

Songs and Games with a Twist of Ukulele

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Four White Horses

Four white hor - ses on the ri - ver Hey hey, hey,

up to - mor - row Up to - mor - row is a rai - ny day.

Come on and join our sha - dow play.

Sha - dow play is a ripe ba - na - na Hey hey, hey,

up to - mor - row, up to - mor - row is a rai - ny - day.

Objectives:

- The student will sing Four White Horses while performing a I-V7 accompaniment on the ukulele.
- The students will compose a body percussion pattern in small groups.

Procedure:

Prepare in body

- Mirror “snap clap” (I --- V7 I) during song
- Identify text where body percussion occurs (rainy day; shadow play; rainy day) (slide 1)
- Identify text where there is a snap but no clap (ripe)
- What’s the difference after the snap in “ripe banana?” (There isn’t a clap)
- Student perform BP around I-V7 changes as teacher performs rest of the BP (slide 3)
- Students perform entire song with BP (slide 4)
- Teacher adds ukulele part as students move

Four white horses, on the river.

Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Come and join in our shadow play. Shadow play is a ripe banana.

Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Slide 1

Four white horses, on the river.

Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Come and join in our shadow play. Shadow play is a ripe banana.

Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Slide 2

Four white horses, on the river.

Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Come and join in our shadow play. Shadow play is a ripe banana.

Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Slide 3

Four white horses, on the river.

Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Come and join in our shadow play. Shadow play is a ripe banana.

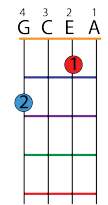
Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Slide 4

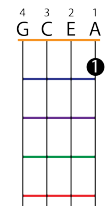
Ukulele



- Introduce transition between C7 and F chord



F Chord



C7 Chord



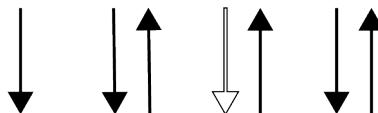
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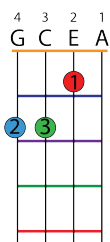
Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

- Transfer to song
- Add F chord throughout
- Add strumming pattern



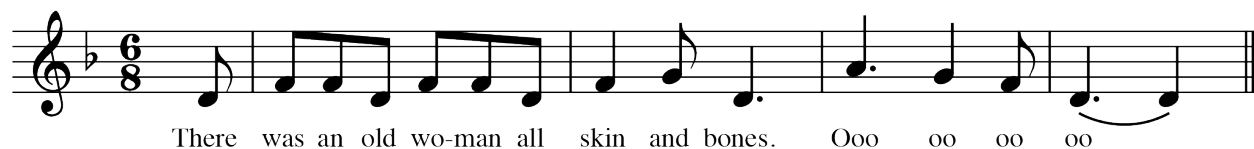
Game

- Prepare hand jive “partner – clap – partner – clap”
- Explore ways to hand jive connect with partner
- Explore ways to replace “clap”
- Share out
- Move into box formation (partners facing each other, two sets of partners)
- Explore ways layer partner hand jives with new partner (work collaboratively or modify separate jives to work)
- Share out



Dm Chord

Skin and Bones



2. She lived down by the old graveyard.
3. One night she thought she'd take a walk.
4. She walked down by the old graveyard.
5. She saw the bones a-layin' around.
6. She thought she'd sweep the old church house.
7. She went to the closet to get her a broom
8. She opened the door and ... boo!

Objectives:

- The student will learn beginning finger picking patterns using thumb, first, and second fingers on the R hand
- The student will perform a song in compound time

Procedure:

Ukulele

Prepare on body (topographical imitation) – Show with thumb, 1st and 2nd fingers on thigh or hand drum

Strum Pattern Preparation Stages – add song between each stage



Improvisation (B Section)

- Present the creature in the closet not as a scary creature but a mysterious creature
- Associated words (let students add vocabulary)
 - Mysterious
 - Mystifying
 - Hazy
 - Dreamy
 - Cryptic
 - Shadowy

Movement

- In small groups, create creatures that communicates through the movement from the shoulder up, mid-body, or waist-down
- Each creature creates 8 beats of a “welcome”
- Movement should be clear and repetitive

Instrument players (UPP, Recorders, or barred instruments – set to F la-based pentatonic)

5	6		1	2	3		5
s	l		d	r	m		s
C	D		F	G	A		C

- The 8 beats of instrumental accompaniment should reflect the movement of the creatures and is completely improvisational

Combine song with improvisation

Parts include:

Singing with ukulele accompaniment

Movers

Instrumental improvisation on UPP, Barred Instruments, and recorders

Tideo

Pass one win - dow Ti - de - o. Pass two win - dows Ti - de - o.
m s s l m s s m s s l m r d

Pass three win - dows Ti - de - o. Jin - gle at the win - dow Ti - de - o.
m s s l m s s m s s s s l m r d

Objectives:

- Students will play a C pentatonic scale on the ukulele utilizing basic finger picking skills
- Students will improvise melodic phrases on the ukulele

Preparation

- Identify the number of phrases (4)
- Identify the phrases that are the same (1 and 3)
- How is phrase 2 and phrase 4 different (16th notes at the beginning of 4)
- Does each phrase begin same or different (same)
- How does each phrase begin (m-s s-l)

Ukulele

- Present mi as 2nd string
- Allow students to find sol giving them choices – 1st, 2nd, or 3rd fret
- Allow students to identify la giving them choices – 1st or 3rd string
- Using learned notes (m s l), students play the first 2 beats of each phrase
- Use “bicycle” fingers as you pick, alternating the first and second finger of the R hand
- Add the 3rd and 4th beats of phrases 1 and 3

Game

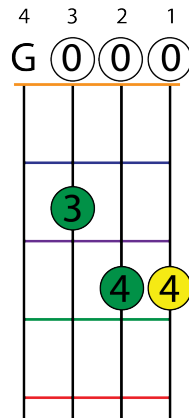
Top of the Mountain

- All students begin standing up
- The game phrase is isolated and repeated
- Once a student makes a mistake, that student must sit down
 - Play too soon, play too late, play wrong note
- Add different challenges as the groups thin out (on one foot, eyes closed, faster tempo, slower tempo)

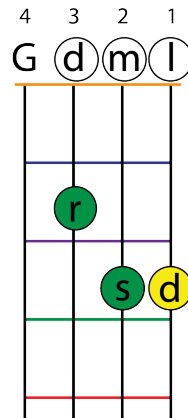
Ukulele (con't.)

- Present the 3rd string as do
- Allow students to identify re, giving choices (3rd string – 1st, 2nd, or 3rd fret)
- Practice complete 2nd and 4th phrases using m r d
- Play Top of the Mountain with complete song

C Major Scale
Fingerings



C Pentatonic Scale
Scale Shape



Improvisation

m _ s _ s _ l _ m _ s _ s _

m _ s _ s _ l _ m _ r _ d _

m _ s _ s _ l _ m _ s _ s _

m s s s s _ l _ m _ r _ d

- Allow students to improvise by “doubling” every mi (except for the 16th notes)
- Experiment with other “doublings”
- Allow students to change notes when “doubling”