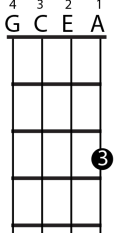
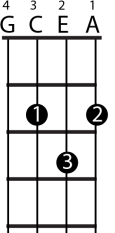
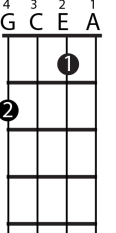
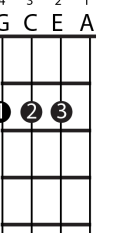
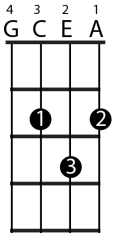
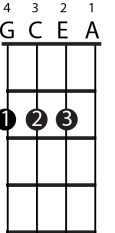
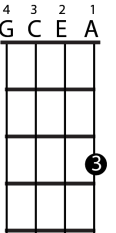
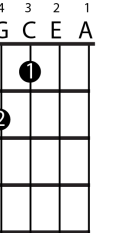
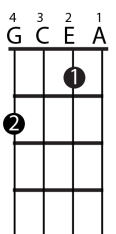
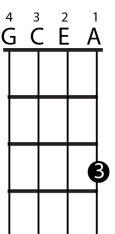
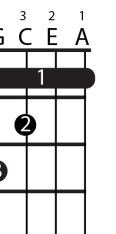
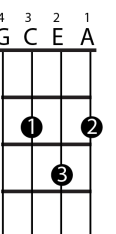
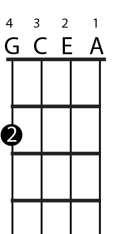
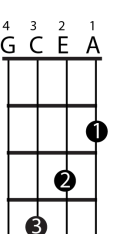
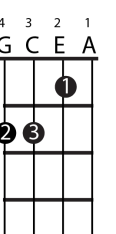
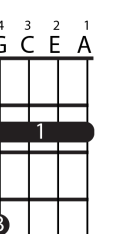
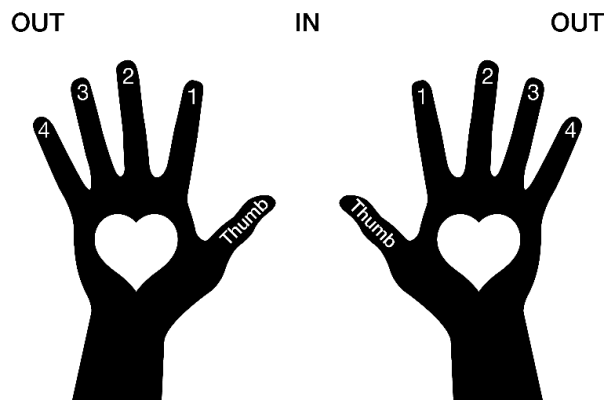
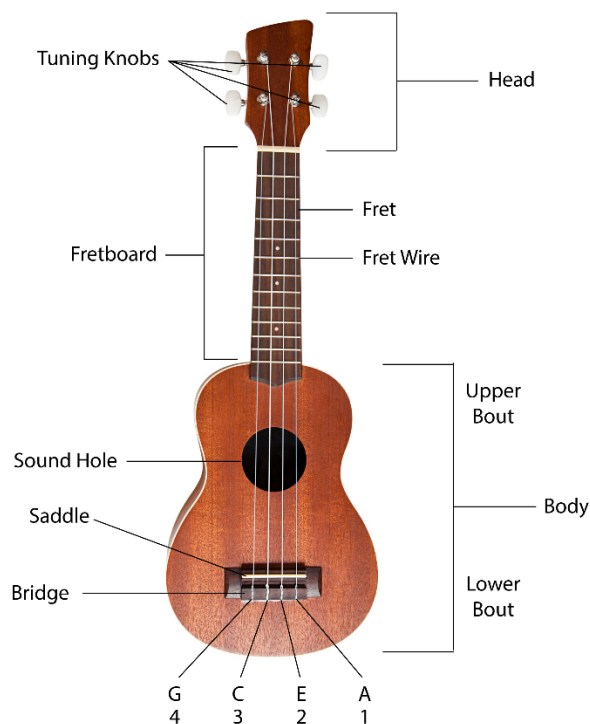


Intro to Ukulele

Lorelei Batislaong
Center for Music Learning
Sarah and Ernest Butler School of Music
The University of Texas at Austin

	Key of C	Key of G	Key of F	*Key of D
I Chord				
	C Chord	G Chord	F Chord	D Chord
V Chord				
	G Chord	D Chord	C Chord	A Chord
IV Chord				
	F Chord	C Chord	B ^b Chord	G Chord
*vi Chord				
	am Chord	em Chord	dm Chord	bm Chord



Finger Warm-ups

Work This Body recorded by Walk the Moon

Maiman, E., et al. (2014). Work This Body [Recorded by Walk the Moon]. On Talking is Hard [mp3 file]. Hollywood, CA: RCA.

White Sky by Vampire Weekend

Vampire Weekend. (2009). White Sky [Recorded by Vampire Weekend]. On Contra [mp3 file]. Brooklyn, NY; Mexico City, Mexico; New York City, NY: XL Recordings.

Pre-playing Considerations:

Classroom Management

Ukulele to player ratio

Strings and Tuning

Procedures

- Aquila Nylgut – commonly used, brighter sound can compensate for some ukulele
- Martin Fluorocarbon– holds tuning, darker sound than Nylgut but not as quiet as nylon

Horn carriage

Open tuning

Distribution

Apps

Amazing Slow Downer (app and on computer)

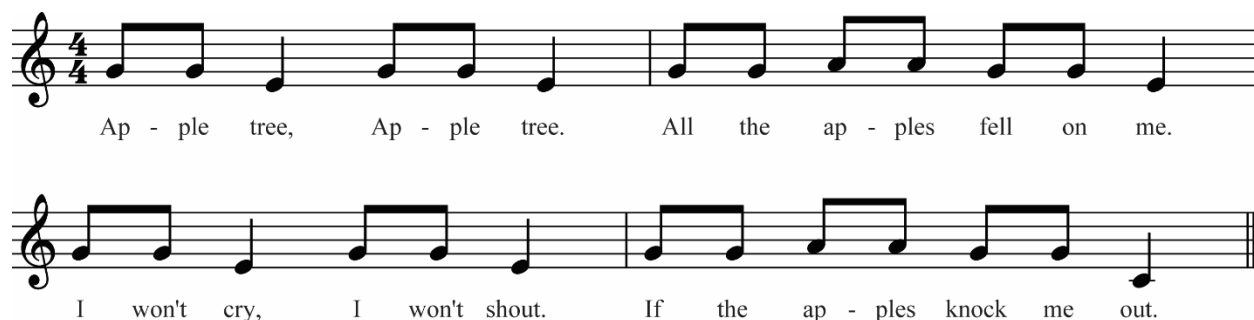
Any Tune Pro

Power Tuner

Infinaut Ukulele Companion – Chord Chart

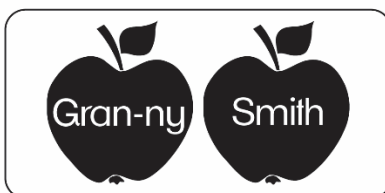
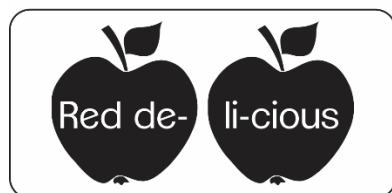
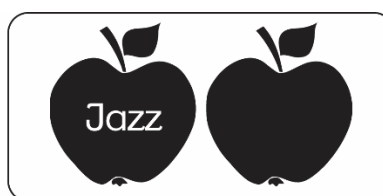
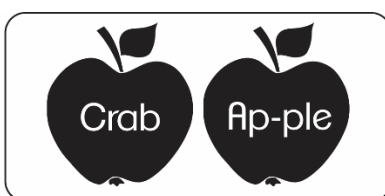
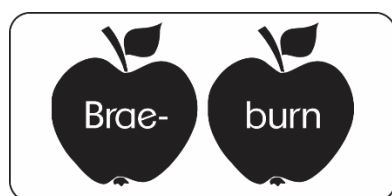
Tuner – SNARK

Apple Tree

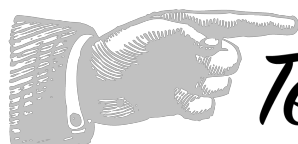


Objective: Create a strum pattern to accompany Apple Tree

- Students experience each strum pattern ostinato
- Teacher models the first apple pattern and combines it with a student selected apple pattern
- Students create own 4 beat strum pattern



Strumming Pattern
Rhythmic Building Blocks



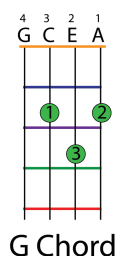
Teacher Talk

Introduce a few concepts at a time

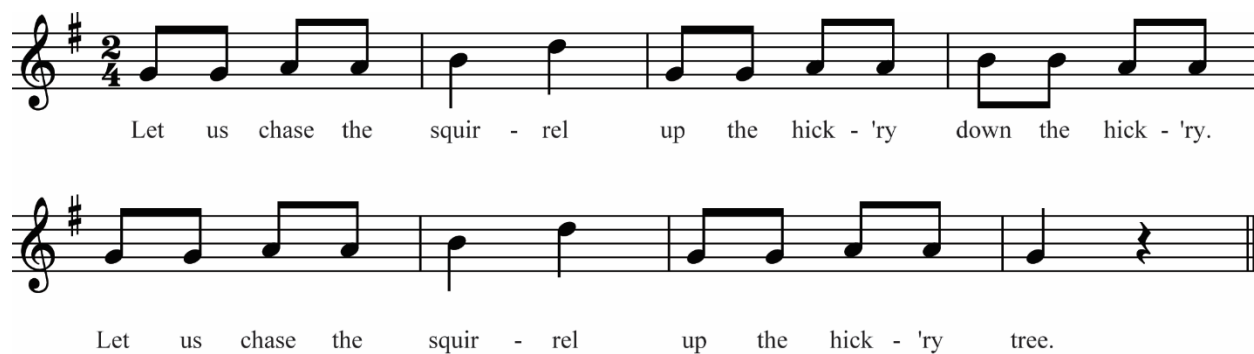
Re-visit known song repertoire

Modes of repetition and differentiation:

Teacher plays - Students sing | Students plays - Teacher sings | Half Class | Full Class



Chase the Squirrel



Objective: Play a game incorporating ukulele skills including the G chord

Preparatory Activity – Ukulele Players

- Teacher plays a four-beat rhythmic pattern using the G chord as students echo rhythmic pattern in feet (non-locomotor and locomotor)
- Students take turn leading the pattern

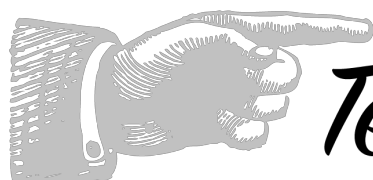
Preparatory Activity – Game Participants

- Introduce the following body movement:
 - Two steps on “hick-‘ry”
 - Clap on “tree”

Game

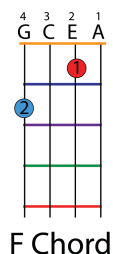
Formation: Long ways set, spaced far apart (Squirrel group); Scattered formation between sets (tree group)

- Student establishes the strum pattern for the song
- Squirrels only move across the floor on “hick’ry”
- Trees attempt to catch a squirrel on “tree”
- In subsequent rounds, allow the trees to also move on “hick’ry”



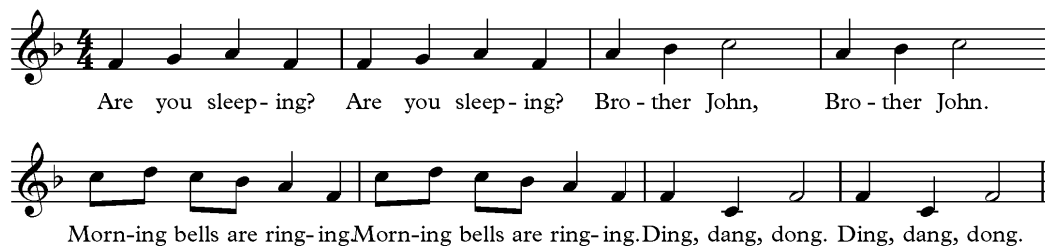
Teacher Talk

Combine C chord and G chord for I - V songs in the key of C



Are You Sleeping?

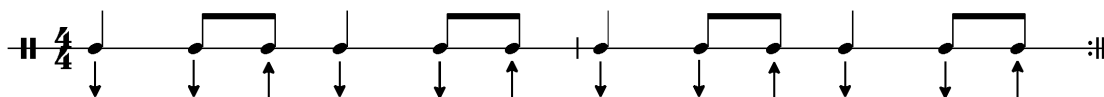
Traditional



Objective: Introduce standard strumming pattern with syncopation.

Strum Pattern 1:

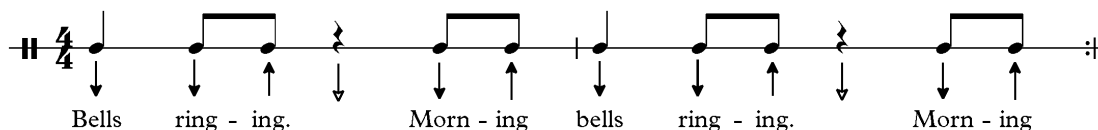
- Prepare strum pattern on the body.



- Transfer to ukulele.
- Play and sing in various configurations.

Strum Pattern 2:

- Prepare strum pattern on the body. Although there is a rest on beat 3, encourage the students to show the down strum with movement without engaging the strings. This is indicated in the visuals with an empty arrow.
 - Use speech to support the learning process.
 - Internalize speech.

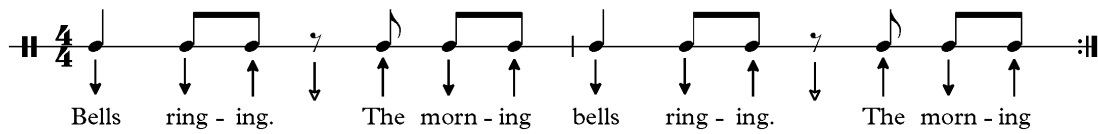


- Transfer to ukulele.
 - Use speech.
 - Internalize speech.

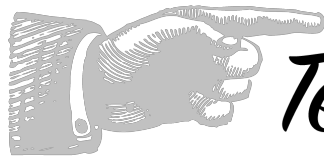
Strum Pattern 3:

- Prepare strum pattern on the body.
 - Use speech.

- Internalize speech.



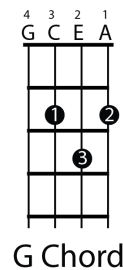
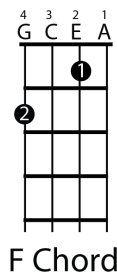
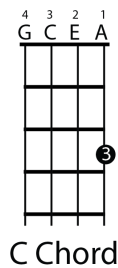
- Transfer to ukulele.
 - Use speech.
 - Internalize speech
- Beat 3:
 - Show the eighth rest on beat 3 with a silent down strum (don't engage strings).
 - Play the eighth note on upbeat of 3 by engaging the strings during the up strum.
- Strum Pattern 3 is a standard strum pattern which accompanies many folk and pop songs



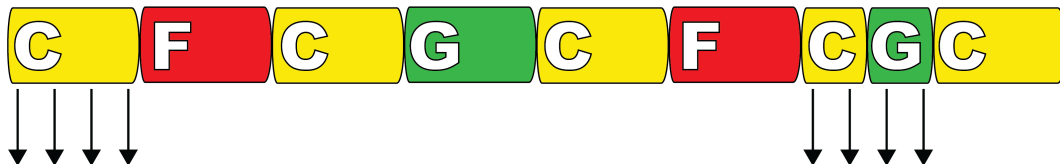
Teacher Talk

With the addition of the F chord in our chord vocabulary, what chord progressions are available now?

Try Everything



Verse/Pre-chorus/Hook



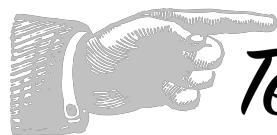
Try Everything by Shakira

Furler, Sia, et al. (2015). Try Everything [Recorded by Shakira]. On Zootopia [mp3 file]. Los Angeles, CA & London, England: Walt Disney.

Sequence 1:



Sequence 2:

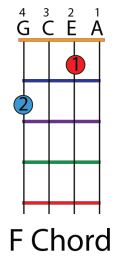
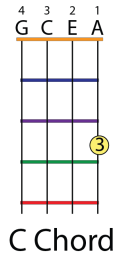


Teacher Talk

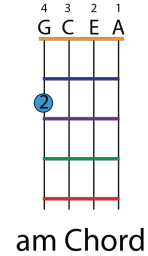
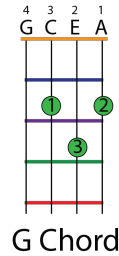
Don't underestimate the power of recognition and repetitive progressions

Allowing a place for popular music isn't a sum-zero game in competition with the folk song tradition. But it requires us to be responsible curators of music.

What are those responsibilities?



Try Everything



Verse 1:

I messed up tonight, C
 I lost another fight F
 I still mess up but I'll just start again G
 I keep falling down, I keep on hitting the ground F
 I always get up now to see what's next C G C

Pre-chorus:

Birds don't just fly, they fall down and get up C F C G
 Nobody learns without getting it wrong. C F C G C

Chorus:

I won't give up, no I won't give in C F
 Till I reach the end and then I'll start again C G
 No I won't leave, I wanna try everything C F
 I wanna try even though I could fail C G C
 I won't give up, no I won't give in C F
 Til I reach the end then I'll start again C G
 No I won't leave, I wanna try everything C F
 I wanna try even though I could fail C G C

Hook:

Oh, oh, oh, oh, ohh
 Try everything (repeat 3.5X)

Verse 2:

Look how far you've come, C
 you filled your heart with love F
 Baby you've done enough, take a deep breath C G
 Don't beat yourself up, don't need to run so fast C F
 Sometimes we come last, but we did our best C G C

- Chorus -

Bridge:

I'll keep on making those new mistakes F C Am G
 I'll keep on making them every day F C Am G F
 Those new mistakes Am G C

- Hook -

G C
 Try everything