynamics and expression, timbre, use of silence - in groups, perform and review arrangements.	Ear Training: A, C, E, F, G notes Rhythm: 4/4 Time Chord positions: C, Am, F, G7 & Z Techniques: strumming, picking, pinching Interpreting or recording music notation: Repertoire: <i>I Love the Whole World</i>	30 minutes
14. Uke'n Arrange	Students: - view and respond to recordings of arrangements - discuss how musical elements of a song can be changed to improve an arrangement.	Ear Training: A, C, E, F, G notes Rhythm: 4/4 Time Chord positions: C, Am, F, G7 & Z or chords for F or G Major Techniques: strumming, picking, pinching Interpreting or recording music notation: ukulele arrangements Repertoire: <i>I Love the Whole World</i>	30 minutes
15. Uke'n Arrange	Students: - build arrangements using a combination of strums and/or picking techniques - discuss musical elements of a song - notate an arrangement - in groups, perform and review an arrangement.	Ear Training: A, C, E, F, G notes Rhythm: 4/4 Time Chord positions: C, Am, F, G7 & Z or chords for F or G Major Techniques: strumming, picking, pinching Interpreting or recording music notation: ukulele arrangements Repertoire: <i>I Love the Whole World</i>	30 minutes

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Activity Topic:	Description	Knowledge and Skills	Duration
16. Uke'n Make Music Task (design)	Students: - perform arrangements - use assessment task criteria to provide peer feedback on the impact of musical elements in the arrangement on the audience.	Ear Training: A, C, E, F, G notes Rhythm: 4/4 Time Chord positions: C, Am, F, G7 & Z or chords for a different key (e.g. F Major or G Major) Techniques: strumming, picking, pinching Interpreting or recording music notation: ukulele arrangements Repertoire: <i>I Love the Whole World</i>	
17. Uke'n Make Music Task (practice)		Ear Training: A, B, C, D, E, F, G notes Rhythm: 3/4, 4/4 of 6/8 Time Chord positions: C, Am, F, G7 & Z or chords for a different key (F Major or G Major)	
18. Uke'n Make Music Task (record & review)		Techniques: strumming, picking, pinching Interpreting or recording music notation: ukulele arrangements	
19. Uke'n Make Music Task (notate & practice)		Repertoire: Song of their choice	
20. Uke'n Perform	School based contest to peer and self-evaluate performances and choose a winner to enter into the Kids SPRUKE Ukulele Contest.		

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UKE'N MAKE MUSIC ACTIVITIES

Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>1. Strike a Chord — Introduce C & F chords</p> <p>Students: - read chord diagrams - play C chord on ukulele - strum a song with single down strums on C - incorporate percussive ukulele sounds (slap or tap) - locate musical information on ukulele songsheets.</p>	<p>Ukulele – To have and to hold</p> <ol style="list-style-type: none"> Greet students. Students choose a ukulele from the set as they enter the music room, and place it on the floor in front of them when they sit down. Explain that this unit of work is about how to play the ukulele and arrange music for ukulele, and that the assessment task is to create an arrangement for a royalty-free song and record their performance. View <i>Kookaburra</i> video. Provide or display the ukulele songsheet for the song, <i>Kookaburra</i>. View the <i>Kookaburra</i> video while students sing the song. <p>Introduce the C chord</p> <ol style="list-style-type: none"> Explain that students will learn how to hold the ukulele, read ukulele chord diagrams and play the C chord. Explain that when teacher raises right hand, the whole class should raise right hands. Demonstrate how to hold the ukulele, and where to position the left-hand thumb. Test right-hand raise. Refer to the <i>Ukulele by Numbers</i> chart. Explain how to read chord diagrams. (graphic on song sheet) <p>Demonstrate how to position the third finger on the 1st (A) string in the third fret for the C chord. Students position their fingers for the C chord. Demonstrate playing the C chord with a downstrum of the thumb. Show how to brace the hand to steady the strum. Whole class plays C chord with a single thumb downstrum.</p> <ol style="list-style-type: none"> Demonstrate the chord placement drill. Place 3rd finger on the A string in 3rd fret. Downstrum once. Lift the finger slightly, replace in position on the C chord, then down strum once. Lift the finger higher, replace in position, then downstrum once. Lift whole hand away from the strings, replace in position, then downstrum again. Start slowly. Repeat several times getting faster. Explain that students should train their ear to recognise the sound of the C chord. Play the C chord and sing 'doh'. Students play C chord and sing 'doh'. Play the C chord and another chord. Ask students to describe the difference in sound. Ask students to close their eyes, and to raise their hands when they hear a C chord. Play the C chord, and other chords that have a very different sound from the C chord. Repeat the exercise with chords more similar to C. <p>Play Kookaburra</p> <ol style="list-style-type: none"> Demonstrate how to play <i>Kookaburra</i> using the C chord. Ask students to sing along. Play the song again. Students play and sing the song slowly using the C chord. Students play <i>Kookaburra</i> in time with the video. <p>Introduce the F chord</p> <ol style="list-style-type: none"> Explain that <i>Kookaburra</i> can also be played using the C & F chords. Demonstrate how to position the 1st & 2nd fingers for the F chord. Students position their fingers for the F chord. The whole class plays the F chord with a single downstrum with the thumb. Demonstrate the chord placement drill. Position the 1st & 2nd fingers for F. Downstrum once. Lift the finger slightly, place it back in position on the C chord, then down strum once. Lift the finger higher, place it back in position, then downstrum once. Lift whole hand away from the strings, place the finger in position for the C chord, then downstrum again. Start slowly. Repeat several times getting faster. Explain that students should train their ear to recognise the difference between the C and F chords. Play the C chord and sing 'doh'. Students play C chord and sing 'doh'. Play the F chord and sing 'fa'. Students play F chord and sing 'fa'. Play the two chords. Ask students to describe the difference in sound. (higher, lower) Ask students to close their eyes, and to raise their hands when they hear a C chord and put their hands on their heads when they hear an F chord. Play several chords. Explain that next lesson, they will play <i>Kookaburra</i> using the C and F chords. Examine the sheet music. 	<p>Laptop and data projector</p> <p>Interactive whiteboard or screen</p> <p>Class set of ukuleles with red, yellow and green dots to the ukulele fretboards to show finger positions for C, F and G7 (Tune the ukuleles before the lesson.)</p> <p>Video: <i>Kookaburra in C</i> by montafinegan https://www.youtube.com/watch?v=SViruJ5wQvg</p> <p>Video: <i>How to play Kookaburra on Ukulele</i> (one-chord song on C; Various strum options including DDDD or D du D D, D) (4 min 38 sec) https://www.youtube.com/watch?v=ERyO5YWIY</p> <p>Songsheet: <i>Introducing C Major Chord</i> songsheet <i>Kookaburra</i> (in C using only C chord)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> Boomwhacker solfa chart music contest poster ukulele C & F chord <i>Ukulele by Numbers</i> <i>Ukulele Thumb Position</i> chord progression drills chord placement drill chart 	<p>For beginners use</p> <p>Scale: C major</p> <p>Chords: C, F</p> <p>Consolidation:</p> <p>Other songs using C & F chords</p> <p>Achy Break Heart</p> <p>Strumming activities from the <i>Introducing C Major Chord</i> songsheet:</p> <p>Extension: Identify the notes played by each string in the C chord.</p> <p>For more advanced ukulele players, us:</p> <p>Scale: F major</p> <p>Chords: Bb, C7, Dm, F</p> <p>Scale: G major</p> <p>Chords: Am, D, Em, G</p> <p>Homework challenge: Ask students to think about what they would need to change from C to F in <i>Kookaburra</i>.</p>

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Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>2. Strike a Chord — Introduce the Am chord</p> <p>Students: - play C, Am & F chords, including Am-F and C-Am-F progressions - strum a song with single down strums - incorporate percussive ukulele sounds - locate musical information on ukulele songsheets</p>	<p>Ukulele – To have and to hold</p> <ol style="list-style-type: none"> Greet students. Students get a ukulele from the set as they enter the music room, and place it on the floor in front of them when they sit down. Remind students that when teacher raises right hand, the whole class should raise right hands. Demonstrate how to hold the ukulele and where to position the left-hand thumb. Play <i>Kookaburra</i> in C major using C & F chords. <p>Tuning our ears (Ear Training for C & F chords)</p> <ol style="list-style-type: none"> Display the <i>Kookaburra</i> songsheet without chords, <i>Ear Training, Kookaburra Key C (C&F)</i>. Play the video and listen to the song. Discuss where the chords C & F should be positioned. Display the songsheet with C & F chords. Demonstrate the chord change drill. Students practise changing chords. Demonstrate how <i>Kookaburra</i> is played. Whole class plays <i>Kookaburra</i>. <p>Assessment</p> <ol style="list-style-type: none"> Explain that this unit of work is about how to play the ukulele and arrange music for ukulele, and that the assessment task is to create an arrangement for a royalty-free song and record their performance. Ask students what they think they need to know and be able to do in order to create their own musical arrangement of this song. List on a chart for future reference. View <i>NBYUKE Day 23 Kookaburra Song - Trad.</i> (2 min). Explain songs can be arranged in different ways. Explain that this arrangement uses more chords Am, C, F & G7. Explain that they are going to learn how to vary arrangements, and then work in groups to create their own arrangement for a song of their choice. View <i>I Love the Whole World</i> video. Explain that <i>I Love the Whole World</i> is based on a royalty-free traditional camping song, <i>I Love the Mountains</i>. Provide or display the ukulele songsheet for the song, <i>I Love the Mountains</i>. View the <i>I Love the Mountains</i> video while students sing the song. Explain that it is in a different key from the <i>I Love the Whole World</i> YouTube performance so will be easier to play. <p>Introduce the Am chord</p> <ol style="list-style-type: none"> Explain that in this lesson students will learn how play the Am chords. Students look at the chord diagrams for Am and F, and think about where to place their fingers for F, and how to move their fingers to the F chord. Explain that using the 2nd finger on the 4th string in the 2nd fret for Am, makes it easier to change to the F chord, by adding the 1st finger to the 2nd string in the 1st fret. Demonstrate finger placement for the Am chord and the chord change to F. Demonstrate the Am-F chord progression drill. Place 2nd finger for Am, 8 downstrums. Add 1st finger for F, 8 downstrums. then 4 strums on each chord, then 2 strums on each chord, repeat. <p>Introduce the C-tap or C-slap progression</p> <ol style="list-style-type: none"> Demonstrate how to play the C-tap chord progression. Demonstrate strumming C on the first beat, and tapping the ukulele on beats 2-8. Students imitate slowly. Repeat the drill, getting faster. Play the video. Students play C chord on count 1 and ukulele taps for counts 2-8. Repeat with students singing as they play C chord and tap. Students practise the chord progression, singing 'lah fah'. Demonstrate the C-Am-F chord progression drill. Students imitate. Demonstrate adding a ukulele tap to the end of the C-Am-F chord progression drill. Students practise the chord progression, singing 'doh lah fah tap'. Demonstrate the C-Am-F-tap progression, with two downstrums on each chord in the chord progression for counts 1-6, and two taps for counts 7 and 8. Students imitate. Play the <i>I Love the Mountains</i> YouTube video. Students play the C-Am-F-tap progression with the video. Encourage students to sing the lyrics as they play. 	<p>Laptop and data projector</p> <p>Interactive whiteboard or screen</p> <p>Class set of ukuleles with red, yellow and green dots to the ukulele fretboards to show finger positions for C, F and G7 (Tune the ukuleles before the lesson.)</p> <p>Songsheets: <i>Ear Training, Kookaburra Key C (C&F)</i></p> <p>Video: <i>NBYUKE Day 23 Kookaburra Song - Trad.</i> (2 min) (Uses C, Am, F, G7) https://www.youtube.com/watch?v=S-CPMbIY8_-k</p> <p>Video: <i>I Love The Whole World ! Discovery – YouTube</i> (Provides lyrics) (2 min 05 sec) https://www.youtube.com/watch?v=gOAXf8Mv0</p> <p>Video: <i>I Love the Mountains - Ukulele Cover</i> (2 min 8 sec) https://www.youtube.com/watch?v=0wStfEILZs</p> <p>Songsheet; <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> music contest poster ukulele Am & G7 chord <i>Ukulele by Numbers</i> <i>Ukulele Thumb Position</i> chord progression drills 	<p>For beginners use</p> <p>Scale: C major</p> <p>Chords: Am, C, F</p> <p>Consolidation:</p> <p><i>Introducing F Major Chord</i> songsheet: Strumming activities</p> <p>Extension: Identify the notes played by each string in the C chord.</p> <p>Homework challenge: Ask students to think about what they would need to know and be able to do in order to create their own musical arrangement of this song.</p> <p>Extension: Identify the notes played by each string in the Am and F chords.</p>

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<p>3. Strike a Chord — Introduce G7 chord</p> <p>Students:</p> <ul style="list-style-type: none"> - play C, Am, F & G7 chords and C-Am-F-G7 chord progression - strum a song with single down strums - incorporate percussive ukulele sounds (slap or tap) - locate musical information on ukulele songsheets. 	<p>Greet students. Students get a ukulele and sit on the carpet. As they enter, have a recording of Achy Breaky Heart playing.</p> <p>Tuning our ears (Ear training for Am, C and F chords)</p> <ol style="list-style-type: none"> 1. Revise C, F & Am chords. Students close their eyes. Teacher plays several chords, and students raise their hands for C chord, hands on heads for Am, and behind their backs for F. Teacher taps student who have incorrect responses. Tapped students sit down. Last person standing wins. 2. Explain that <i>Achy Breaky Heart</i> uses the F and C chords. Practise the chord progression 3 bars of F, 3 bars of C, repeat. Then practise with 2 bars of each chord. 3. Display the <i>Achy Breaky Heart</i> songsheet without chords. Students sing 2 verses. Then half the group listens for chord changes while the other half sings. Swap roles. 4. Students work in pairs, experimenting with where to place change chords. Discuss as a class. Annotate the lyrics, or display songsheet with chords. All strum and sing. <p>Revise C, Am, F, tap Chord Progression</p> <ol style="list-style-type: none"> 5. Play <i>I Love the Mountains</i>. Display the C-Am-F-tap chord progression. 6. Start the video. Students play the C-tap or the C-Am-F-tap chord progressions along to the music. 7. At the end of the video, explain that in this lesson students will learn to the G7 chord, and play C, Am, F and G7 chords in this song. 8. Review finger position for C. Demonstrate the C-tap chord progression from Lesson 2. Students imitate. Review finger positions for Am and F. Demonstrate the C-Am-F-tap chord progression from Lesson 2. Students imitate. 9. Play the video with half the class playing each progression. 10. Provide or display the ukulele songsheet for the song, <i>I Love the Mountains</i>. Ask students which chord is played after F. <p>Introduce G7 Chord</p> <ol style="list-style-type: none"> 11. Students look at the chord diagram for G7, and work out where to place their fingers. 12. Demonstrate finger placement for G7. Students position their fingers play G7. 13. Demonstrate the G7 chord finger placement drill. Place fingers on the G7 chord and downstrum once. Lift fingers slightly, place them back on G7, then downstrum. Lift fingers higher, place them back on G7, then downstrum. Lift hand away from the strings, place fingers back on G7, and downstrum again. Repeat drill getting faster. 14. Explain that the 1st finger remains in place and acts as a pivot for moving the other 2 fingers into position. Demonstrate the F to G7 chord change. 15. Demonstrate the F to G7 chord progression drill. Play 8 downstrums on each chord, then 4 then 2. Repeat the chord progression drill. Repeat the drill, getting faster. <p>C, Am F, G7 Chord Progression</p> <ol style="list-style-type: none"> 16. Demonstrate C-Am-F-G7 progression, playing two downstrums on each chord in the chord progression for counts 1-8. Students imitate. Repeat singing 'doh lah fah soh'. 17. Play the <i>I Love the Mountains</i> YouTube video. Students play the C-Am-F-G7 progression with the video. Encourage students to sing the lyrics as they play. 18. Discuss what can be varied to create their own musical arrangement of this song. List suggestions on a chart for future reference. 	<p>Class set of ukuleles (Tune the ukuleles before the lesson.)</p> <p>Kids SPRUKE Ukulele Contest flyer</p> <p>Laptop and data projector</p> <p>Interactive whiteboard or screen</p> <p>Songsheet: <i>Ear Training, Achy Breaky Heart, Key C (F,C)</i></p> <p>Video: <i>Achy Breaky Heart Ukulele Lesson Tutorial - 21 Songs in 6 Days: Learn Ukulele the Easy Way</i> https://www.youtube.com/watch?v=F_HpNbyTe3M</p> <p>Video: <i>I Love the Mountains - Ukulele Cover (2 min 8 sec)</i> https://www.youtube.com/watch?v=owvStIEILZs</p> <p>Songsheet; <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • music contest poster • ukulele chords • Ukulele by Numbers • Ukulele Thumb Position • chord progression drills 	<p>For beginners use</p> <p>Scale: C major</p> <p>Chords: Am, C, F, G7</p> <p>Consolidation:</p> <p><i>Introducing G7 Chord</i> songsheet: Strumming activities</p> <p>For more advanced ukulele players, us:</p> <p>Scale: F major</p> <p>Chords: Bb, C7, Dm, F</p> <p>Scale: G major</p> <p>Chords: Am, D, Em, G</p> <p>Homework challenge: Listen to the YouTube of <i>I Love the Whole World</i>. What key do you think the song is being performed in? Can you work out which chords to use?</p>

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<p>4. Uke'n Strum — Introduce Z chord and basic strums</p> <p>Students:</p> <ul style="list-style-type: none"> - identify the time signature of a song - clap beat and rhythm of a song - incorporate percussive ukulele sounds (Z chord, slap or tap) - play a song with simple strum pattern - read strum patterns 	<p>Greet students. Students get a ukulele and sit on the carpet. As they enter, have a recording of <i>I Love the Mountains</i> playing.</p> <p>Revise C, Am F, G7 Chords</p> <ol style="list-style-type: none"> 1. Display chord progression drills. 2. Greet students. Students get a ukulele and play the C-Am-F-G7 chord progression. 3. Ask students what they already know about the song. Which chords are needed? 4. Use the ear training game from Lesson 3 with the chords, Am, C, F and G7. Students put their hands on their hips for G7. <p>Strumming and the Z Chord</p> <ol style="list-style-type: none"> 5. Refer to the assessment task and the students' list of suggestions about how strumming might be varied. 6. Explain that this lesson is about strumming. Ask students which element of the music is represented by strumming. 7. Demonstrate the Z chord (or use first 2 mins of Lesson 1 Uke YouTube). Explain that the Z chord is useful for practising strum patterns and for adding a percussive sound to ukulele arrangements. Demonstrate the percussive sound made by strumming while holding the left-hand fingers lightly across all four strings. Students imitate. 8. Explain that strumming is a continual down–up motion where sometimes a down is left out and sometimes an up is left out. It's important to keep in time with each other and the music. Explain that a metronome can be used to set the beat. Set a metronome. 9. Demonstrate a D_ D_ D_ D_ strum in time with the metronome. Students imitate on Z chord. Start slowly. Count the students in (1, 2, 3, 4). 10. Demonstrate a Du du du du strum. Students imitate on Z chord, in time with the metronome. <p>Varying strumming</p> <ol style="list-style-type: none"> 11. Demonstrate <i>I Love the Mountains</i> using single down strums on each chord. Students imitate. Repeat, replacing the 2nd down strum on each chord with a tap or slap. 12. Display the sheet music for <i>I Love the Mountains</i>. Student identify similarities and differences between the songsheet and the sheet music —the time signature, ukulele chords, notes, lyrics. Discuss how identifying the time signature, rhythm and beat can relate to creating an arrangement for a song. Students clap the beat and rhythm. 13. Display the <i>I Love the Mountains</i> songsheet. Play the 1st verse and chorus of the song, <i>I Love the Mountains</i>. Students play in time with the music using Du du du du. 14. Stop video. Ask student to suggest a different strum for the chorus. Divide the group in half. Group 1: Du du du du for the verses. Group 2: suggested strum for the chorus. 15. Encourage students to listen to the parts as they play. Choose 2 or 3 students to listen and give feedback. Students play the song again. 16. Discuss how effective the strums sound for the two parts of the song. Students suggest changes to improve the arrangement. <p>Homework challenges: Experiment with different strum patterns and practise one that suits <i>I Love The Mountains</i>. Learn the lyrics to <i>I Love the Whole World</i>.</p>	<p>Class set of ukuleles (Tune the ukuleles before the lesson.)</p> <p>Metronome or iPod or iPad with metronome app</p> <p>Kids SPRUKE Ukulele Contest flyer</p> <p>Laptop and data projector</p> <p>Interactive whiteboard or screen</p> <p>Video: <i>Lesson 1 Uke</i> https://www.youtube.com/watch?v=8mvLG_rmDac</p> <p>Video: <i>I Love the Mountains - Ukulele Cover (2 min 8 sec)</i> https://www.youtube.com/watch?v=owvStIEILZs</p> <p>Sheet Music and TABs: <i>I Love the Mountains</i> (in C)</p> <p>Songsheet; <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • music contest poster • ukulele chords • Ukulele by Numbers • Ukulele Thumb Position • chord progression drills • Z chord diagram • strum patterns <p>Strum pattern strips for group work.</p>	<p>For beginners use</p> <p>Scale: C major</p> <p>Chords: Am, C, F, G7</p> <p>For more advanced ukulele players, attempt more complex strums.</p> <p>e.g. D_ du D_ du or D tap D tap</p>

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EXTENSION Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>5. Uke'n Strum — chunking</p> <p>Students:</p> <ul style="list-style-type: none"> - identify the time signature of a song - clap the beat and rhythm of a song - incorporate percussive ukulele sounds (chunking) - read strum patterns - play simple strum patterns - strum a song. 	<p>Greet students. Students get a ukulele and sit on the carpet. As they enter, have a recording of <i>Amazing Grace</i> playing. Play the song again, encouraging students to sing along.</p> <p>Tuning our ears (Ear training for Am, C, F and G7 chords)</p> <ol style="list-style-type: none"> 1. Revise Am, C, F & G7 chords. Students close their eyes. Teacher plays several chords, and students raise their hands for C chord, hands on heads for Am, behind their backs for F and face the opposite direction for G7. Teacher taps student who have incorrect responses. Tapped students sit down. Last person standing wins. 2. Explain that <i>Amazing Grace</i> is in 3/4 Time and uses the C, F and G7 chords. Practise the chord progression C, F, C, G7 with 3 strums on each chord. Repeat. Display the <i>Amazing Grace</i> songsheet without chords. Students sing 2 verses. Then half the group listens for chord changes while the other half sings. Swap roles. 3. Students work in pairs, experimenting with where to place change chords. Discuss as a class. Annotate the lyrics, or display songsheet with chords. Play <i>Amazing Grace</i>. <p>Revise C, Am F, G7 Chord Progression</p> <ol style="list-style-type: none"> 1. Play <i>I Love the Mountains</i>. Display chord progression drills. 2. Students play the C-Am-F-G7 chord progressions along to the music. <p>Revise Strumming</p> <ol style="list-style-type: none"> 3. After the video, refer to the assessment task (royalty-free song, create an arrangement) and the students' list of suggestions about what could be varied, i.e. suggestions related to strumming. 4. Ask students who have practised strums to demonstrate them for the class. <p>Introduce Chunking</p> <ol style="list-style-type: none"> 5. Explain that this lesson is about a strumming technique called chunking (chucking or palm muting). Explain that chunking is a percussive technique used to emphasise the 2nd or 4th beat (off beats). It sounds a little like a snare drum. 6. Demonstrate and explain that the hand should be relaxed and positioned to strum above the 12th fret. Strike strings with index finger nail (or with the index and middle fingers), and mute strings with the nar (fleshy part of your hand below your thumb). 7. Demonstrate striking with the nail of the index finger. Students imitate and practise the one-finger strike. 8. Demonstrate striking with 1st two fingers. Students imitate and practise the two-finger strike. 9. Demonstrate downstrum strike followed by chunking. Students imitate and practise. 10. Demonstrate downstrum on C followed by downstrum chunk. Students imitate and practise. 11. (optional) Divide class into groups and provide chunking pattern strips. Students try and then demonstrate different chunking patterns. Discuss which pattern best suits the song, <i>I Love the Mountains</i>. 12. Play the song, <i>I Love the Mountains</i> as the class practises chunking in time to the music. 13. Provide or display the songsheet for <i>I Love the Mountains</i>. 14. Allocate half the class to play the chord progression and half to chunk in time to the music. Play the song again. Swap roles and play the song a third time. 	<p>Class set of ukuleles Laptop and data projector Interactive whiteboard or screen Songsheet: <i>Amazing Grace</i>, Key C, (C, F, G7) Video: <i>Amazing Grace Karaoke Instrumental With Lyrics in C</i> https://www.youtube.com/watch?v=bZ-c-OJMKKA Video: <i>I Love the Mountains - Ukulele Cover</i> (2 min 8 sec) https://www.youtube.com/watch?v=ovv5SttEILZs Video: <i>Uke Minutes - How to Chunk on Ukulele</i> (10 min 3 sec) https://www.youtube.com/watch?v=O5vFj1RnRvQ Video for Teachers: <i>Stuart Fuchs - Ukulele Lesson-"THE CHUNK"</i> (10 min 3 sec) –alternative technique using 2nd & 3rd fingers https://www.youtube.com/watch?v=hOBXx_u3ukE Songsheet; <i>I Love the Mountains</i> (in C) Charts on display: <ul style="list-style-type: none"> • music contest poster • ukulele chords • ukulele by numbers • thumb position chart • chord progression drills • chunking patterns Chunking pattern strips</p>	<p>For beginners use:</p> <ul style="list-style-type: none"> • Scale: C major • Chords: Am, C, F, G7 <p>Extension</p> <ol style="list-style-type: none"> 1. Learn C7 chord. 2. Practise these chord progressions. • C, C7, F, C • C, Am, G7 3. Work out how to incorporate C7 and Am into the song. <p>For more advanced ukulele players:</p> <ul style="list-style-type: none"> • attempt more complex strums • introduce the hammer-on chord technique. <p>Video: <i>Uke Minutes 44 – Hammer-On Chords</i> (1 min 52 sec) http://ukuleleunderground.com/2009/04/uke-minutes-44-hammer-on-chords/</p> <p>Website: Hammer-ons and Pull-offs, <i>Ukulele Live</i> http://liveukulele.com/lessons/techniques/hammer-ons-and-pull-offs/</p> <p>Homework challenge: Practise the chunking technique.</p>

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<p>6. Know Your Part Students:</p> <ul style="list-style-type: none"> - identify the time signature, key and chords of a song from sheet music - clap the rhythm patterns from sheet music - record and interpret strum patterns - practise simple parts of an arrangement - perform an arrangement comprising 4 parts. 	<p>Revise Strumming (and Chunking)</p> <ol style="list-style-type: none"> 1. Ask students who have practised a strumming (or chunking) technique to demonstrate to the class. 2. Play <i>I Love the Mountains</i> incorporating strumming (and/or chunking). <p>Varying Strumming Patterns</p> <ol style="list-style-type: none"> 3. Explain that this lesson is about picking, strumming and arranging different parts for a song. 4. Display the <i>I Love the Mountains</i> sheet music, and identify time signature, key, chords. 5. Ask students how to work out the strum pattern. Clap the beat/ rhythm of the song. Record a strum pattern that has two downstrums on each chord. 6. Display or provide the <i>I Love the Mountains</i> songsheet. Practise finger placement for chords, then the chord progressions. Play the song using the strum pattern from step 5 above. <p>Arranging for Ukulele</p> <ol style="list-style-type: none"> 7. Describe the following four parts. Ask for volunteers for each part. <ol style="list-style-type: none"> a) one downstrum on each chord, i.e. D_ rest D_ rest; b) two downstrums per chord in verse, i.e. D_ D_ D_ D_ and two Z downstrums/ chord in chorus, i.e. D_ rest D_ rest; d) one downstrum followed by a chunk on each chord, i.e. Dch Dch Dch Dch; e) the chord progression C-Am-F-G7 with two strums on each chord, i.e. Du Du Du Du. 8. Allocate 15 minutes to practising their parts. Each group performs their part for the class. Record using a webcam mounted on the interactive whiteboard. View on the interactive whiteboard. Choose students for each round to listen and provide feedback. 9. Groups play the song together. 10. Record and review performance. 11. Discuss how the song could be notated with these strums to indicate the arrangement. 12. Divide the class into groups. The groups take turns at playing each part of the arrangement. Each time, choose 2 or 3 students to listen and give feedback. <p>Homework challenge: Practise three different strums. If you don't have a real ukulele use an air ukulele to practise the strums.</p>	<p>Class set of ukuleles Interactive whiteboard Webcam</p> <p>Kids SPRUKE Ukulele Contest flyer</p> <p>Video: <i>I Love the Mountains - Ukulele Cover</i> (2 min 8 sec) https://www.youtube.com/watch?v=owvStIEILZs</p> <p>Sheet music: <i>I Love the Mountains</i> (in C)</p> <p>Songsheet: <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • ukulele chords • strumming patterns • chunking patterns <p>Strips: ukulele parts</p>	<p><i>I Love the Whole World</i> in C</p> <ul style="list-style-type: none"> • Different strums <p>Complexity of the strum patterns.</p> <p>Students select the strums that they know they can master.</p> <p>Extension: Chunking and Hammer-on Chord techniques</p>

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<p>7a. Uke 'n Pick – Pattern 1</p> <p>Students:</p> <ul style="list-style-type: none"> - identify the key and chords of a song - identify the key and chords of a song - practise a picking pattern - identify notes in a picking pattern - combine strumming with a picking pattern - investigate ways to combine strumming and picking in arrangements for ukulele. 	<p>Revise Strumming (and/or Chunking)</p> <ol style="list-style-type: none"> 1. Ask students who have practised strumming, to demonstrate strums for the class. Class imitates. <p>Arranging for Ukulele</p> <ol style="list-style-type: none"> 2. Refer to the assessment task (royalty-free song, create an arrangement, submit arrangement and performance video). Ask students which elements of the song haven't been explored. (the melody) 3. Students revisit what they already know about the song, <i>I Love the Mountains</i> that would help them include the melody in their musical arrangement. 4. Provide or display the <i>I Love the Mountains</i> songsheet in C major. 5. Identify the key and chords of the song. <p>Picking pattern 1: ↓ G(T), A(1), G(T)</p> <ol style="list-style-type: none"> 6. Demonstrate and explain a simple strum/pick combination on the C chord, e.g. [C↓] G(T), A(1), G(T), where thumb is (T), forefinger is (1), middle finger is (2), ring finger is (3), and G, A and G denote the strings. 7. Discuss which notes are being picked in by the thumb and finger. 8. Ask students to try to pick the string with the part of their fingers where the flesh of the finger meets the fingernail. Explain that this gives the most balanced tone; that picking more with the nail, makes the tone brighter and livelier; and picking with the flesh of the finger, makes a softer, warmer tone. 9. Demonstrate the picking on the C chord. G(T), A(1), G(T) Students imitate. 10. Students repeat the picking pattern several times, first slowly then getting faster. 11. Demonstrate the strum/pick combination on the C chord, e.g. [C↓] G(T), A(1), G(T) 12. Ask students to use the picking pattern for the chord progression C, Am, F, G. 13. Display the <i>I Love the Mountains</i> songsheet in C major. 14. Play the song, <i>I Love the Mountains</i>, with half the class using the picking pattern and the other half strumming. Choose 2 or 3 students to listen and give feedback. 13. Swap roles and play the song again. 15. Students experiment with picking patterns to find which they prefer for this song. <p>Homework challenge 1: Students who have iPad, learn how to use <i>GarageBand</i>.</p> <p>Homework challenge 2: Practise picking pattern 1.</p>	<p>Class set of ukuleles</p> <p>Songsheet: <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • notes on the fretboard • C major scale diagram simple strum patterns • simple picking patterns • ukulele chord charts <p>Homework: iPad with <i>GarageBand</i> <i>GarageBand</i> activity sheet</p>	<p>Choose the key to match students' level of development.</p> <p>Consolidation: Promote a kids-teaching-kids approach. Video: <i>Kookaburra sits in the old gum tree and row your boat on the ukulele</i> (2 min 51 sec) https://www.youtube.com/watch?v=nn7ITztu0o8</p> <p>Use Picking pattern strips for group work</p> <p>Picking activities on the following songsheets: <i>Introducing C Major Chord</i> <i>Introducing F Major Chord</i> <i>Introducing G7 Chord</i></p> <p>Extension: Using the chords for the F Major or G Major version of the song.</p>

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Strands/Organisers: Responding to Music and Making Music



Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>7b. Uke 'n Pick – Pattern 2 Students:</p> <ul style="list-style-type: none"> - identify the key and chords of a song - practise a picking pattern - identify notes in a picking pattern - experiment with picking patterns in arrangements for ukulele. 	<p>Revise Strumming (and/or Chunking)</p> <ol style="list-style-type: none"> 1. Ask students who have practised strumming or chunking, to demonstrate strums for the class. Class imitates 2. Refer to the assessment task (royalty-free song, create an arrangement, submit arrangement and performance video). Ask students which elements of the song haven't been explored. (the melody) 3. Students revisit what they already know about the song, <i>I Love the Mountains</i> that would help them include the melody in their musical arrangement. 4. Provide or display the <i>I Love the Mountains</i> songsheet in C major. 5. Identify the key and chords of the song. <p>Picking pattern 2: G(T), C(1), E(2), A(3)</p> <ol style="list-style-type: none"> 6. Demonstrate a simple picking pattern on the C chord, where thumb is (T), forefinger is (1), middle finger is (2), ring finger is (3), and G, C, E and A denote the strings. 7. Students position their fingers on the C chord and pick G(T), C(1), E(2), A(3) 8. Refer to the Notes on the Ukulele Fretboard chart. Ask students which notes are being picked with the thumb and each finger. (Notes: A with thumb, C with 1st finger, E with 2nd finger, C with 3rd finger) 9. Ask students to try to pick the string with the part of their fingers where the flesh of the finger meets the fingernail. Explain that this gives the most balanced tone; that picking more with the nail, makes the tone brighter and livelier; and picking with the flesh of the finger, makes a softer, warmer tone. 10. Students repeat the picking pattern several times, first slowly then getting faster. 11. Ask students to use the picking pattern for the chord progression C, Am, F, G. 12. Display the <i>I Love the Mountains</i> songsheet in C major. 13. Play the song, <i>I Love the Mountains</i>, with half the class using the picking pattern and the other half strumming. Choose 2 or 3 students to listen and give feedback. 14. Swap roles and play the song again. 15. Students experiment with picking patterns to find which they prefer for this song. <p>Homework challenge 1: Students who have iPad, learn how to use <i>GarageBand</i>. Homework challenge 2: Practise picking pattern 2.</p>	<p>Class set of ukuleles</p> <p>Songsheet: <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • notes on the fretboard • C major scale diagram simple strum patterns • simple picking patterns • ukulele chord charts <p>Homework: iPad with <i>GarageBand</i> <i>GarageBand</i> activity sheet</p>	<p>Choosing the key to match students' level of development.</p> <p>Use Picking pattern strips for group work</p>

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Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>7c. Uke 'n Pick – Pattern 3 Students: - identify the key and chords of a song - practise a picking pattern - identify notes in a picking pattern - experiment with picking patterns in arrangements for ukulele.</p>	<p>Revise Strumming (and/or Chunking)</p> <ol style="list-style-type: none"> 1. Ask students who have practised strumming or chunking patterns, to demonstrate strums for the class. Class imitates. 2. Refer to the assessment task (royalty-free song, create an arrangement, submit arrangement and performance video). Ask students which elements of the song haven't been explored. (the melody) 3. Students revisit what they already know about the song, <i>I Love the Mountains</i> that would help them include the melody in their musical arrangement. 4. Provide or display the <i>I Love the Mountains</i> songsheet in C major. 5. Identify the key and chords of the song. <p>Picking pattern 3: G(T), A(1), C(T), E(1)</p> <ol style="list-style-type: none"> 6. Demonstrate a simple picking pattern on the C chord, where thumb is (T), forefinger is (1), middle finger is (2), ring finger is (3). 7. Students position their fingers on the Am chord and pick G(T), A(1), C(T), E(1) 8. Refer to the Notes on the Ukulele Fretboard chart. Ask students which notes are being picked with the thumb and each finger. (Notes: A with thumb, A with 1st finger, C with thumb, E with 1st finger) 9. Remind students to try to pick the string with the part of their fingers where the flesh of the finger meets the fingernail. Explain that this gives the most balanced tone; that picking more with the nail, makes the tone brighter and livelier; and picking with the flesh of the finger, makes a softer, warmer tone. 10. Students repeat the picking pattern several times, first slowly then getting faster. 11. Ask students to use the picking pattern for the chord progression C, Am, F, G. 12. Display the <i>I Love the Mountains</i> songsheet in C major. 13. Play the song, <i>I Love the Mountains</i>, with half the class using the picking pattern and the other half strumming. Choose 2 or 3 students to listen and give feedback. 14. Swap roles and play the song again. 15. Students experiment with picking patterns to find which they prefer for this song. <p>Homework challenge 1: Students who have iPad, learn how to use <i>GarageBand</i>. Homework challenge 2: Practise picking pattern 3.</p>	<p>Class set of ukuleles</p> <p>Songsheet: <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • notes on the fretboard • C major scale diagram simple strum patterns • simple picking patterns • ukulele chord charts <p>Homework: iPad with <i>GarageBand</i> <i>GarageBand</i> activity sheet</p>	<p>Choosing the key to match students' level of development.</p> <p>Use Picking pattern strips for group work</p>

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EXTENSION Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>8a. Uke 'n Pick – C Major Scale Students: - identify the key and chords of a song - identify the notes of the C major scale - pick a C major scale on the first three frets of the ukulele.</p> <p>8b. Uke 'n Pick – G Major Scale Students: - identify the key and chords of a song - identify the notes of the G major scale - pick a G major scale on the first four frets of the ukulele.</p> <p>8c. Uke 'n Pick – F Major Scale Students: - investigate ways to pick F major scale on ukulele</p>	<p>C Major Scale (extension)</p> <ol style="list-style-type: none"> 1. Ask students who have practised picking patterns, to demonstrate strums for the class. 2. Explain that in this lesson, students will learn to pick a major scale. 3. Provide or display the C Major scale diagram. Explain the diagram. 4. Use the fretboard chart to identify the positions of the notes in the C major scale. 5. Demonstrate picking a C major scale on the first three frets. 6. Break the scale down into three parts to practise. 7. Start with the A string. Demonstrate the finger positions for the notes A, B and C. Demonstrate picking A, B, C. Students imitate. 8. Move to the E string. Demonstrate the finger positions for the notes E, F and G. Demonstrate picking E, F, G. 9. Pick the two sets of notes. Demonstrate picking E, F, G, A, B, C. Students imitate. 10. Move to the C string. Demonstrate finger positions for C and D. Demonstrate picking C, D. Students imitate. 11. Pick the three sets of notes to play the C scale. C, D, E, G, F, G, A, B, C 12. As a class group, pick the C major scale. <p>G Major Scale (Further extension)</p> <ol style="list-style-type: none"> 1. Use the fretboard chart to identify the positions of the notes in the G major scale. 2. Students mark the notes of the G major scale on a blank fretboard diagram. 3. Demonstrate picking a G major scale. 4. Break the scale down into three parts to practise. 5. Start with the E string. Demonstrate the finger positions for the notes E, F and G. Demonstrate picking E, F, G. Students imitate. 6. Move to the C string. Demonstrate the finger positions for the notes C and D. Demonstrate picking C, D. 7. Pick the two sets of notes. Demonstrate picking C, D, E, F, G. Students imitate. 8. Move to the G string. Demonstrate finger positions for G, A and B. Demonstrate picking G, A and B. Students imitate. 9. Pick the three sets of notes to play the G scale. G, A, B, C, D, E, F, G 10. As a class group, pick the G major scale. <p>F Major Scale (Further extension)</p> <ol style="list-style-type: none"> 1. Students plot the F Major scale on a blank fretboard. 2. Student investigate options for picking F Major scale, and practise their chosen option. 3. Students teach a friend how to pick the F Major scale. 	<p>Class set of ukuleles</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • notes on the fretboard • C Major Scale diagram • F Major Scale diagram • G Major Scale diagram 	<p>Choosing the key to match students' level of development.</p>

Uke'n Make Music


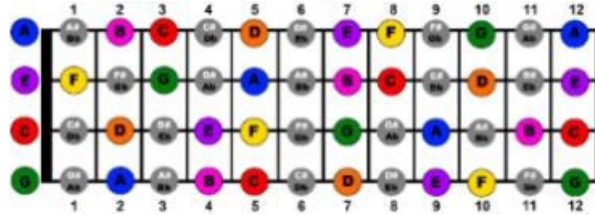
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Strands/Organisers: Responding to Music and Making Music

Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>9a. Uke'n Pick — notes on open strings</p> <p>Students:</p> <ul style="list-style-type: none"> - identify the key, time signature and chords of a song on sheet music - identify the notes of the melody - pick notes of the first two bars of <i>Kookaburra</i> - play a four-part arrangement of <i>I Love the Mountains</i>. 	<p>Greet students. Students get a ukulele and sit on the carpet. As they enter, have a recording of <i>Kookaburra</i> playing.</p> <p>Tuning our ears (Ear training for notes of the open strings)</p> <ol style="list-style-type: none"> Revise G, C, E and A notes chords. Students close their eyes. Teacher plays several notes. Students raise their hands for C, hands on heads for A, and behind their backs for E, and turn around for G. Teacher taps student with incorrect responses. Tapped students sit. Last person standing wins. <p>Clues from sheet music</p> <ol style="list-style-type: none"> Display the sheet music for <i>Kookaburra</i>. <i>Fingerpicking, Kookaburra, Key C</i>  <p style="text-align: center;">G G G G A A A G E G E E E E F F F</p> <ol style="list-style-type: none"> Explain that to pick the melody we need to know more than how many strums to each bar. Identify the value of each note. Clap the rhythm. Ask which notes can be played. Explain that the notes of the first two bars of <i>Kookaburra</i> can be picked on open strings G, A & E. Display a fretboard diagram. Identify the notes.  <ol style="list-style-type: none"> 1st bar: Clap the rhythm. Demonstrate using thumb for notes on G & 3rd finger for notes on A. Students imitate. 2nd bar: Clap the rhythm. Demonstrate using thumb for notes on G & 2nd finger for notes on E. Students imitate. Demonstrate picking the notes of the 1st & 2nd bars. Students imitate. <p>Revise C, Am, F, tap Chord Progression</p> <ol style="list-style-type: none"> Play <i>I Love the Mountains</i>. Encourage students to play along using the C-Am-F-G7 chord progression. Divide the class into 4 groups. One group plays the Z chord, one group plays the C-tap progression, another group plays the C-Am-F-tap progressions and the last group plays the C-Am-F-G7 progression. Practise slowly. Change roles. Play the video with a group playing each progression. Discuss other ways to vary the arrangement of this song. List suggestions on a chart for future reference. 	<p>Class set of ukuleles (Tune the ukuleles before the lesson.)</p> <p>Video: <i>NBYUKE Day 23 Kookaburra Song - Trad.</i> (2 min) (Uses C, Am, F, G7) https://www.youtube.com/watch?v=SCPMbIY8_-k</p> <p>Sheet music: <i>Fingerpicking, Kookaburra, Key C</i></p> <p>Fretboard diagram</p> <p>Laptop and data projector</p> <p>Interactive whiteboard or screen</p> <p>Video: <i>I Love the Mountains - Ukulele Cover (2 min 8 sec)</i> https://www.youtube.com/watch?v=owwStIEiLZs</p> <p>Songsheet; <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • music contest poster • ukulele chords • Ukulele by Numbers • Ukulele Thumb Position • chord progression drills 	<p>For beginners use</p> <p>Scale: C major</p> <p>Chords: Am, C, F, G7</p> <p>Consolidation:</p> <p><i>Introducing G7 Chord</i> songsheet: Strumming activities</p> <p>For more advanced ukulele players, us:</p> <p>Scale: F major</p> <p>Chords: Bb, C7, Dm, F</p> <p>Scale: G major</p> <p>Chords: Am, D, Em, G</p> <p>Homework challenge: Listen to the YouTube of <i>I Love the Whole World</i>. What key do you think the song is being performed in? Can you work out which chords to use?</p>

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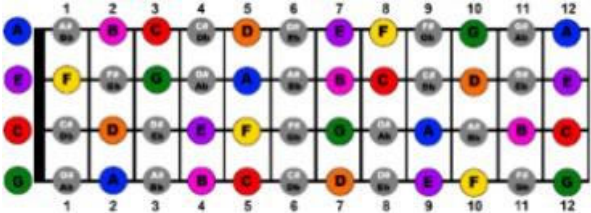
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Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>9b. Uke'n Pick — Finger positions for more notes</p> <p>Students:</p> <ul style="list-style-type: none"> - identify the key, time signature and chords of a song on sheet music - identify the value of notes, and clap the rhythm - pick the notes of the melody in the first two bars of <i>Kookaburra</i> - identify the new notes and locate them on the fretboard - pick the melody of the song - play <i>I Love the Mountains</i> using C, Am, F & G7 - create and play different ukulele parts for a song. 	<p>Greet students. Students get a ukulele and sit on the carpet. As they enter, have a recording of <i>Kookaburra</i> playing.</p> <p>Tuning our ears (Ear training for notes of the open strings)</p> <ol style="list-style-type: none"> Revise G, C, E & A notes chords. Students close their eyes. Teacher plays several notes. Students raise their hands for C, hands on heads for A, behind their backs for E, and turn around for G. Teacher taps student who have incorrect responses. Tapped students sit. Last person standing wins. <p>Clues from sheet music</p> <ol style="list-style-type: none"> Display the sheet music for <i>Kookaburra</i>.  <ol style="list-style-type: none"> Revise picking the notes of the first two bars of <i>Kookaburra</i> on open strings G, A & E. Display a fretboard diagram. Identify the notes of the next two bars. <ul style="list-style-type: none"> 3rd bar: Clap the rhythm. Demonstrate 2nd finger for E and F. Students imitate. 4th bar: Clap the rhythm. Demonstrate using 1st finger for C and 2nd finger for E. Students imitate. Demonstrate picking the notes of the 3rd & 4th bars. Students imitate.  <p>Revise C, Am, F & G7</p> <ol style="list-style-type: none"> Play <i>I Love the Mountains</i>. Encourage students to play along using the C-Am-F-G7 chord progression. <p>Play a song in parts</p> <ol style="list-style-type: none"> Divide the class into 4 groups. Ask each group to come up with a way to play their part in <i>I Love the Mountains</i>. Give each group different parameters. One group incorporates the Z chord, one group incorporates a chunk, another group incorporates a tap, and the last group plays the C-Am-F-G7 progression. Groups practise individually. Play the video with the groups taking turns to play their part. Whole class plays the piece, each group playing their own part. Discuss other ways to vary the arrangement of this song. List new suggestions on a chart for future reference. 	<p>Class set of ukuleles (Tune the ukuleles before the lesson.)</p> <p>Sheet music: <i>Fingerpicking, Kookaburra, Key C</i></p> <p>Fretboard diagram</p> <p>Laptop and data projector</p> <p>Interactive whiteboard or screen</p> <p>Video: <i>Achy Breaky Heart Ukulele Lesson Tutorial - 21 Songs in 6 Days: Learn Ukulele the Easy Way</i> https://www.youtube.com/watch?v=F_HpNbyTe3M</p> <p>Video: <i>I Love the Mountains - Ukulele Cover (2 min 8 sec)</i> https://www.youtube.com/watch?v=owvStIEILZs</p> <p>Songsheet; <i>I Love the Mountains</i> (in C)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • music contest poster • ukulele chords • Ukulele by Numbers • Ukulele Thumb Position • chord progression drills 	<p>For beginners use</p> <p>Scale: C major</p> <p>Chords: Am, C, F, G7</p> <p>Consolidation:</p> <p><i>Introducing G7 Chord</i> songsheet: Strumming activities</p> <p>For more advanced ukulele players, us:</p> <p>Scale: F major</p> <p>Chords: Bb, C7, Dm, F</p> <p>Scale: G major</p> <p>Chords: Am, D, Em, G</p> <p>Homework challenge: Listen to the YouTube of <i>I Love the Whole World</i>. What key do you think the song is being performed in? Can you work out which chords to use?</p>



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<p>9c. Uke 'n Pick – Melody in C Major Scale</p> <p>Students:</p> <ul style="list-style-type: none"> - interpret pitch and rhythm from sheet music and TABs - play individual notes on the ukulele - play a song melody on ukulele - identify rhythm patterns within a song - produce rhythm patterns in different ways. 	<p>Pitch of the melody (optional)</p> <ol style="list-style-type: none"> 1. Use <i>I Love the Mountains</i> sheet music with ukulele TABs in C major. 2. Display the treble staff of the last line of the tabs. Ask students to name the first note.  <ol style="list-style-type: none"> 3. Students use the fretboard diagram to locate the first note on their fretboard. 4. Display the last line of the tabs. Explain how the numbers below each note refer to the fret position that note.  <p style="text-align: center;">Boom dee yah da, boom de yah da, Boom de yah da, Boom de yah da, Boom!</p> <ol style="list-style-type: none"> 5. Demonstrate picking the first note in the melody. Explain the picking technique. 6. Students position their left hand for the note, then pick the relevant string with the right hand. 7. Repeat for every note in the melody. 8. Discuss how strategic fingering can help with transitions. 9. Students play the notes of the melody by picking each note four times (ignoring its note value rhythmic duration). 10. Repeat the melody picking each note three times, then twice, then once. <p>Rhythm of the melody</p> <ol style="list-style-type: none"> 11. Students imitate specific sections of rhythm used in the song, and ask them to identify where the rhythms were used in the song. 12. Students clap the rhythm of the song together. 13. Discuss whether they were in time, to identify sections that require further practice. Clap the rhythm of the song together again. 14. Students produce the rhythm using other methods (stamp, tap ukulele, vocal percussive sounds) 15. Students respond to instructions about dynamics as they clap the rhythm. Use musical terms such as very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo). 	<p>Class set of ukuleles</p> <p>Sheet music: <i>I Love the Mountains</i> (in F with ukulele TABs)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • simple strum patterns • ukulele chord charts • ukulele fretboard depicting the F major scale • ukulele fretboard diagram depicting note locations 	<p><i>I Love the Whole World</i> in F</p> <ul style="list-style-type: none"> - Different strums - More challenging chord set <p>Simplify picking melody</p>

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<p>9d. Uke 'n Pick – Melody in C Major</p> <p>Students will:</p> <ul style="list-style-type: none"> - interpret pitch and rhythm from sheet music and TABs - play individual notes on the ukulele - play a song melody on ukulele using correct pitch and rhythm. 	<p>C Major Scale</p> <ol style="list-style-type: none"> 1. Students identify what they already know about the melody of the song, <i>I Love the Mountains</i> that would help them include the melody in their own musical arrangement. 2. As a class group, play the C major scale, each chord and the chord progression, and the song, <i>I Love the Mountains</i>. <p>Melody in C</p> <ol style="list-style-type: none"> 3. Students to play the notes of the melody by picking each note four times (ignore its note value rhythmic duration). 4. Repeat the melody picking each note three times, then twice, then once. <div style="text-align: center;"> <p>I Love the Mountains</p> <p>Ukulele Traditional</p> </div> <p>Combining pitch and rhythm of the melody</p> <ol style="list-style-type: none"> 5. Ask students to clap the rhythm of the song together. 6. Model playing the first bar, picking the notes using the correct rhythm. 7. Ask students to clap the rhythm of the first bar of the song, the play the notes of the first bar using that rhythm. 8. Repeat until students have mastered the first bar. Model slowly at first and increase tempo as students' accuracy and confidence improve. 9. Model and practise the 2nd, 3rd and 4th bars in the same way. 10. Model playing all four bars, and ask students to imitate. Model slowly at first and increase tempo as students' accuracy and confidence improve. 11. Ask students to sing as they play the melody. 	<p>Class set of ukuleles</p> <p>Kids SPRUKE Ukulele Contest flyer</p> <p>Video: <i>I Love the Mountains - Ukulele Cover</i> (2 min 8 sec) https://www.youtube.com/watch?v=owyStIEILZs</p> <p>Sheet music: <i>I Love the Mountains</i> (in F with ukulele TABS)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • simple strum patterns • ukulele chord charts • ukulele fretboard depicting the F major scale • ukulele fretboard diagram depicting note locations 	<p>Homework challenge: Practise one of the three picking parts for <i>I Love the Mountains</i>.</p>

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<p>9e. Uke 'n Pick – Melody in F Major</p> <p>Students:</p> <ul style="list-style-type: none"> - interpret pitch and rhythm from sheet music and TABs - play individual notes on the ukulele - play a song melody on ukulele - identify rhythm patterns within a song - produce rhythm patterns in different ways - respond to terms related to dynamics. 	<p>Pitch of the melody (optional)</p> <ol style="list-style-type: none"> 1. Use <i>I Love the Mountains</i> sheet music with ukulele TABs in F major. 2. Students use the fretboard diagram to locate the first note on their fretboard. 3. Ask students to position their left hand for a note, then pick the relevant string with the right hand. Repeat this for every note in the melody. Discuss how strategic fingering can help with transitions. 4. Ask students to play the notes of the melody by picking each note four times (ignoring its note value rhythmic duration). 5. Repeat the melody picking each note three times, then twice, then once. <p>Rhythm of the Melody</p> <ol style="list-style-type: none"> 6. Ask students to imitate specific sections of rhythm used in the song, and ask them to identify where the rhythms were used in the song. 7. Ask students to clap the rhythm of the song together. Discuss whether they were in time, to identify sections that require further practice. Clap the rhythm of the song together again. 8. Ask students to produce the rhythm using other methods (stamp, tap ukulele, vocal percussive sounds) <p>Song Dynamics</p> <ol style="list-style-type: none"> 9. Ask students to respond to instructions about dynamics as they clap the rhythm. Use musical terms such as very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo). <ol style="list-style-type: none"> 10. Ask students what they already know about the melody of the song, <i>I Love the Mountains</i> that would help them include the melody in their own musical arrangement. 11. As a class group, play the F major scale, each chord and the chord progression, and the song, <i>I Love the Mountains</i>. 12. Students to play the notes of the melody. Pick each note four times (ignore its note value rhythmic duration). Repeat melody picking each note three times, twice, once. 13. Ask students to clap the rhythm of the song together. <p>Combining pitch and rhythm of the melody</p> <ol style="list-style-type: none"> 12. Model playing the first bar, picking the notes using the correct rhythm. 13. Ask students to clap the rhythm of the first bar of the song, the play the notes of the first bar using that rhythm. 14. Repeat until students have mastered the first bar. Model slowly at first and increase tempo as students' accuracy and confidence improve. 15. Model and practise the 2nd, 3rd and 4th bars in the same way. 16. Model playing all four bars, and ask students to imitate. Model slowly at first and increase tempo as students' accuracy and confidence improve. 17. Ask students to sing as they play the melody. 	<p>Class set of ukuleles</p> <p>Sheet music: <i>I Love the Mountains</i> (in F with ukulele TABs)</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • simple strum patterns • ukulele chord charts • ukulele fretboard depicting the F major scale • ukulele fretboard diagram depicting note locations <p>Video: <i>I Love the Mountains Family Sing Along — Muffin Songs</i> (2 min 5 sec) https://www.youtube.com/watch?v=kFsUjIMF72s</p> <p>Video: <i>I Love the Mountains - Ukulele Cover</i> (2 min 8 sec) https://www.youtube.com/watch?v=owyStIEILZs</p> <p>Sheet music: <i>I Love the Mountains</i> (in F with ukulele TABs)</p>	<p><i>I Love the Whole World</i> in F</p> <ul style="list-style-type: none"> - Different strums - More challenging chord set <p>Simplify picking melody</p> <p>Homework challenge: Practise one of the three picking parts for <i>I Love the Mountains</i>.</p>

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Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>10. Colour Your Strum</p> <p>Students:</p> <ul style="list-style-type: none"> - interpret pitch and rhythm from sheet music and TABs - play individual notes on the ukulele - play a song melody on ukulele - identify rhythm patterns within a song - produce rhythm patterns in different ways. 	<p>Revise the Chord Progression — C, Am, F, G7</p> <ol style="list-style-type: none"> 1. Have <i>I Love the Mountains</i> ready to play. Display C-Am-F-G7 chord progression. 2. Greet students. Ask students to get a ukulele as they enter the music room, sit on the floor and play the C-Am-F-G7 chord progressions along to the music. Start the video. 3. After the video, ask students for suggestions about what could be varied, i.e. suggestions related to strumming. <p>Introducing Pinching</p> <ol style="list-style-type: none"> 4. Explain that this lesson is about 'colouring' their strum, i.e. making a more interesting sound, with a new technique called 'pinching'. Explain that pinching is a picking technique used to pinch two or more strings to get a different sound. It can be used to add variety to the sound of your finger picking or strumming. 5. Demonstrate a pinching technique on one chord. Place the thumb on C string and forefinger on the A string and pinch. Or, view the YouTube demonstration. 6. Ask students to experiment with pinching different pairs of strings on that chord. 7. Play the song, <i>I Love the Mountains</i> as the class practises pinching on the C chord in time to the music. 8. Provide or display the songsheet for <i>I Love the Mountains</i>. 9. In small groups, students record and evaluate pinching options using <i>GarageBand</i> on iPads. 10. Ask students or groups demonstrate their preferred options to the class. 11. Select an option for the whole class to practise. 12. Allocate half the class to play the chord progression and half to pinch in time to the music. Choose 2 or 3 students to listen and give feedback. 13. Play the song with chords and pinches. 14. Swap roles and play the song again. 15. Discuss how pinch might be represented in their arrangement notation. <p>Homework challenge: Experiment with pinching and practise a pinch that suits the <i>I Love the Mountains</i>.</p>	<p>Class set of ukuleles</p> <p>Video: <i>I Love the Mountains - Ukulele Cover (2 min 8 sec)</i> https://www.youtube.com/watch?v=owvStiEILZs</p> <p>Songsheet: <i>I Love the Mountains</i> in C</p> <p>Charts on display:</p> <ul style="list-style-type: none"> • ukulele chord • pinch patterns <p>Video: <i>Ukulele Lesson: Fingerpicking with "Pinch" Technique (4 min 32 sec)</i> YouTube demonstration https://www.youtube.com/watch?v=DYtVbtwP5iM</p> <p>Recording and reviewing options:</p> <ul style="list-style-type: none"> • Digital cameras and laptops • Interactive whiteboard & Webcam • iPads with <i>GarageBand</i> • Download cables, Apple TV or laptop connector <p><i>GarageBand</i> activity sheet</p>	<p>Extension</p> <p>Vary the key of the song and the chords used.</p> <p>Introduce and experiment with:</p> <ul style="list-style-type: none"> • hammer-ons • pull-offs • slides

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Years 4 to 6

Strands/Organisers: Responding to Music and Making Music



Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>11. Create Your Part</p> <p>Students:</p> <ul style="list-style-type: none"> - identify the time signature, key and chords of a song - clap the beat of a song - design arrangement parts using the Z chord, chunking, picking and strumming chords. - play an arrangement comprising 4 parts. Students are likely to need more than one lesson to experiment with ideas. 	<p>Requirements of the Assessment Task</p> <ol style="list-style-type: none"> 1. Refer to assessment task (royalty-free song, create an arrangement, submit arrangement and performance video). Ask students what they will need to know to create their own arrangement of <i>I Love the Whole World</i>. Record suggestions. 2. Explain that in this lesson students will use what they have learnt about the Am, C, F, G7 and Z chords and chunking, picking, strumming to create four parts of an arrangement. <p>Musical Elements of a Song</p> <ol style="list-style-type: none"> 3. Ask students how to work out the strum pattern. 4. Display the <i>I Love the Mountains</i> sheet music, and identify time signature, key, chords. 5. Listen to the <i>I Love the Whole World</i> video. Clap in time to the music. <p>Arranging for Ukulele</p> <ol style="list-style-type: none"> 6. Divide the class into four groups. Provide each group with copies of <i>I Love the Whole World</i> song sheet to annotate. 7. Allocate a challenge (a-d) to each group. "Create a part that is: a) strumming chords; b) uses the Z chord; c) uses a chunk; d) uses a picking pattern." 8. Allocate 15 minutes to preparing and practising their parts. Groups that master their part quickly can practise recording it on <i>GarageBand</i>. 9. Each group performs their part for the class. 10. Groups play the song together. 11. Discuss how the song could be notated with these elements to indicate the arrangement. 12. Divide the class into groups. The groups take turns at playing each part of the arrangement. <p>Homework challenge: Practise three different strums. If you don't have a real ukulele use an air ukulele to practise the strums.</p>	<p>Class set of ukuleles</p> <p>Kids SPRUKE Ukulele Contest flyer</p> <p>Video: <i>I Love The Whole World! Discovery – YouTube</i> (Provides lyrics) (2 min 05 sec) https://www.youtube.com/watch?v=dOAOxFBMy0</p> <p>Sheet music & TABS: <i>I Love the Mountains</i> in C</p> <p>Songsheet: <i>I Love the Whole World</i></p> <p>Charts on display:</p> <ul style="list-style-type: none"> • ukulele chord • strum patterns <p>Recording and reviewing options:</p> <ul style="list-style-type: none"> • Digital cameras and laptops • Interactive whiteboard & Webcam • iPads with <i>GarageBand</i> • Download cables, Apple TV or laptop connector <p><i>GarageBand</i> activity sheet</p>	<p>With guidance from teachers, students select:</p> <ul style="list-style-type: none"> • songs in keys that use chords they know • strums and picking parts that they know they can master.

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Topic	Teaching and Learning Sequence	Resources	Differentiation
<p>12. Intros and Outros</p> <p>Students:</p> <ul style="list-style-type: none"> - identify the time signature, key and chords of a song - clap the beat of a song - create an intro and an outro for a song - create parts for an arrangement by using the Z chord, chunking, picking and strumming - play an arrangement comprising 4 parts. <p>Students are likely to need more than one lesson to experiment with ideas.</p>	<p>Assessment Task Requirements</p> <ol style="list-style-type: none"> 1. Refer to assessment task (royalty-free song, create an arrangement, submit arrangement and performance video). Ask students what they will need to know to create their own arrangement of <i>I Love the Mountains</i>. Record suggestions. 2. Explain that in this lesson students will use what they have learnt about the Am, C, F, G7 and Z chords and chunking, picking, strumming to create four parts of an arrangement. <p>Intros and Outros</p> <ol style="list-style-type: none"> 3. Listen to the <i>I Love the Mountains</i> video. Ask students to listen carefully to how the performance begins and ends pattern. 4. Students identify what they noticed about how the performance began and ended. 5. Display the <i>I Love the Mountains</i> sheet music, and identify time signature, key, chords. 6. Students identify the information that might help them to create an intro and an outro for their arrangement. 7. Discuss and try different options for an intro and outro to the song. <p>Arranging for Ukulele</p> <ol style="list-style-type: none"> 8. Divide the class into four groups. Provide each group with copies of <i>I Love the Whole World</i> song sheet to annotate. 9. Allocate a challenge (a-d) to each group. "Create a part that is: a) strumming chords; b) uses the Z chord; c) uses a chunk; d) uses a picking pattern." 10. Allocate 15 minutes to adding an intro and outro and practising their parts. Groups that master their part quickly can practise recording it on <i>GarageBand</i>. 11. Each group performs their part for the class. Other groups provide feedback. 12. Groups play their parts of the song together. 13. Divide the class into groups. The groups take turns at playing each part of the arrangement. 14. Discuss how the song could be notated on a single sheet to depict the arrangement. <p>Homework challenge: Practise three different strums. If you don't have a real ukulele use and air ukulele to practise the strums.</p>	<p>Class set of ukuleles</p> <p>Kids SPRUKE Ukulele Contest flyer</p> <p>Video: <i>I Love the Mountains - Ukulele Cover (2 min 8 sec)</i> https://www.youtube.com/watch?v=owvStIEILZs</p> <p>Video: <i>I Love The Whole World! Discovery – YouTube</i> (Provides lyrics) (2 min 05 sec) https://www.youtube.com/watch?v=-dOAQxFBMy0</p> <p>Sheet music: <i>I Love the Mountains</i> in C</p> <p>Songsheet: <i>I Love the Whole World</i></p> <p>Charts on display:</p> <ul style="list-style-type: none"> • ukulele chord • strum patterns <p>Recording and reviewing options:</p> <ul style="list-style-type: none"> • Digital cameras and laptops • Interactive whiteboard & Webcam • iPads with <i>GarageBand</i> • Download cables, Apple TV or laptop connector <p><i>GarageBand</i> activity sheet</p>	<p><i>I Love the Whole World</i> in C</p> <ul style="list-style-type: none"> • Different strums <p>Consolidation: View and listen to a range of approaches to intros and outros.</p> <p>Students select the strums that they know they can master.</p>

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<p>13. Uke'n Arrange</p> <p>Students:</p> <ul style="list-style-type: none"> - review uke parts - build arrangements using different strumming and picking techniques - discuss pitch, dynamics and expression, timbre, use of silence - in groups, perform and review arrangements. 	<p>Assessment Task Requirements</p> <ol style="list-style-type: none"> 1. Refer to assessment task (royalty-free song, create an arrangement, submit arrangement and performance video). 2. Ask students what they already know about the song, <i>I Love the Mountains</i>, that could help them to write their own musical arrangement for ukulele. 3. View part of the YouTube video, <i>I Love the Whole World</i>. Clap quietly in time. 4. Look at a song sheet and sheet music, and identify time signature, key, chords. 5. In groups of four, students create and practise an arrangement. <p>Recording and Reviewing</p> <ol style="list-style-type: none"> 6. Record the parts of the arrangement using <i>GarageBand</i>, and review the recording. 7. Discuss the percussive use of ukulele (chucking, tapping, Z chord) to enhance the arrangement. 8. Discuss pitch, dynamics and expression, timbre and use of silence to enhance the arrangement. 9. Notate, plan and record the arrangement. 	<p>Class set of ukuleles Parent or teacher-aide helpers Additional practice spaces</p> <p>Video: <i>I Love The Whole World ! Discovery – YouTube</i> (Provides lyrics) (2 min 05 sec) https://www.youtube.com/watch?v=-dOAQxF8My0</p> <p>Display: Kids SPRUKE Ukulele Contest flyer</p> <p>Student copies:</p> <ul style="list-style-type: none"> • Music Assessment • Task Criteria Sheets 	<p>Choice of songs and key</p> <p>Students can choose a different song or they can choose which key to use for <i>I Love the Mountains</i></p> <p>Complexity of ukulele parts</p> <p>Encourage students to write parts that they can master.</p>
<p>14. Uke'n Arrange</p> <p>Students:</p> <ul style="list-style-type: none"> - view and respond to recordings of arrangements - discuss how musical elements of a song can be changed to improve an arrangement. 	<p>Assessment Task Requirements</p> <ol style="list-style-type: none"> 1. Refer to assessment task, and discuss the assessment criteria. What are we looking for in the arrangement? What are we looking for in the performance? 2. Ask students what they already know about the song, <i>I Love the Mountains</i>, that helped them to write their musical arrangement for ukulele. <p>Review and Respond</p> <ol style="list-style-type: none"> 3. Invite groups to display the notation of their arrangement, play their recording. Other groups provide feedback. 4. In groups, students discuss the feedback on their arrangements and propose refinements. 	<p>Recording and reviewing options:</p> <ul style="list-style-type: none"> • Digital cameras and laptops • Interactive whiteboard & Webcam • iPads with <i>GarageBand</i> • Download cables, Apple TV or laptop connector 	
<p>15. Uke'n Arrange</p> <p>Students:</p> <ul style="list-style-type: none"> - build arrangements using a combination of strums and/or picking techniques - discuss musical elements of a song - notate an arrangement - in groups perform and review an arrangement. 	<p>Assessment Task Requirements</p> <ol style="list-style-type: none"> 1. Refer to assessment task. 2. Ask students what they already know about the song, <i>I Love the Mountains</i>, that helped them to write their own musical arrangement for ukulele. <p>Review and Refine</p> <ol style="list-style-type: none"> 3. Discuss in general terms, the feedback from the Review and Respond session. 4. In groups, students refine and practise their refined arrangement. 5. Record the parts of the arrangement using <i>GarageBand</i>, and review the recording. 6. Discuss the effectiveness of the percussive use of ukulele (chucking, tapping, Z chord) in the arrangement. 7. Discuss how well the musical elements (pitch, dynamics and expression, timbre and use of silence) are used to enhance the arrangement. 8. Notate, record and review the refined arrangement. 	<p><i>GarageBand</i> activity sheet</p>	

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Topic	Teaching and Learning Sequence	Resources	Differentiation
16. Uke'n Make Music Task Students: - perform arrangements - use assessment task criteria to provide peer feedback on the impact of musical elements in the arrangement on the audience.	If you plan to use class polling, install polling apps (e.g. for iPad, <i>Class Responder</i> : Teacher and <i>Class Responder</i> : Student) set up classroom and/or event prior to lesson. Assessment Task Requirements 1. Refer to assessment task. 2. Discuss criteria. Evaluate Performances 3. Each group performs their arrangement from Lesson 6 and displays their notation of the arrangement. 4. If possible, record performances for later reflection. 5. Students use the assessment task criteria sheet to help them formulate their feedback. 6. Students provide each other with feedback on performances and notation of the arrangement.	Class set of ukuleles Parents, volunteers, or teacher-aides Additional practice spaces Student copies • Music Assessment Task Criteria Sheets On Display: • Kids SPRUKE Ukulele Contest flyer Recording and reviewing options: • Digital cameras and laptops • Interactive whiteboard & Webcam • iPads with <i>GarageBand</i> and polling app • Download cables, Apple TV or laptop connector <i>GarageBand</i> activity sheet Top Free Polling Apps http://www.appappeal.com/apps/polling	
17. Uke'n Make Music Task	Arranging for Ukulele In groups of 4-8, students select a royalty free song and create an arrangement.		
18. Uke'n Make Music Task	Practising, Recording, Reviewing and Refining Students practise, record, review and refine their arrangement.		
19. Uke'n Make Music Task	Practising, Recording, Reviewing and Refining Students practise, record, review and refine their arrangement.		
20. Uke'n Perform	School-Based Ukulele Contest School based contest to peer and self-evaluate performances and choose a winner to enter into the Kids SPRUKE Ukulele Contest.	Class set of ukuleles Parents, volunteers, or teacher-aides Digital video cameras Performance space microphones, pa system OR Performance viewing space, screen, projector, pa system Top Free Polling Apps http://www.appappeal.com/apps/polling	Roles for students to undertake in the planning and implementation of the competition.

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ASSESSMENT

Achievement Standards <http://www.australiancurriculum.edu.au/the-arts/music/curriculum/f-10?layout=1>

Years 3 and 4 Band Achievement Standards	Years 5 and 6 Band Achievement Standards
<p>By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.</p> <p>Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</p>	<p>By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>

Assessing Student Achievement

<p>Assessment: Kids SPRUKE Ukulele Contest</p> <p>Students' contribution to creating and performing a four-part arrangement for ukulele.</p> <p>This assessment provides opportunities for:</p> <ul style="list-style-type: none"> • students to engage in self- and peer-evaluation • teachers to gather evidence of student learning in Making Music and Responding to Music. 	
<p>Create a four-part arrangement of a royalty free song for ukulele</p> <p>Check student contributions to gauge their ability to:</p> <ul style="list-style-type: none"> • use musical terms and notation to explain arrangement ideas and record arrangements using • create complementary parts for an arrangement • use technology to record and review arrangement ideas • effectively self- and peer-evaluate arrangement ideas • be innovative in arranging music. 	<p>Perform parts of a four-part arrangement of a royalty free song for ukulele</p> <p>Check student contributions to gauge their ability to:</p> <ul style="list-style-type: none"> • sing in tune and harmonise with others • play in time with others • learn parts of varying levels of complexity • use technology to record and review performances • effectively self- and peer-evaluate performances • be innovative in using dynamics and expression, texture and timber to enhance a performance.

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Uke 'n Make Music Classroom Participation Rubric

Student name: _____

Task	Classroom Participation Checklist	Type:	Observations & discussion/interview	Date Due:	
Description	Participate in music class activities and complete homework tasks.				
	Criteria				
	A	B	C	D	E
<i>Exploring ideas and improvising with ways to represent ideas</i> Y6 (ACAMUM088)	<ul style="list-style-type: none"> Uses a range of ukulele techniques to enhance dynamics. Uses aural skills to identify rhythm and pitch patterns. Performs rhythm and pitch patterns expressively in improvisations. 	<ul style="list-style-type: none"> Experiments with ukulele techniques to enhance dynamics. Consistently identifies the dynamics, pitch and rhythm patterns of music. Consistently performs most elements of music correctly in improvisations. 	<ul style="list-style-type: none"> Attempts ukulele techniques for enhancing dynamics. Uses aural skills to identify pitch and rhythm patterns of music. Correctly imitates pitch and rhythm patterns. 	<ul style="list-style-type: none"> Requires assistance to attempt ukulele techniques. Sometimes identifies and imitates pitch and rhythm correctly. 	<ul style="list-style-type: none"> Requires significant assistance to attempt ukulele techniques. Has limited ability to identify and imitate pitch and rhythm.
<i>Developing understanding of practices</i> Y6 (ACAMUM089)	<ul style="list-style-type: none"> Consistently sings and plays instruments expressively. Demonstrates an excellent understanding of rhythm, pitch and form in a range of pieces. Applies understanding of music practices to create interesting arrangements. 	<ul style="list-style-type: none"> Sometimes sings and plays instruments expressively. Demonstrates a good understanding of rhythm, pitch and form in a range of pieces. Applies understanding of music practices to create simple arrangements. 	<ul style="list-style-type: none"> Sings and plays instruments, improvising music by using music elements such as rhythm, pitch, dynamics and form. Applies understanding of music practices to participate in arrangements. 	<ul style="list-style-type: none"> Sing and play instruments with encouragement. Shows some understanding of musical elements such as rhythm, pitch, dynamics and form. 	<ul style="list-style-type: none"> Sometimes attempts to sing and play instruments. Shows very limited understanding of musical elements such as rhythm, pitch, dynamics and form.
<i>Sharing artworks through performance, presentation or display</i> Y6 (ACAMUM090)	<ul style="list-style-type: none"> Experiments with innovative ways to combine sounds, silence, tempo and volume in arrangements. Successfully organises musical elements to maintain audience attention. Rehearses, performs and records musical arrangements with precision and confidence. 	<ul style="list-style-type: none"> Varies sounds, silence, tempo and volume effectively when performing for an audience. Rehearses and performs their own and group musical arrangements accurately. 	<ul style="list-style-type: none"> Enhances an arrangement by selecting and organising sounds, silence, tempo and volume. Rehearses and performs group arrangements that combine music elements such as rhythm, pitch, dynamics and form. 	<ul style="list-style-type: none"> Requires guidance to select simple parts of an arrangement to play in a group performance. Masters a simple part of an arrangement for a group performance. 	<ul style="list-style-type: none"> Contributes some ideas for musical arrangements. Practises a part for musical arrangements.
<i>Responding to and interpreting artworks</i> Y6 (ACAMUR091)	<ul style="list-style-type: none"> Effectively explains how the elements of music affect an audience and communicate meaning. Identifies ways to enhance a musical arrangement by varying sounds, silence, tempo and volume. 	<ul style="list-style-type: none"> Consistently identifies how most elements of music affect and audience and communicate meaning. Consistently enhances musical arrangements by varying elements of music. 	<ul style="list-style-type: none"> Identify intended purposes and meanings of sounds, silences, tempo and volume. Compares how musical elements such as sound, silence, tempo and volume are used to effect in different types of music. 	<ul style="list-style-type: none"> Identify intended purposes and meanings of some sounds, silences, tempo and volume. 	<ul style="list-style-type: none"> Sometimes identifies how a musical element is used to convey meaning or to affect the audience.
Comments:					
Overall Comment:					

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Uke 'n Make Music Assessment Task Criteria Sheet 1

Student name: _____

Task	Arrangement for Ukulele	Type:	Notation & discussion/interview	Date Due:	
Description	Create a four-part arrangement for ukulele for a royalty free song. Identify and notate form, dynamics, metre, rhythmic groupings, pitch and melody. Describe and discuss the dynamics, expression, tempo, rhythm, pitch, form, timbre and texture of the arrangement.				
Organising ideas	Criteria				
	A	B	C	D	E
<i>Exploring ideas and improvising with ways to represent ideas</i>	Clearly and effectively annotates and explains arrangements using musical terms and convention to indicate:	Clearly annotates and explains arrangements using musical terms and conventions to indicate most elements of:	Clearly annotates and explains arrangements using mostly musical terms and conventions to indicate:	Uses everyday language to explain elements of an arrangement	Requires assistance to annotate or explain
<i>Responding to and interpreting artworks</i>	<ul style="list-style-type: none"> dynamics and expression (pianissimo, fortissimo, crescendo, decrescendo, legato and staccato) tempo (ostinato, faster and slower) rhythm in simple and compound metres (2/4, 3/4, 4/4 & 6/8 time signatures, bars, barlines, semibreve, minim, crotchet, crotchet rest, dotted crotchet, dotted crotchet rest, quaver and semiquaver) pitch in riffs, arpeggios, pentatonic and major scales (treble and bass clefs, key signature and note positions on the staff). form (call and response, repeat signs, binary (AB) and ternary (ABA) forms, theme/motif, phrase, rondo (ABACA), riff, ostinato) timbre (acoustic, electronic sounds; voice and instrument types) texture (combining two or more rhythmic or melodic patterns which occur simultaneously in different voices or instrument parts, creating contrast within layers of sound). 	<ul style="list-style-type: none"> dynamics and expression tempo rhythm in simple and compound metres pitch in riffs, arpeggios, pentatonic and major scales form timbre texture 	<ul style="list-style-type: none"> dynamics and expression (pianissimo, fortissimo, crescendo, decrescendo) tempo (ostinato, faster and slower) rhythm in simple metres (2/4, 3/4, 4/4 time signatures, bars, barlines, crotchet, crotchet rest, dotted crotchet, quaver and semiquavers) pitch in pentatonic patterns, melodic shape and steps and leaps (treble and bass clefs, key signature and note positions on the staff). form (call and response, repeat signs, binary (AB) and ternary (ABA) forms) timbre (familiar instrumental timbres in isolation and combination) texture (arranging sound, silence, tempo and volume to create specific effects). 	<ul style="list-style-type: none"> dynamics and expression (very soft, very loud, getting softer, getting louder) tempo (repeating a motif or phrase, getting faster or slower) rhythm pitch form timbre texture 	<ul style="list-style-type: none"> dynamics and expression tempo rhythm in simple metres pitch in melodies form timbre of musical arrangements texture of musical arrangements.
Comment:					
Overall Comment:					

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Music Assessment Task Criteria Sheet 2

Student name: _____

Task	Arrangement for Ukulele	Type:	Notation & discussion/interview	Date Due:	
Description	Create a four-part arrangement for ukulele for a royalty free song. Identify and notate form, dynamics, metre, rhythmic groupings, pitch and melody. Create a performance video of the arrangement.				
Organising Ideas	Criteria				
	A	B	C	D	E
<i>Exploring ideas and improvising with ways to represent ideas</i>	<ul style="list-style-type: none"> is innovative in creating ukulele parts for an arrangement effectively adds stylistic elements to an arrangement through selective use of dynamics, expression, timber and texture. 	<ul style="list-style-type: none"> Creates interesting parts for an arrangement Adds some stylistic elements related to dynamics, expression, timber and texture 	<ul style="list-style-type: none"> Creates simple parts for an arrangement Attempts to add stylistic elements related to dynamics, expression, timber or texture 	<ul style="list-style-type: none"> Imitates simple parts for an arrangement. With guidance, sometimes varies volume or tempo or uses silences to effect. 	<ul style="list-style-type: none"> Approximates simple parts for an arrangement.
<i>Developing understanding of practices</i>	<ul style="list-style-type: none"> sings and plays independent parts against contrasting parts digitally generates contrasting instrumental and vocal sounds uses technology to record and review performances always practises and performs safely and correctly listens to others in order to effectively control volume and harmonise in ensemble activities. 	<ul style="list-style-type: none"> Sings and/or plays independent parts Uses digital technology to emulate instrumental parts Uses technology to record and review performances Usually practises and performs safely and correctly. Listens to others in order to control volume and harmonise in ensemble activities 	<ul style="list-style-type: none"> Sings and plays a part within an ensemble Uses digital technology to model or record instrumental parts Generally practices and performs safely and correctly. Attempts to control volume and harmonise in ensemble activities by listening 	<ul style="list-style-type: none"> Sings or plays a part within an ensemble with support from teacher or peers With supervision, uses technology to record an instrumental part Requires reminding to perform safely and correctly Requires reminding to control volume in ensemble activities 	<ul style="list-style-type: none"> Requires significant support from teacher or peers to: <ul style="list-style-type: none"> play an ensemble part record an ensemble part perform safely and correctly control volume in ensemble playing
<i>Sharing artworks through performance, presentation or display</i>	<ul style="list-style-type: none"> Performs with highly developed technical fluency, appropriate intonation and articulation, accurate rhythm and pitch. Engages the audience by sensitively incorporating personal expression. Capably incorporates solo roles into an ensemble arrangement. 	<ul style="list-style-type: none"> Performs consistently with technical fluency, correct intonation and articulations and accurate rhythm and pitch. 	<ul style="list-style-type: none"> Performs with some degree of technical fluency, mostly correct intonation and articulation, and accurate rhythm and pitch. 	<ul style="list-style-type: none"> Performs with mostly accurate rhythm and pitch. 	<ul style="list-style-type: none"> Remembers not to distract the audience.
<i>Responding to and interpreting artworks</i>	<ul style="list-style-type: none"> Insightfully identifies areas for improvement in own and others' performances and provides detailed constructive feedback using musical terms correctly. Effectively models performance techniques for others, and incorporates feedback. 	<ul style="list-style-type: none"> Identifies several areas for improvement in own and others' performances and often provides useful suggestions, generally using musical terms. 	<ul style="list-style-type: none"> Identifies some areas for improvement in own and others' performances and provides some useful suggestions using some musical terminology. 	<ul style="list-style-type: none"> Explains person likes or dislikes about an arrangement Explains own ideas about how to improve an arrangement in every-day language. 	<ul style="list-style-type: none"> Indicates personal likes or dislikes about an arrangement. Indicates how it could be changed in every-day language.
Comments:					
Overall Comment:					

Uke'n Make Music

The Arts: Music

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Years 4 to 6



Strands/Organisers: Responding to Music and Making Music

References

Australian Curriculum, Assessment and Reporting Authority (ACARA). (n.d.). Information and Communication Technology (ICT) capability Accessed 28 February 2015 from <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/ICT>

Australian Curriculum, Assessment and Reporting Authority (ACARA). (n.d.). Music Foundation to Year 10. (Available for use; awaiting final endorsement). Accessed 28 February 2015 from <http://www.australiancurriculum.edu.au/the-arts/music/curriculum/f-10?layout=1>

Hill, J. (2009). Break It Down, Build It Back Up: Three Ways to Help Your Students Master Difficult Passages Pedagogy Corner in *Ukulele Yes!* Summer 09, Vol. 8, No. 3. Accessed 28 February 2015 from <http://www.ukuleleyes.com/issues/vol8/no2/pedagogy-corner.htm>.

Resources

I Love the Mountains sheet music (in F)

<http://www.schools.utah.gov/CURR/fineart/Elementary/Songbook/Music/ILoveTheMountains.aspx>

Theta Music Training: Music Training Games: A set of online ear training and music theory games, organised by topic.

<http://trainer.thetamusic.com/en/content/music-training-games>

Pinnion - Targeted Audience Polling Through Mobile Devices and Your Website

<http://www.freetech4teachers.com/2012/03/pinnion-targeted-audience-polling.html#.VVkd10bgU3Q>

Teachers' Guide to Polling in Classrooms

<http://www.edudemic.com/the-teachers-guide-to-polling-in-the-classroom/>

Top Free Polling Apps

<http://www.appappeal.com/apps/polling>

Videos

Kookaburra sits in the old gum tree and row your boat on the ukulele (2 min 51 sec)

<https://www.youtube.com/watch?v=nn7ITzU0o8>

Video: Kookaburra in C by montafinegan

<https://www.youtube.com/watch?v=SV1ruJ5wQvg>

Video: *How to play Kookaburra on Ukulele* (one-chord song on C; Various strum options including DDDD or D du D D, D) (4 min 38 sec)

https://www.youtube.com/watch?v=E_iRYo5YWlY

I Love The Whole World! Discovery – YouTube (Provides lyrics) (2 min 05 sec)

<https://www.youtube.com/watch?v=dOAXF8My0>

Discovery Channel-I Love the World Commercial (High Definition) (1 min 02 sec) (Provides video & MP3 download links)

<https://www.youtube.com/watch?v=8EdaLfJjDuE>

I Love the Mountains - Ukulele Cover (2 min 8 sec)

<https://www.youtube.com/watch?v=owyStIEILZs>

I Love the Mountains by Tracy Silloway (in C Major): Tracy Silloway's ukulele cover of I Love the Mountains. Try playing along in C Major.

<https://www.youtube.com/watch?v=bMXWcJatse4>

I Love the Mountains | Family Sing Along — Muffin Songs (2 min 5 sec):

Muffin Songs arrangement of I Love the Mountains. Try playing along in F Major.

<https://www.youtube.com/watch?v=kFsUjMF72s>

I Love the Mountains — Music Express Magazine: John Jacobson and friends show us how to dance to "I Love the Mountains" arranged by Emily Crocker and featured in the March/April issue of Music Express Magazine, www.musicexpressmagazine.com

<https://www.youtube.com/watch?v=SYaqxYoShs8>

How To Play Ukulele - Beginner Lesson 1 - Easy Chords, Strumming And Songs [UK-001] by JustinGuitar (12 min 02 sec)

<https://www.youtube.com/watch?v=7Qh2JQwkhjk>

How to Switch Chords on the Ukulele: Aldrine shows you how:

<http://ukuleleunderground.com/courses/strumming-and-switching-chords/>

Uke Minutes - How to Chunk on Ukulele (10 min 3 sec)

<https://www.youtube.com/watch?v=O5vFj1RnRvQ>

Ukulele Lesson: Fingerpicking with "Pinch" Technique (4 min 32 sec) YouTube demonstration

<https://www.youtube.com/watch?v=DYtVbtwP5iM>

John's Uke Tips Lesson 1 - Part 2

<https://www.youtube.com/watch?v=9KNIJNShEv4>

For Teachers: *Stuart Fuchs - Ukulele Lesson-"THE CHUNK"* (10 min 3 sec) Alternative technique using 2nd & 3rd fingers

https://www.youtube.com/watch?v=hOBXx_u3ukE

Uke'n Make Music

The Arts: Music








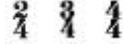













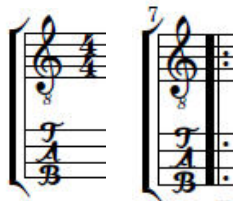
Duration: 15-22 half-hour activities (depending upon level of experience of students)

Years 4 to 6



Strands/Organisers: Responding to Music and Making Music

APPENDIX 1 — Elements of Music Examples

Elements of Music These vary according to the chosen repertoire. Complement or select from these examples.	Years 3 & 4 (http://www.australiancurriculum.edu.au/the-arts/music/examples#3-4) In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:	Years 5 & 6 (http://www.australiancurriculum.edu.au/the-arts/music/examples#5-6) In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:
Rhythm	<ul style="list-style-type: none"> simple metres and time signatures  crotchet , crotchet rest , quaver , semiquaver  dotted crotchet , quavers in groups of 3  and identical rests in repertoire studied, ostinato, tempo changes (faster and slower) 	<ul style="list-style-type: none"> simple metres and time signatures , bars and bar lines semibreve , minim , crotchet , crotchet rest , quaver , and associated rests, semiquaver  compound metre , dotted crotchet , crotchet , quaver , quavers in groups of 3  semiquaver , dotted crotchet rest 
Pitch	<ul style="list-style-type: none"> pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff 	<ul style="list-style-type: none"> pentatonic and major scales recognising pitch sequences such as an arpeggio or riff; treble and bass clef
Dynamics and expression	<ul style="list-style-type: none"> very soft (pianissimo) <i>pp</i> and very loud (fortissimo) <i>ff</i>, gradually getting louder (crescendo), gradually getting softer (decrescendo) smoothly (legato), short and detached (staccato) 	<ul style="list-style-type: none"> smoothly (legato) detached (staccato) accent
Form	<ul style="list-style-type: none"> question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms 	<ul style="list-style-type: none"> theme/motif, phrase, rondo (ABACA), riff, ostinato
Timbre	<ul style="list-style-type: none"> recognising familiar instrumental timbres in isolation and combination 	<ul style="list-style-type: none"> acoustic, electronic sounds; voice and instrument types
Texture	<ul style="list-style-type: none"> combining two or more rhythmic or melodic patterns which occur simultaneously in different voices 	<ul style="list-style-type: none"> contrast within layers of sound
Skills (including aural skills) 	<ul style="list-style-type: none"> reading and writing sheet music and tabs matching pitch and showing the direction of a tune with gesture or drawings recognising the differences between notes moving by steps and leaps discriminating between rhythm and beat demonstrating beat and tempo changes matching and varying dynamics varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom taking on different roles in group music making, for example, accompaniment, lead using technology as a tool for music making and performance. 	<ul style="list-style-type: none"> reading and writing sheet music and tabs identifying and notating metre and rhythmic groupings singing and playing independent parts against contrasting parts recognising instrumental and vocal timbres and digitally generated sounds using available technology and digital media as a tool for music learning holding and playing instruments and using their voices safely and correctly listening to others controlling volume and tone in ensemble activities.

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Years 4 to 6



Strands/Organisers: Responding to Music and Making Music

APPENDIX 2 – Curriculum Priorities

General Capabilities (Literacy, Numeracy, Critical & Creative Thinking, Personal & Social Capability Level 6)

Content description	Literacy	Numeracy	Critical & creative thinking	Personal & social capability
<p>ACAMUM088 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns</p>	<p>Comprehending texts through listening, reading and viewing</p> <ul style="list-style-type: none"> Comprehend texts Navigate, read and view learning area texts Listen and respond to learning area texts Interpret and analyse learning area texts <p>Composing texts through speaking, writing and creating</p> <ul style="list-style-type: none"> Compose texts Compose spoken, written, visual and multimodal learning area texts Deliver presentations <p>Word Knowledge</p> <ul style="list-style-type: none"> Understand learning area vocabulary 	<p>Estimating and calculating with whole numbers</p> <ul style="list-style-type: none"> Understand and use numbers in context <p>Recognising and using patterns and relationships</p> <ul style="list-style-type: none"> Recognise and use patterns and relationships 	<p>Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> Identify and clarify information and ideas Organise and process information <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> Consider alternatives Seek solutions and put ideas into action <p>Reflecting on thinking and processes</p> <ul style="list-style-type: none"> Transfer knowledge into new contexts 	
<p>ACAMUM089 Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community</p>	<p>Composing texts through speaking, writing and creating</p> <ul style="list-style-type: none"> Compose texts Compose spoken, written, visual and multimodal learning area texts Deliver presentations 	<p>Estimating and calculating with whole numbers</p> <ul style="list-style-type: none"> Understand and use numbers in context <p>Recognising and using patterns and relationships</p> <ul style="list-style-type: none"> Recognise and use patterns and relationships 	<p>Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> Identify and clarify information and ideas Organise and process information <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> Imagine possibilities and connect ideas Consider alternatives Seek solutions and put ideas into action 	<p>Self-awareness</p> <ul style="list-style-type: none"> Understand themselves as learners Develop reflective practice Self-management Become confident, resilient and adaptable <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives
<p>ACAMUM090 Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</p>	<p>Composing texts through speaking, writing and creating</p> <ul style="list-style-type: none"> Compose texts Compose spoken, written, visual and multimodal learning area texts Deliver presentations <p>Text knowledge</p> <ul style="list-style-type: none"> Use knowledge of text structures <p>Word Knowledge</p> <ul style="list-style-type: none"> Understand learning area vocabulary 		<p>Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> Identify and clarify information and ideas Organise and process information <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> Imagine possibilities and connect ideas Consider alternatives Seek solutions and put ideas into action 	<p>Self-awareness</p> <ul style="list-style-type: none"> Understand themselves as learners Develop reflective practice <p>Self-management</p> <ul style="list-style-type: none"> Develop self-discipline and set goals Become confident, resilient and adaptable <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives <p>Social management</p> <ul style="list-style-type: none"> Communicate effectively Make decisions
<p>ACAMUR091 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music</p>	<p>Composing texts through speaking, writing and creating</p> <ul style="list-style-type: none"> Compose texts Compose spoken, written, visual and multimodal learning area texts Use language to interact with others <p>Text knowledge</p> <ul style="list-style-type: none"> Use knowledge of text structures <p>Word Knowledge</p> <ul style="list-style-type: none"> Understand learning area vocabulary 		<p>Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> Identify and clarify information and ideas Organise and process information <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> Consider alternatives Seek solutions and put ideas into action 	<p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives

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Strands/Organisers: Responding to Music and Making Music

General Capability (ICT Level 6)

Content description	Social & Ethical	Investigating	Creating	Communicating	Managing & Operating
<p>ACAMUM088 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns</p>	<p>Apply digital information security practices Independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments Examples • using non-predictable user names and passwords</p> <p>Recognise intellectual property Identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions Examples • listing all sources, authors names and URLs of information they use</p> <p>Apply personal security protocols Identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts Examples • gaining owner's permission to post video recordings; not revealing details of identity; avoiding language offensive and cyberbullying incidences</p>	<p>Define and plan information searches Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information Examples • using graphic organisers such as concept maps</p> <p>Locate, generate and access data and information Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways Examples • searching and locating files within school directory; searching across web or within site; organising in folders, tables or databases, using simulations to generate and organise information on real world problems</p> <p>Select and evaluate data and information Assess the suitability of data or information using a range of appropriate given criteria Examples • selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives</p>	<p>Generate ideas, plans and processes Use ICT effectively to record ideas, represent thinking and plan solutions Examples • using apps and software to generate arrangements; using concept mapping and brainstorming software to generate key ideas; using graphic and audiovisual software to record ideas</p> <p>Generate solutions to challenges and learning area tasks Independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes Examples • manipulating and combining images, text, video and sound for performance videos</p> <p>Collaborate, share and exchange Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others Examples • contributing to the content of an online discussion in, and posting performance files to edStudio</p>	<p>Understand computer mediated communications Understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications Examples • understanding differences in the characteristics, features and use of Skype compared with blogs or wikis</p>	<p>Select and use hardware and software Select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions Examples: Select iPad, iPod or android apps: • apps for tuning instruments (Tuner+, ProTuner); • apps for manipulating sound tracks (GarageBand); improving aural listening skills (Good Ear, Rhythm Repeat, Vocalist Lite), • ukulele chord finder apps (UkeChords, Basicchords, Futulele); • apps for generating ukulele songsheets (Chortunes) • polling apps for voting or giving feedback on performances (Class Responder). Use microphones, webcams and digital cameras to record and review performances</p> <p>Manage digital data Manage and maintain data on different storage mediums – locally and on networks Examples • saving/exporting data in files of different formats; routinely backing up and protecting data; moving data from one location to another, including exporting audio files, video files and songsheets from mobile device apps</p>
<p>ACAMUM089 Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community</p>	<p>Identify the impacts of ICT in society Explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives</p>				
<p>ACAMUM090 Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</p>					
<p>ACAMUR091 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music</p>					

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APPENDIX 3 – Supportive Learning Environment

Use and display WALT & WILF statements or 'I can' statements to assist students in using self- and peer-assessment techniques.

Differentiation

What do your students already know and what do your students need to learn?

Consider the individual needs of your students - including ESL, gifted and talented and student requiring additional support. Start where students are at and differentiate teaching and learning to support the learning needs of all students. Plan and document how you will cater for individual learning needs.

The learning experiences within this unit can be differentiated by:

- adding red, yellow and green dots to the ukulele fretboards to denote finger positions for C, F and G7. (As per Mike Jackson sticky-dot, colour-coded chords method)
Alternatively, use colour-coding to match the Boomwhacker tubes.
- varying the key of the song and the number and level of difficulty of the chords
- varying the level of complexity of the song melody
- varying the level of complexity of the strum pattern
- varying the level of difficulty of the ukulele parts
- strategically grouping students
- varying time allowed to complete tasks and assessment
- providing teacher or aide support provided for completion of tasks and assessment.

For very inexperienced players or if time is very limited, use the key of C for all activities, and focus on basic strumming techniques.

Monitoring student progress and learning needs

To determine student progress and learning needs, monitor student learning throughout the teaching and learning process. Each lesson provides opportunities to gather evidence about how students are progressing and what they need to learn next. Specific monitoring opportunities in this unit may include:

CHECKLIST Classroom participation and homework tasks

Students' participation in classroom discussions, singing and solo and ensemble instrumental activities This assessment provides opportunities to gather evidence of student learning in Making Music and Responding to Music.

Student responses to sheet music and ukulele arrangements

Check student responses to gauge their ability to:

- identify musical elements of a piece of music
- explain how elements of music affect the audience
- explain how elements of music communicate meaning
- effectively self- and peer- evaluate performances.

Student in class performances

View student performances and responses to own and others' performances to gauge their ability to:

- sing in tune and harmonise with others
- correctly interpret musical terms and notation
- play accurately in time
- play expressively, varying volume, speed and intonation