Songs and Games with a Twist of Ukulele

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Four White Horses

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
### Ukulele

- Introduce transition between C7 and F chord
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
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

There was an old wo-man all skin and bones. Ooo oo oo oo

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**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)**

- 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
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.)

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• 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

Improvisation

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

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

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

mssss 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”