

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,

4

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

7

Come on and join our sha - dow play.

9

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

12

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)
- Identify what BP occurs on “banana” and how that is different (slide 3)
- 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.

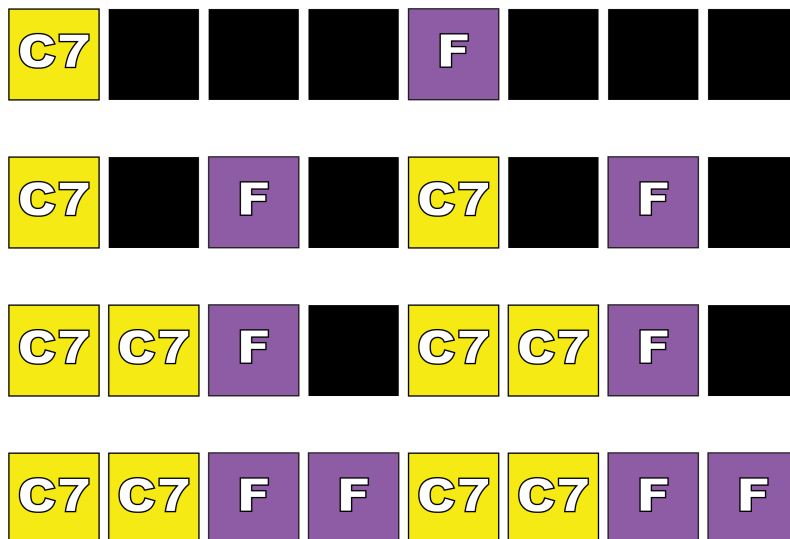
Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

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

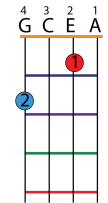
Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

Slide 4

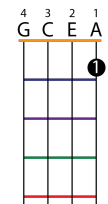
Ukulele



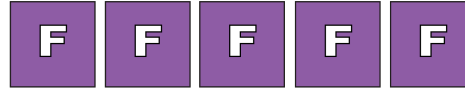
- Introduce transition between C7 and F chord



F Chord



C7 Chord



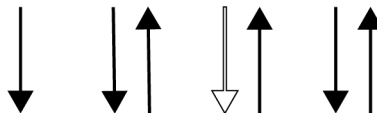
Four white horses, on the river.

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

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

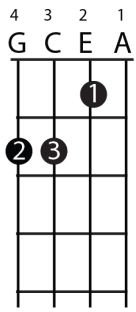
Hey, hey, hey, up tomorrow. Up tomorrow is a rainy day.

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



Game

- Prepare hand jive “partner – clap – partner – clap”
 - Maintain the V-I7 chord change (raindrop-cloud) as snap = raindrop and clap as cloud
 - “ripe banana” = snap, snap (different than others)
- Explore ways to 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 as a mysterious creature
- Associated words (let students add vocabulary)

Mysterious
Mystifying
Hazy
Dreamy
Cryptic
Shadowy

Movement

- In small groups, create creatures that communicate through the movement
 - Modification: Limit body range: Shoulder up, mid-body, or waist-down
- Each creature creates 8 beats of a “welcome”
- Partners echo the movement (8 beats)
- 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 16 beats of instrumental accompaniment (movement improvisation + echo) should reflect the movement of the creatures and is completely improvisational

Transition

Use the song as the movement transition

- Prepare students by having them move towards a specific B destination using an interesting pathway
 - Students can move in partners. One partner copying the other partner's movement and pathway
- At the end of the song students are at their B destination
- Once students understand how to move from point A to point B, one student remains in their spot while the other student moves to a new partner (one who is stationary)
 - Using dot spots may help with organization
- When the student stops at a new partner, the new stationary partner is like the creature in the closet. After the student opens the door to the closet, the partner performs their greeting (8 beats) and the other partner performs it back (8 beats)

Possible form:

A (song) – students move to new partner

B (improvisation; echo) – one student moves 8 beats; partner imitates movement 8 beats; instruments use same format

A (song) – students move to new partner

Possible improvisation includes:

Singing in la-based pentatonic with ukulele accompaniment

Movement

Instrumental improvisation on UPP, Barred Instruments, and recorders

Finger Warm Ups:

Superstition by Stevie Wonder



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

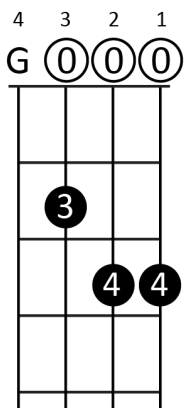
Objectives:

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

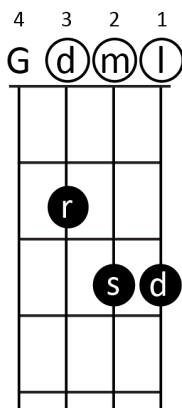
Preparation

- 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)

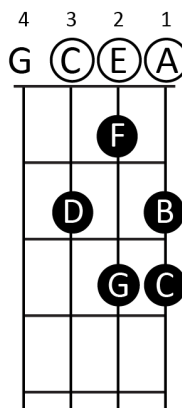
C Pentatonic Scale
Fingerings



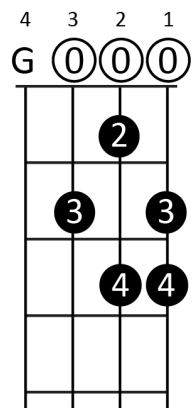
C Pentatonic Scale
Scale Shape



C Major Scale
Scale Shape



C Major Scale
Fingerings



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

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”