

**Overall Organization of Unit
UNIT COVER PAGE**

Unit Title: Beginning Ukulele

Grade Level: Applicable to grades 4th-8th

Subject/Topic Area(s): General Music / Ukulele

Designed By: Zane T. Franco

Unit Duration: 9 weeks total (each lesson can be broken up into multiple class periods)

Brief Summary of Unit (Including curricular context and unit goals):

If you are a novice ukulele teacher, this unit may be for you! Did you just walk into your musical storage and find 30 ukuleles?! Tune them up and start teaching!

This unit is inspired by the desire for general music classrooms to provide opportunities to students with learning to play an instrument, especially students who may not want to participate in large ensembles. This unit allows students with little musical skill to gain the ability to play an instrument within an accelerated timeline. The unit uses the historical context of the rise of ukulele music in the early 1900s. Musical examples are pulled from this time period to aid in learning how to play, perform, and create songs. The unit also makes connections to current pop culture, specifically to current artists covers of songs from the past. The end product and goal of the unit is for students to create and perform an original song using all the knowledge gained throughout the lessons. The second goal is for students to have a basic proficiency of the ukulele; therefore, students will be able to continue learning and practicing ukulele on their own or outside of the school environment.

Don't worry! You, the teacher, will find many tools and pedagogical approaches throughout the lessons that will help you instruct and move smoothly through the unit. There are provided Presentations, worksheets, activities, and step-by-step procedures that guide you through every minute of the lessons. The unit also focuses on using teaching approaches that are compatible with your music classes such as learning with non-standard music notation and project-based learning!

Concepts of Curriculum, Assessment, Purpose, and Philosophy
Present in the Understanding by Design Ukulele Unit

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Purpose and Philosophy

The creation of this unit is inspired by the desire for general music classrooms to provide opportunities to students with learning to play an instrument, especially students who may not want to participate in large ensembles. This unit allows students with little musical skill to gain the ability to play an instrument within an accelerated timeline. The unit uses the historical context of the rise of ukulele music in the early 1900s. Musical examples are pulled from this time period to aid in learning how to play, perform, and create songs. The unit also makes connections to current pop culture, specifically to current artists covers of songs from the past. The end product and goal of the unit is for students to create and perform an original song using the knowledge gained throughout the lessons. The second goal is for students to have a basic proficiency of the ukulele; therefore, students will be able to continue learning and practicing ukulele on their own or outside of the school environment.

Giebelhausen and Kruse (2018) state “While the ukulele is used in the world of music in higher education, it is arguably limited to music education methods courses. Because the ukulele is likely not a primary instrument for applied studio lessons and large ensembles, the ukulele might be used to remind pre-service music educators of the joy of music making without the pressures of gaining advanced technique and performing at a professional level” (pg. 348). Using the Ukulele as a medium to teach music is also rewarding for the teacher. It reminds us of the joys of music without having to focus on mastering the instrument. Teaching Ukulele to young students is rewarding because students see progress quickly and are motivated to continue to practice. Kruse (2013) describes individuals experience with the Ukulele and says “They resonated with the ukulele and praised its healing properties, its nostalgic character, its cheery persona and its quirky reputation as one of the most misunderstood underdogs in the instrumental world. The overall consensus, however, was that the instrument wields curative and uplifting powers” (pg. 160). Ukulele is engaging for students. They have an interest in it because it doesn’t have an intimidating number of keys/valves and doesn’t need to be held in an awkward position. The tone of ukulele is inviting and can easily be produced when first learning how to

play. Overall, the Ukulele is a great instrument to use in any musical setting as a medium for teaching music.

Curriculum and Assessment

This unit is developed with the end goal in mind. Throughout the entire unit, assessment tasks are created to show understanding of the skills and knowledge being acquired. Payne, Burrack, Parkes, and Wesolowski (2019) state the implementing process of assessment and curriculum as:

An effective assessment process in the music classroom has six discernable steps: (1) defining specific outcomes with expectation levels of achievement; (2) designing an assessment task and scoring device; (3) using an enhanced feedback mechanism; (4) longitudinally documenting individual student progress; (5) analyzing the data, improving practices, and grading; and (6) communicating assessment findings to stakeholders as a means of accountability and advocacy. (pg. 39)

The specific levels of achievement are explicitly stated throughout the unit through the use of rubrics and explicit feedback. The rubrics help to define the necessary requirements and provide teachers with a scoring device for grading. These rubrics and specific activities throughout the unit give students multiple feedback sessions that use self-reflection and self-assessment. These self-reflections then guide future lessons and differentiation for specific students. Good communication of these feedback events will lead to a strengthened understanding of future knowledge.

Kokkidou (2018) states “Nowadays, music literacy is defined as the ability to create meaningful experiences with music and to interact effectively with musical texts through listening, performing, creating, contemplating, and constructing meaning from musical texts” (pg. 5). Throughout this unit, I have decided to shift away from the western notation included in most music curriculum. I have decided to use chord symbols and tablature notation to teach this unit. Students can learn concepts within music without learning standard music notation. This curriculum choice allows teachers to get creative with lessons to teach Ukulele and composing without intimidating students. The activities and lessons within this unit provides students with listening, performing, creating, contemplating, and meaning construction experiences. These experiences will drive acquisition, understanding, and eventually their transfer of knowledge to other contexts.

References

- Giebelhausen, R., & Kruse, A. J. (2018). “A Smile on Everybody’s Face”: A Multiple Case Study of Community Ukulele Groups. *International Journal of Music Education*, 36(3), 347–365.
- Kokkidou, M. (2018). Postmodernism, Music Literacies, and the Function-oriented Music Curriculum. *Visions of Research in Music Education*, 32, 1–27.
- Kruse, N. B. (2013). “Without U, it’s just kulele”: Expressions of leisure and ’ohana in an intergenerational ukulele club. *International Journal of Community Music*, 6(2), 153–167. https://doi.org/10.1386/ijcm.6.2.153_1
- Payne, P. D., Burrack, F., Parkes, K. A., & Wesolowski, B. (2019). An Emerging Process of Assessment in Music Education. *Music Educators Journal*, 105(3), 36–44. <https://doi.org/10.1177/0027432118818880>

**Overall Organization of Unit
Stage 1: DESIRED RESULTS**

National Standards:

MU:Pr6.1.E.Hs

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

MU:Cn10.0.E.HSIII

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr3.2.E.HSIII

Shared varied, personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

MU:Re7.2.E.HSIII

Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

Georgia Standards:

M6GM.1

Singing, alone and with others, a varied repertoire of music

M6GM.2

Performing on instruments, alone and with others, a varied repertoire of music

M6GM.5

Composing and arranging music within specified guidelines

M6GM.6

Listening to, analyzing, and describing music

M6GM.9

Understanding music in relation to history and culture

Understanding(s):

- Students will understand that ukulele is a fine instrument that can be used in a varied range of musical genres. Ukulele can be used for accompaniment or as a solo instrument in music.
- Students will understand that improvising and composing are exciting ways to express yourself through music.
- Students will understand how certain musical ideas can express the music of a certain genre or artist.

<p>Essential Question(s):</p> <ul style="list-style-type: none"> • When is a performance judged ready to present? • How do context and the manner in which the musical work is presented influence audience response? • How do musicians improve the quality of their performance? • What was the music trying to convey and how was the music able to do that? 	
<p><i>Students will know...</i></p> <p>--Students will know how to describe the ukulele with basic proficiency, which includes posture, strumming, chord fingerings, and fingerpicking.</p> <p>--Students will know how to read basic tablature.</p> <p>--Students will know how to create songs using tablature.</p>	<p><i>Students will be able to...</i></p> <p>--Students will be able to play the ukulele with basic proficiency.</p> <p>--Students will be able to create songs using their knowledge of ukulele and tablature.</p> <p>--Students will be able to improvise on the ukulele.</p> <p>--Students will be able to express certain emotions through their playing and composition.</p> <p>--Students will be able to learn popular songs including “Dream a Little Dream of Me,” “Moon River,” “Fly Me to the Moon,” and “You are my Lucky Star.”</p>

Stage 2: ASSESSMENT EVIDENCE

Performance Task:

- Students will show that they understand the ukulele from the evidence of their ability to make a creative song/composition that transfers their knowledge of the musical time period from the 1920s to the 1960s and their ukulele technique.

Key Criteria:

- Students use the correct technique while playing the ukulele.
- Students are putting forth a positive effort in class.
- Students are able to accurately describe the parts of the ukulele.
- Students can create chord structures, strumming patterns, and tablature notation from acquired knowledge in class.
- Students can explain, interpret, apply, shift perspective, show empathy, and demonstrate self-knowledge throughout the scope and sequence of this unit.

Other Evidence:

- Students will be able to show effort and understanding of improvisation with their ukulele in class.
- Class discussion of the rise of the ukulele in American popular music and ways it has affected music that students listen to today.
- Every lesson will include a Formative Assessment. These formative assessments will include checking correct ukulele technique such as posture, playing position, rest position, chord fingerings, strumming, and steady tempo.
- Authentic assessment will be present in the student's ability to perform their creative compositions with quality, through recording technology.

Stage 3: LEARNING PLAN

<p>Week 1</p>	<p>Throughout the first week of this unit students will be introduced to:</p> <ul style="list-style-type: none"> • Historical background of the ukulele and why it is important to the music of the early 1900s including the American popular music genre. • The very basic technical ideas of ukulele.
<p>Week 2</p>	<p>During the second week of this unit students will continue to:</p> <ul style="list-style-type: none"> • Connect the ukulele to its place in American Popular Music. • Develop the basic ukulele techniques including strumming and basic chords. • Learn how to read chord charts within sheet music while learning to play songs from the time period. • Learn “Dream a Little Dream of Me”.
<p>Week 3</p>	<p>Week three of the unit will include:</p> <ul style="list-style-type: none"> • Increased difficulty and complexity with strumming patterns. • Introduction of chord progressions within certain tonal keys. • Continuation of musical repertoire within American Popular Music. • Introduction to the creative process of composition and exploring lyrics as a form of expression in song writing. • Learn “Moon River”.
<p>Week 4</p>	<p>Throughout week four of the unit students will:</p> <ul style="list-style-type: none"> • Increase their technical proficiency on the ukulele through the introduction of riffs. • Continue to create chord progressions with a focus on chord progressions used in the time period being discussed, including twelve-bar blues progressions. • Learn “Fly Me to the Moon”. • Composition activities that include creating tune-dex cards, writing song lyrics, and creating chord progressions.
<p>Week 5</p>	<p>Week five will include:</p> <ul style="list-style-type: none"> • Learn “You Are My Lucky Star”. • Continuation of chord progressions and technical study on the ukulele. • Introduction to improvisation and how performers use improvisation as an expressional tool. • Introduction of the final project allowing students to fully comprehend the necessary requirements, which is a song composition project that will demonstrate the student’s ability to play the ukulele, build chord progressions, write lyrics, and develop a musical form.

<p>Week 6</p>	<p>Throughout week six students will:</p> <ul style="list-style-type: none"> • Flip the classroom to show their understanding of the basic proficiencies of the ukulele playing. Students will teach other students the basic skills and understandings of the ukulele which include playing position, strumming technique, string and note names, basic chords, and basic chord progressions. • Work on final projects. • Introduction to improvisation techniques on the ukulele.
<p>Week 7</p>	<p>During week seven students will:</p> <ul style="list-style-type: none"> • Work on the presentation and performance of their projects while also giving feedback to their peer's work. • Continuation of exploring improvisation on the ukulele through mini activities that are placed throughout the classes and the week.
<p>Week 8</p>	<p>Throughout week eight of the unit students will:</p> <ul style="list-style-type: none"> • Work on projects for completion. • Participate in mini activities throughout the week that include improvisation and creating using the ukulele.
<p>Week 9</p>	<p>Week nine of the unit includes:</p> <ul style="list-style-type: none"> • Student performances and presentations of their projects. • Editing to the final product before final submission after performances and peer feedback sessions.

Lesson Plan 1

Lesson Title: History and Basic Techniques	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Cn10.0.E.HSIII Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Re7.2.E.HSIII Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>Georgia Standards: M6GM.9 – Understanding music in relation to history and culture a. Identify distinguishing characteristics of representative music genres and styles from a variety of cultures. b. Classify exemplary musical works by genre and style and recognize their identifying characteristics. M6GM.6 – Listening to, analyzing, and describing music a. Recognize specific music events in an aural example, applying given appropriate terminology. b. Recognize characteristics of musical elements in music, which represent diverse genres and cultures. M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will understand the general historical background of the ukulele and its role in the American Popular music genre. • Students will be able to describe and demonstrate how to properly take the ukulele out of its case, hold the instrument properly, and sit in rest position. • Students will be able to describe and demonstrate the note names of the strings on the ukulele. • Students will be able to describe and demonstrate the proper technique for strumming the ukulele. • Students will be able to describe and demonstrate how to play a C Major chord. 		
<p>Anticipatory Set: (5 mins)</p> <ul style="list-style-type: none"> • While students are walking in and finding their seats, have a video playing on your projector or screen that conveys the style and sound of ukulele playing from the early 1900s. • For example, I used videos online where I searched “Vintage Ukulele Videos”. 		

Procedures:

1. After the anticipatory set, move on to the Ukulele History Presentation (15-20 mins) (see [appendix A](#))
 - a. During the presentation have students complete the Guided Notes Worksheet (see [appendix A](#)).
 - b. Give time at the end of each slide for students to complete their notes and to ask any questions.
2. Once finished with the presentation, move on to the expectations and handling of the class ukuleles. (10 mins) (Make sure ukuleles are already tuned for this lesson)
 - a. Demonstrate and discuss how to properly handle and take the Ukuleles out of their cases.
 - b. Demonstrate and discuss rest position: Right hand on the neck of the Ukulele with the body of the instrument on the right leg. Strings are covered by the right hand so that the strings are not able to vibrate. Strings facing out to the right!
 - c. Ask guided questions so that students understand the purpose and use of rest position. “Why do we sit in rest position?” “Where is your focus during rest position?” “Who is allowed to play in rest position?”
 - d. Introduce the class to “RP!” “When I say RP! everyone moves to rest position safely, quickly, your voices are off, and your attention is on me”.
 - e. Practice these multiple times to form this into a habit.
3. Next, demonstrate and discuss how to move from rest position to playing position. (1-3 mins)
 - a. Demonstrate this movement for students and also have an image of proper posture and playing position projected on the board.
 - b. Discuss and label the different parts of the Ukulele: Neck, body, nut, frets, strings, sound-hole and tuning knobs.
 - c. For playing position: Left thumb pressed against back of the top part of the neck. Neck DOES NOT rest on the space between thumb and index finger.
 - d. Body of the Ukulele is resting on the upper thigh of the right leg with the right arm, especially the elbow, cradling the upper body like a “baby”.
 - e. Fingers of the left hand may rest on the strings but only using the “meaty” part of the fingertips.
4. After learning proper playing position, practice moving from rest position to playing position. (1-3 mins)
 - a. Take as much time as needed until this process goes smoothly and the students understand the need for this process in class.
5. Move on to the strings of the Ukulele. (10 mins)
 - a. From top to bottom the notes are G=1st string, C=2nd string, E=3rd string, A=4th string. Discuss that strings are not pitched from high to low. Discuss that the thumb has no number unlike piano fingerings.
 - b. Class Activity: Create a phrase to use to remember the string names, I used “Giant Cows Eat Apples”.
 - c. Number the Ukulele frets. Just start with the first 4 frets from the nut. Fret 1, Fret 2, Fret 3, Fret 4.
6. Next, demonstrate and discuss proper strumming technique. (10-15 mins)
 - a. Pretend you are holding a guitar pick between your thumb and index finger in

- your right hand! Then, relax the rest of your fingers into a loose fist. That's the proper hand position for strumming.
- b. Show examples of common errors and how to correct them. Some common errors include putting too much pressure on the strings while strumming, playing with the wrong part of your hand/fingers, or not playing all the strings while you strum.
 - c. Only focus on down strums for this lesson.
 - d. The index finger is the part of the hand that plays the string on down strums.
 - e. Give students a chance to strum while you walk around to check playing position and strumming technique.
7. Lastly, introduce the C Major chord. (10-15 mins)
- a. Discuss with the students how to number the fingers on the left hand.
 - b. Index Finger=1st Finger, Middle Finger=2nd Finger, Ring Finger=3rd Finger, Pinky Finger=4th Finger
 - c. Project the tablature for the C Major chord in the Chord Chart Presentation (see [appendix A](#))
 - d. C Major chord= 3rd Finger on the 3rd Fret on the 4th String.
 - e. Demonstrate and discuss that the finger must press the string down against the fret to make the string shorter when it vibrates.
 - f. Finish with your students moving from open strings to the C Major chord in any rhythm that you feel will work with your students at that time.

Closure:

- Ticket Out the Door/Instrument Storage (Last 5 minutes of class)
 - Discuss with students how this lesson will guide the learning into the next lesson which will include learning new skills on the ukulele. Through the preliminary acquisition of the ukulele techniques, students will be able to learn new chords and chord progressions.
 - Hand each student a Parts of the Ukulele Worksheet that includes labeling the parts of the Ukulele, naming the string names, numbers, and numbering the frets and fingers (see [appendix A](#)).
 - To leave class they must have put their Ukulele away properly, and hand in the guided notes and closing worksheet.

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles
- [Ukulele History Presentation](#)
- [Guided Notes Worksheet](#)
- [Chord Chart Presentation](#)
- [Parts of the Ukulele Worksheet](#)

Assessment and Follow-Up:

- After grading the students guided notes and ticket out of the door worksheet, decide what needs to be reviewed and further enforced at the beginning of the second week of this unit plan.
 - This will inform what activities and discussions start lesson #2.

Sources Consulted:

Captain Stubby and the Buccaneers. (n.d.). Retrieved from

<http://digitalcollections.library.gsu.edu/cdm/singleitem/collection/popmusic/id/7256/rec/159>

Brief History of Bluegrass Music by the Bluegrass Heritage Foundation. (2019, September 11). Retrieved from <http://bluegrassheritage.org/history-of-bluegrass-music/>

Jacobson, M. (2015, January 26). The Rise and Fall (and Rise) of the Ukulele. Retrieved from <https://www.theatlantic.com/entertainment/archive/2015/01/though-it-be-little-the-rise-of-the-ukulele/384453/>

Lesson Plan 2

Lesson Title: History, Technique, and Chords	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Pr6.1.E.Hs a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. b. Demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <p>MU:Cn10.0.E.HSIII Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Georgia Standards: M6GM.1 – Singing, alone and with others, a varied repertoire of music c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.</p> <p>M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to describe and demonstrate how to play a C Major chord, G Major chord, F Major chord, and A Minor chord. • Students will be able to read music chord charts that are written in sheet music. • Students will be able to play music on Ukulele by reading chord charts. • Students will be able to play and sing the melody from “Dream a Little Dream of Me” (words by Gus Kahn and music by W. Schwandt and F. Andree). 		
<p>Anticipatory Set: (10 mins)</p> <ul style="list-style-type: none"> • Play two versions of the song “Dream a Little Dream of Me” – one by Dinah Shore and the other by The Mamas and the Papas. • Play these two recordings while students are walking in and give students the Listening Lesson Worksheet (see appendix A). <ul style="list-style-type: none"> ○ Listening Lesson Worksheet includes thought provoking questions such as “What mood do you think this music conveys?” “What do you think the lyrics are trying to tell us?” • Once the class has taken their seats and are all working on the beginning activity, start a discussion with class, using the above questions as a jumping off point. 		

Procedures:

1. After anticipatory set, and grading your students work on the Guided Notes and Ukulele worksheet, review materials and knowledge that needs to be reinforced before moving on to the new material.
 - a. Review classroom procedures with the Ukulele including taking instruments out of the case, rest position, and playing position.
 - b. Do not move on until you are satisfied with the class's abilities to do these three tasks.
2. Start with the C Major chord. Review the fingering for this chord with your students. You can make any type of visual you want to use with your students. There is a Chord Chart Presentation that I have created (see [appendix A](#)). (10 mins)
 - a. Put students in small groups at your discretion and guide them to check each other for correct playing posture, correct fingering for the C Major chord, and correct down strumming technique.
 - b. Walk around the room to check for student progress and for any quick corrections you may need to make.
 - c. Then, come back together into a full group and play down strums moving from the C Major chord to open strings. Play this exercise with any rhythm that will best fit your student's abilities at that moment. Start with playing whole notes first, then moving to two half notes, then to all quarter notes.
 - d. Repeat this task for the G Major chord, F Major chord, and A minor chord.
3. Then, come back together into a full group and play down strums moving from the C Major chord to the G Major chord to the F Major chord to the A minor chord. Play this exercise with any rhythm that will best fit your student's abilities at that moment.
 - a. Once you have given students all four chords and you are working on moving between them, allow your students the choice on how many down strums they play on each chord. The max being four if you are doing the exercise in common time with four beats in a measure.
 - b. If students are having trouble switching between chords suggest to them that they can play on beats one and three, so they are only strumming twice. This will allow your students to have more time to switch between chords.
 - c. If they are still having trouble, try just playing one down strum on the downbeats!
4. Introduce the first song in this unit, "Dream a Little Dream of Me" words by Gus Kahn and music by W. Schwandt and F. Andree. (20-30 mins)
 - a. Hand each student a copy of the Tune-Dex (lead sheet) version of the song (see [appendix B](#)). The Tune-Dex is a simplified version of the song that includes chords and the melody. This will help to not overwhelm students with complicated music such as full piano-vocal sheet music.
 - b. Play recording of the Dinah Shore version of "Dream a Little Dream of Me."
 - c. Before playing the recording give the students specific tasks while listening. "Listen to the chords." "How are the chords guiding the music and lyrics?" "How does this music sound different from music you listen to?"
 - d. Discuss with your students what they have listened to using the questions above.
 - e. Discuss with your students that the chord charts that you used to learn the chords are the same as in the music!

- f. Start by playing the chord structure of the music with your students at steady tempo while using strumming patterns such as two half notes, all quarter notes, or a combination of the two.
- g. After you believe they are getting comfortable with the progression, sing the melody with your students as they play. State to your students “Once you are comfortable playing, try singing with me! If you can’t sing it with me yet, try just speaking the words with me as we play!”
- h. This could be a good chance to break your students up into small groups to work together, help each other, and give constructive feedback.
- i. As your students are working in groups, walk around to check for progress to see what you may need to review or focus on for the next lesson.

Closure: (Last 5 minutes of class)

- Ticket Out the Door/ Instrument Storage
 - Give students a Self-Reflection Prompt that asks questions like “What do you feel your greatest strength is so far playing your ukulele?” “What do you think you need to practice on your ukulele?” “What do you want to learn more about playing the ukulele? What do you think will come next in our lessons?”
 - Students must put away their instruments properly and hand in their self-reflection before they may leave class.

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles
- [Listening Lesson Worksheet](#)
- [Chord Chart Presentation](#)
- [Self-Reflection Prompt](#)
- Rubric for Basic Proficiency Chords (see [appendix D](#))

Assessment and Follow-Up:

- Read through your student’s self-reflections and decide what you may need to review in your next lesson, so your students don’t feel like they are falling behind or aren’t being challenged enough!
- Read through some notes you took about the class’s progress to help inform your decisions on how you want the next lesson to be structured. After this lesson students should be able to understand the musical history of ukulele music, show knowledge of basic ukulele technique, and have the skills necessary to begin working on chord progressions.

Sources Consulted:

“Dream a little dream of me” Reader's Digest Music. (2007). *In the mood Golden stars, timeless favorites*. Pleasantville, NY: Reader's Digest Music.

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Lesson Plan 3

Lesson Title: Technique, Chord Progressions, and Repertoire	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Pr6.1.E.Hs a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. b. Demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <p>MU:Re7.2.E.HSIII Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>Georgia Standards: M6GM.1 – Singing, alone and with others, a varied repertoire of music c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.</p> <p>M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to play different strumming patterns. • Students will be able to describe and demonstrate a C, F, and G Major chord progression. • Students will be able to play and sing the melody from “Moon River” (words by Johnny Mercer and music by Henry Mancini). • Students will be able to write their own chord progressions. • Students will be able to put words to their chord progressions either with pitch or just spoken word. 		
<p>Anticipatory Set: (5-10 minutes)</p> <ul style="list-style-type: none"> • As students are walking in have “Moon River” playing. You may use an original recording of this or find a cover of this song to use as your classroom example. • The most recent cover that your students may know is the version of “Moon River” by Frank Ocean. • Prompt your students to listen to how the chord progression moves throughout the song. Ask your students to listen to how the words fit within these chord progressions. • Discuss with your students about some of the observations made throughout listening to the musical example. 		

Procedures:

1. After the anticipatory set move directly into reviewing the four chords students have learned in the first two lessons.
2. Start by reviewing each chord separately and then move to putting them together into a C Major chord progression, I-V-vi-I. (15-30 minutes)
3. This point of the unit is a great spot to add a fun activity for students to use any type of classroom technology they may have to learn new chords and chord progressions that haven't been taught in class. Instruct the students that they have ten minutes to find a popular song using classroom technology and any ukulele repertoire website to learn the chord progression to the chorus of that song. Students can sing and play or just play the chord progression for the chorus. (10 minutes)
 - a. This may be a good opportunity to differentiate instruction for gifted students and for students who are struggling.
 - b. Group the students based on these ideas and give them different tasks to review and find new chords and progressions.
 - c. One group may stay with the chords and progressions taught in class while others do some exploring out of the realm of content taught within the unit.
4. After students have spent time reviewing bring the class back together to play a C Major chord progression all together. (5 minutes)
 - a. Next introduce different strumming patterns within four beats for each chord of the progression. Do a call and response section to get your students listening and watching your playing.
 - b. Have students actually verbalize the strumming they are doing by saying "Down Down Down Down" or "Down-Up Down-Up Down-Up Down-Up".
 - c. Move through different strumming patterns with your students until they are getting comfortable with their ukulele playing.
 - d. Start by you playing and saying the strumming pattern, then gesture to your students to repeat. Keep a steady tempo going throughout this activity to ensure students are feeling a steady pulse.
5. Next move on to the new chord progressions for the unit. These chord progressions are G Major (G, C, D, D7) and F Major (F, Bb, C, C7) (30 minutes)
 - a. To begin teaching these new chord progressions you must teach students two new chords. B-flat Major and D Major.
 - b. This is a great opportunity for students to work by themselves. Hand out the chord diagrams provided in Chord Progression Presentation. (see [appendix A](#)) for the two new chords and direct students to take the next couple of minutes to teach themselves these chords.
 - c. Walk around the class as students are working to help with any students who may need help.
6. Bring the class back together to now learn the G Major and F Major chord progressions using the Presentation provided or using your own resources. (10 minutes) (see [appendix A](#))
 - a. Go through each progression slowly working on moving the fingers throughout the different chords.
 - b. Give suggestions on where to leave fingers down or how to easily switch fingers to different strings.

- c. Give students time to work on their own while you watch for student understanding or students that may be having trouble with the new progressions and chords.
7. As students are working on chords and progressions hand out the sheet music for “Moon River”. Instruct students that once they feel comfortable with the new progressions that they may move on to learning the new song they will be working on in class. (30-40 minutes)
- a. Once all students are working on the new song for the day in class bring them back all together to start working as a class.
 - b. Use the same set up for teaching a song to the class by playing through the chord progression together, then play together while you sing, then have students join in when they feel comfortable.
 - c. If students don’t feel comfortable singing, have them speak the words while playing in the same rhythm as if they were to be sung.
 - d. You can either continue to work as a large group or break up students to work in groups or alone on playing and singing the melody of “Moon River”.

Closure: (5-10 minutes)

- To end this lesson, have students create their own chord progressions using the resources they have been given throughout the unit.
 - As they are creating their own progressions have them create lyrics that flow with their chord progressions.
 - Do not make this a big task for your students. Give them lots of artistic freedom so that the idea of writing lyrics doesn’t become daunting or difficult.
 - Handing in their chord progression and lyrics is the student’s ticket out of the door for this lesson.
- Another closing activity to connect to the next lesson would be to create some one string melodies.
 - Give students time to create a melody using only one sting on their ukuleles.
 - Allow students artistic freedom and don’t have them write the melody down, rather, have them play it for you before they can pack up to leave.

Required Materials and Equipment:

- Speakers
- Metronome
- Projector
- Ukuleles
- [Chord Chart Presentation](#)
- [Chord Progression Presentation](#)
- [Chord Progression Worksheet](#)
- Rubric Chord Progression Creation (see [appendix E](#))

Assessment and Follow-Up:

- Look through each student's ticket out of the door to check for understanding of how to write chord progressions and their combination with lyrics.
 - From this analyzing of student work, you will be able to decide what topics, ideas, and skills need to be reviewed or possibly explained in a different way for your students to be successful within the class setting.

Sources Consulted:

Mercer, J. (1981). The Johnny Mercer songbook. Hialeah, Fla.: Columbia Pictures Publications.

Lesson Plan 4

Lesson Title: Composition Activities and Technique	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Pr6.1.E.Hs a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. b. Demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <p>MU:Cr3.2.E.HSIII Shared varied, personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Georgia Standards: M6GM.1 – Singing, alone and with others, a varied repertoire of music c. Sing music of diverse genres and cultures, with appropriate representation of culture and style. M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to play riffs on the ukulele. • Students will be able to create their own chord progressions that sound like ukulele music from the early 1900’s. • Students will be able to describe and demonstrate a blues chord progression on the ukulele. • Students will be able to create their own version of a Tune-Dex card to record their chord progressions and lyrics. • Students will be able to play and sing the melody of “Fly Me to the Moon” (words and music by Bart Howard). 		
<p>Anticipatory Set: (5-10 minutes)</p> <ul style="list-style-type: none"> • While students are walking in hand them a chord progression card. (see appendix A) • Write on the board the instructions for the beginning activity. <ul style="list-style-type: none"> ○ The instructions are that there are four of each chord progression. They must find the people who have the same chord progression that they have. Once they have found all four people they must practice together and perform the progression for the teacher. ○ Once they have performed the progression for the teacher they may practice on their own until everyone has finished the opening activity. 		

Procedures:

1. The opening activity will give your students enough review to be successful throughout this lesson, but you may do more review at the beginning of the lesson if needed.
2. Introduce fingerpicking or riffs to your students with the Fingerpicking/Riffs/Blues Chord Progression Presentation. (20-30 minutes) (see [appendix A](#))
 - a. Start by showing the notation for this style of music on ukulele by discussing each part.
 - b. Discuss with the class that the strings are the same as the chord charts, but they are just turned sideways! This is referred to as tablature!
 - c. Show your students that the numbers on the lines mean which fret to press down at that certain time to play a riff.
 - d. Remind students that the number zero on a string means that the string is played open with no fingers down.
 - e. Go through the rest of the presentation and stopping if any students have questions or are confused.
 - f. After the presentation, use the example at the end of the presentation to start to work on this new musical idea with your students.
3. Once you have gone through the musical example, give your students time to practice this on their own. (10-15 minutes)
 - a. As students are practicing, walk around and help students wherever it is needed.
4. Once students have started to feel more comfortable with this new idea have students create their own four measure riff to play by exploring the instrument on their own. (10-15 minutes)
 - a. Don't give too many guidelines for this quick activity because students just need to explore this idea more before actually adding any rules to their creations.
 - b. Have students share their little compositions with the class if there is time!
5. Next, move on to the last part of the Fingerpicking/Riffs/Blues Chord Progression Presentation (see [appendix A](#)) which is the Blues Chord Progression. (20-25 minutes)
 - a. Work your way through the rest of the Presentation discussing with the students this new type of chord progression. You should leave time for questions.
 - b. Make it clear to your students that this chord progression may be longer than the progressions we have done before but that it consists of all of the chords we may already know.
 - c. At the end of the presentation is a Blues Chord Progression that you will work through with the students. Find fun ways with your students to remember the chord progression by making a catchphrase or a short song to remember the chords!
 - d. I used and created a short rap with my class that went like this "C to the C to the C to the C, then F two times, WAIT back, double C, finish with a G then a F then a C then a G!"
6. The last part of the lesson will be learning to play and sing the melody from "Fly me to the Moon". (20-30 minutes)
 - a. Instead of playing with the students first, have them start in groups and practice on their own.
 - b. Walk around to make sure students are on task, and if anyone may need some

help.

- c. Once students have worked on their own, bring the group back together to play the song to see if students are able to work on their own and be successful.
- d. If there are any parts of the song that need work as a group take some time to do that now. If not, move on to your closing activity.

Closure: (10 minutes)

- The closing activity for this lesson will be to edit their first chord progressions and lyric sheets and transform them into a Tune-Dex card version.
 - Students will read the written feedback from the teacher to make edits to their first draft.
 - Give students time to work and edit this while you walk around providing some guidance and help where needed.
 - Students must turn in their work as their ticket out of the door.

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles
- [Fingerpicking/Riffs/Blues Chord Progression Presentation](#)
- [Chord Progression Cards](#)
- Rubric Chord Progression Creation (see [appendix E](#))

Assessment and Follow-Up:

- Use the closure activity to guide your decisions on possible review or different activities for future lessons.
- Formative assessment of student’s abilities to learn to play and sing “Fly Me to the Moon” in the last activity.

Sources Consulted:

Reader's digest festival of popular songs. (1977). Pleasantville, N.Y.: Reader's Digest Association.

Bolton, M., Walden, C., & Sinatra, F. (2006). Bolton swings Sinatra : The second time around. Beverly Hills, CA: Concord Records.

Lesson Plan 5

Lesson Title: Technique, Repertoire, and Composing	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Pr6.1.E.Hs a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. b. Demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <p>MU:Re7.2.E.HSIII Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>Georgia Standards: M6GM.1 – Singing, alone and with others, a varied repertoire of music c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.</p> <p>M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to sing and play the melody from “You are my Lucky Star” (words by Arthur Freed and music by Nacio Herb Brown). • Students will review fingerpicking, riffs, and the blues chord progression. 		
<p>Anticipatory Set: (10-15 minutes)</p> <ul style="list-style-type: none"> • Composing/Creating activity <ul style="list-style-type: none"> ○ Prompt students as they walk into class to complete normal classroom procedures to properly obtain instruments and to begin warming up. ○ On your whiteboard or projector instruct students to play through all of the chords they know using resources from previous classes and their memorization of chords. ○ Describe to students that they should explore putting four different chords together to make a chord progression that sounds interesting to them. ○ Give students time to play and do some musical work. Walk around to help any students that may need further instruction on the task. ○ Once students have completed their chord progression, put students into small groups to perform for each other. 		

Procedures:

1. After the anticipatory set, begin with learning the new song “You are my Lucky Star” by giving the students the sheet music and chord chart. (20-30 minutes)
 - a. Structure the learning of this new piece in whatever format works best. This could include having students listen to the piece and then working on their own, partners, small groups, or you could lead the entire class through learning the song.
 - b. Have students perform in small groups for each other to begin having students’ self-critique and peer-to-peer critique.
2. Continue the lessons by moving on to the review of chord progressions and the blues chord progression. (20-30 minutes)
 - c. You can either do a quick review of the Fingerpicking/Riffs/Blues Chord Progression Presentation (see [appendix A](#)) used in the previous lesson or do a different type of review for your students.
 - d. After you have reviewed, begin with the Chord Progression Presentation. (see [appendix A](#))
 - e. Each chord progression should take 5-10 minutes to discuss and to start playing through.
3. Take some time the rest of the lesson to do a brainstorm session for your students to begin thinking about their final projects, which is the students showing that they understand the ukulele from the evidence of their ability to make a creative song/composition that transfers their knowledge of the musical time period from the 1920s to the 1960s and their ukulele technique.
 - f. These activities could include some lyric writing, other song exploration and exploring other chord progressions used in pop music.
4. Present the written rubric for the composition project! (see [appendix F](#))
 - g. Go through every part of the rubric with students so they understand what is expected of them.
 - h. Answer any questions students may have.
 - i. Give the rest of the time for students to do individual work while you provide any help or needed resources while students are working.

Closure: (5-10 minutes)

- Progress Checks
 - Have students share their project progress with the class as succinctly as possible.
 - This could include sharing their big ideas, small focused ideas, the work they have done, or perform some of their project.
 - Constructive critiques and revisions will help student autonomy in their future lessons and group work.

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles

- [Fingerpicking/Riffs/Blues Chord Progression Presentation](#)
- Rubric for Final Project (see [appendix F](#))

Assessment and Follow-Up:

- After students have given their progress on their projects to the class they must turn in their written progress.
- Use this to guide future lessons and review while also given feedback to students to continue their progress.

Sources Consulted:

Brown, Freed, Skinner, Freed, Arthur, & Skinner, Frank. (1935). You Are My Lucky Star (Special Collections and Archives, Georgia State University, WSB Radio Records Sheet Music (M006)). [United States] : Robbins Music Corporation.

Lesson Plan 6

Lesson Title: Improvisation, Flipped Classroom, and Final Project	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Cr3.2.E.HSIII Shared varied, personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>MU:Re7.2.E.HSIII Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>Georgia Standards: M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p> <p>M6GM.5- Composing and arranging music within specified guidelines a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. b. Arrange simple pieces of music within specified guidelines. c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music.</p> <p>M6GM.4 – Improvising melodies, variations, and accompaniments a. Improvise simple accompaniments. b. Improvise simple rhythmic and melodic variations. c. Improvise short melodies with existing accompaniments, consistent to given style, meter, and tonality.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to start working on their final performance project. • Students will be able to teach the basic techniques of ukulele. • Students will be able to describe their progress for their projects. • Students will be able to describe and demonstrate the basic techniques of improvisation on their ukuleles. 		

Anticipatory Set: (5 minutes)

- Hand back student’s previous reflection statements from lesson 5 (closure).
 - Ask students to reread their reflections and have a discussion about what each of their statements imply for the future of their projects.
 - Discuss the steps that need to happen next with the class and give time for students to have individual meetings with you as other students have time to work.

Procedures:

1. Any of the activities in this week’s lessons can be moved around and re-ordered to fit your class structure and need.
2. Give time for students to do individual work while you provide any help or needed resources while students are working.
 - a. Ask students essential questions while they are working. Do your lyrics help convey and emotion or event? Does your chord progression sound aesthetically pleasing? What else can you add to your project to make it of higher quality?
3. Introduce improvisational activities and experiential activities to help break up workdays while also giving students ideas for their own compositions. This will give students experiences with improvising before we actually define and label it improvisation.
 - a. One activity could be creating and improvising rhythms on top of a drum beat or soundtrack. I searched for funky drum tracks online and found many tracks that students enjoyed. Have this playing in the background while students sit in a large inward facing circle.
 - b. Instruct students that they will get 16 pulses to clap and rhythm they desire. This will pass all the way around the circle back to the teacher.
 - c. The second time around, students will improvise through strumming open strings using any combination of the strumming patterns learned throughout the unit. Each student will once again get 16 pulses to play!
 - d. To continue this activity, make the amount of pulses smaller and smaller each time you make it around the circle. 16 pulses -12 pulses -8 pulses - 4 pulses!
 - e. This may be easy for your class which is great. Make improvisation easy at first so students don’t become discouraged! Make it harder small chunk by small chunk.
 - f. Another activity could just be an exposure activity where you show your class a large group improvisation video on any platform available to you. I searched “large group music improvisation” and found a plethora of videos to use.
 - g. Before or during the video, ask students questions like “Are these musicians reading music?” “Are they playing from memory?” “Does the accompaniment sound repetitive?” “Do these artists perform effectively while playing like this?”
4. Flipping the classroom activities for students to actually teach what they have learned.
 - a. Have students teach each other in class about the basic ukulele techniques

they have been learning.

- b. Another idea for flipping the classroom could be your students creating a video tutorial on how to play a song they learned or just how to play a certain chord progression.

Closure: (5-10 minutes)

- Creative Album Cover Design
 - Prompt students to create an album cover to their project.
 - Allow this to be the start of a fun creative side project that students can use to express themselves a different way.
 - This little project can be assessed or not assessed to allow for students to be at their most creative.
 - This will connect prior lessons to future lessons while also allowing for arts integration across the curriculum. This project can connect the social and cultural ideas presented through album art of the time period. This connects the music you have been learning to the skills and ideas you are learning in class.
 - Show students examples of sheet music cover pages and album artwork from the time period. I simply Google image searched “sheet music covers 1920s”
 - Discuss the moods, emotions, and ideas this artwork portrays. Discuss what students can create to enhance their projects.

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles
- Recording and Video Technology
- Art materials for students to create Album Covers (could be a digital program as well)
- Rubric for Album Cover (see [appendix G](#))

Assessment and Follow-Up:

- At this point, scheduling one-on-one feedback sessions with your students on their projects will be the best way to assess their understanding of the task and how they are using what they have learned.

Sources Consulted:

National Association for Music Education (NAfME). (n.d.). Retrieved from <http://www.nafme.org/>

Plan for Improvisation. (2011, February 2). Retrieved from <https://nafme.org/plan-for-improvisation/>

Lesson Plan 7

Lesson Title: Improvisation, Feedback Sessions and Final Project Work	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Cr3.2.E.HSIII Shared varied, personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>MU:Re7.2.E.HSIII Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>Georgia Standards: M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p> <p>M6GM.5- Composing and arranging music within specified guidelines a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. b. Arrange simple pieces of music within specified guidelines. c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music.</p> <p>M6GM.4 – Improvising melodies, variations, and accompaniments a. Improvise simple accompaniments. b. Improvise simple rhythmic and melodic variations. c. Improvise short melodies with existing accompaniments, consistent to given style, meter, and tonality.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to work in groups or alone on their ukulele performance project. • Students will be able to use their ukulele skills to create a song that portrays musical style from the 1900’s which include Blues, Jazz, Swing, and Country. • Students will be able to self-critique their own work and make edits to their work. • Students will be able to improvise on their ukuleles over a four-chord progression or a twelve-bar blues progression. 		

Anticipatory Set: (10 minutes)

- Three note Improvisation Warm Up
 - For a quick and fun warm up with your students create a jam session with your students.
 - Seat students in a circle all facing each other, prompt students that they will have eight pulses to play the notes C-E-G on their ukuleles using any order and rhythm they like.
 - Everyone else, while waiting to play, will play a C Major Chord down strumming on every pulse.
 - Go around the circle however many times that you feel is satisfactory and once your students are warmed up and engaged in class.

Procedures:

1. Defining Improvisation:
 - a. Discuss with students that the warmup activity they just participated in is improvisation. Improvisation is the in the moment creation of musical ideas through the use of prior knowledge gained throughout class.
 - b. With your class, create a short description of improvisation that you will use for the rest of the unit. My class created an anchor poster that is still hanging in my classroom!
 - c. After creating a class definition, break students up into small groups of three or four. Give students the opportunity to participate in small group improvisation.
 - d. In these groups discuss the three different roles students will participate in. One student will keep a steady pulse using body percussion or lightly drumming the body of the ukulele. One student will play a chord of choice every four pulses with a down strum. And one or two students will improvise on one string of the ukulele using the finger picking technique.
 - e. Set a musical timer for three minutes. Every three minutes instruct student groups to switch parts.
 - f. Give students enough time complete all three different parts. If you feel like you need to spend more time on this, do it!
 - g. Next, I enjoyed showing my students an online video called “How to JAZZ SOLO on the ukulele! (with Ten Thumbs Pro!)” It allowed my students to see how improvisation can be fun and cool!
 - h. Always encourage your students to take inspiration from the videos and activities performed in class.
 - i. Transition next into working on your projects and make the connection that students must have a small improvisation section in their final projects and that it can be modeled after the activities you have completed in class.
2. Give time for students to do individual work while you provide any help or needed resources while students are working.
 - a. Ask students essential questions while they are working. Do your lyrics help convey and emotion or event? Does your chord progression sound aesthetically pleasing? What else can you add to your project to make it of higher quality?

3. Facilitate peer to peer feedback sessions for your students' projects.
 - a. Have students perform small sections of their projects for each other.
 - b. Guide constructive feedback.

Closure: (5-10 minutes)

- Continue work on the Album Cover mini project.
 - Add an improvisation of art into this closure.
 - Instruct students to have their Album Covers ready to be worked on.
 - Instruct students that they will choose one small section of their art to work on today.
 - Provide students with only one type of medium. This could be pencil, pen, markers, paint, or whatever you have available to you.
 - I used colored pencils that my art teacher was able to let me borrow!
 - Give students a timed improvisation work session only using that art medium!
 - Make sure students are using this time to be creative and expressive in this artform!
- Sticky Note Update
 - Before students can leave your classroom, have them write on a sticky note about their progress with the project.
 - These can be short bulleted points rather than full sentences.

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles
- Sticky Notes

Assessment and Follow-Up:

- Use the Sticky Note Update closure to inform the next steps you will take with feedback for your students and their projects.

Sources Consulted:

National Association for Music Education (NAfME). (n.d.). Retrieved from <http://www.nafme.org/>

Plan for Improvisation. (2011, February 2). Retrieved from <https://nafme.org/plan-for-improvisation/>

Biasutti, & Michele. (2017). Teaching Improvisation through Processes. Applications in Music Education and Implications for General Education. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00911/full>

Lesson Plan 8

Lesson Title: Improvisation and Final Project Work	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Cr3.2.E.HSIII Shared varied, personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>MU:Re7.2.E.HSIII Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>Georgia Standards: M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p> <p>M6GM.5- Composing and arranging music within specified guidelines a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. b. Arrange simple pieces of music within specified guidelines. c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music.</p> <p>M6GM.4 – Improvising melodies, variations, and accompaniments a. Improvise simple accompaniments. b. Improvise simple rhythmic and melodic variations. c. Improvise short melodies with existing accompaniments, consistent to given style, meter, and tonality.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to work in groups or alone on their ukulele performance project. • Students will be able to use their ukulele skills to create a song that portrays musical style from the 1900’s. • Students will be able to self-critique their own work and make edits to their work. • Students will be able to add an improvisation section to their compositions that demonstrates the basic techniques. 		

Anticipatory Set: (5 minutes)

- Sticky Note Activity
 - As students are walking into class, give each a sticky note that they can write one thing they may have a question about or need some help with on their project.
 - Once students have handed in their sticky note they may begin working on their projects.
 - While students are working on their projects, go around and answer each student's question on their sticky note.

Procedures:

1. Finishing Improvisation
 - a. Have a question and answer session where students can ask any questions about improvisation.
 - b. Make sure to have a clear description of improvisation for the class.
 - c. I took this time to then review the improvisation activities from the past two lessons, and I took requests from students to spend time on which activity they enjoyed the most!
 - d. Wrap this section up by reminding students that they must have an improvisation section in their final project.
2. Throughout the improvisation activities completed in class, students will have added an improvisation type section to their projects.
 - a. Have students perform their work for you so that you may give any feedback necessary to move forward.
3. Give time for students to do individual work while you provide any help or needed resources while students are working.
 - b. Ask students essential questions while they are working. Do your lyrics help convey and emotion or event? Does your chord progression sound aesthetically pleasing? What else can you add to your project to make it of higher quality?

Closure: (5 minutes)

- Before students may leave the class, students must turn in their draft projects.
 - Along with turning in their projects, students will grade themselves using the rubric provided for the project.
 - Once students have graded themselves using the rubric, have them write explanations for the grade they gave themselves in each column of the rubric.

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles
- Sticky Notes
- Recording and Video Technology

Assessment and Follow-Up:

- Students will turn in their drafts and their self-graded rubric.
- Use this to help students make any changes before their presentation in the next lesson.

Sources Consulted:

National Association for Music Education (NAfME). (n.d.). Retrieved from <http://www.nafme.org/>

Plan for Improvisation. (2011, February 2). Retrieved from <https://nafme.org/plan-for-improvisation/>

Lesson Plan 9

Lesson Title: Performances and Reflections	Unit: Beginning Ukulele	Grade: 4 th -8 th
<p>National Standards: MU:Cn10.0.E.HSIII Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr3.2.E.HSIII Shared varied, personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Georgia Standards: M6GM.5- Composing and arranging music within specified guidelines a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. b. Arrange simple pieces of music within specified guidelines. c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music.</p> <p>M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.</p>		
<p>Goals/Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to perform their self-composed ukulele and voice pieces for the class. • Students will be able to record their composition through sound recording and video to create a presentation for the class. • Students will be able to describe how their project portrays music from the early 1900’s. • Students will be able to analyze other student’s projects and provide constructive feedback. 		
<p>Anticipatory Set: (5 minutes)</p> <ul style="list-style-type: none"> • Performance Anxiety/Breathing Warm Up <ul style="list-style-type: none"> ○ Do any movement activity to get students to release some nervous energy. Ex. Body Shakes Count Down, Relaxing Breathing, and time to warm up/run through their projects for the performance. 		

Procedures:

1. Student performances!
 - a. Every student/group should perform or present their projects to the class.
 - b. The class will provide feedback for each student/group that performs.
 - c. The teacher will provide feedback and give suggestions pertaining to anything on the rubric students may have missed.
2. Give students time to edit projects before final submission.
3. Fun final activities to wrap up the entire unit!
 - a. This could include any type of review or finding some more current popular songs to learn with your class.

Closure: (5-10 minutes)

- Ukulele Jam Session
 - Find a fun popular song that has a video tutorial on any resource you have available to you.
 - Learn to play and sing a fun song as a class!

Required Materials and Equipment:

- Speakers
- Projector
- Ukuleles
- Recording and Video Technology

Assessment and Follow-Up:

- Use students' final projects and worksheets throughout the unit to inform how you may edit or change this unit the next time you use this unit.

Sources Consulted:

- None

Appendix A

External Presentations and Worksheets:

Lesson One

1. [Ukulele History Presentation](#)
2. [Guided Notes Worksheet](#)
3. [Parts of the Ukulele Worksheet](#)

Lesson Two

1. [Chord Chart Presentation](#)
2. [Listening Lesson Worksheet](#)
3. [Self-Reflection Prompt](#)

Lesson Three

1. [Chord Progression Presentation](#)
2. [Chord Progression Worksheet](#)

Lesson Four

1. [Fingerpicking/Riffs/Blues Chord Progression Presentation](#)
2. [Chord Progression Cards](#)

Lesson Five

1. [Fingerpicking/Riffs/Blues Chord Progression Presentation](#)

Appendix B

Sheet Music, Tune Dex, Recordings

Lesson Two

1. “Dream a Little Dream of Me” words by Gus Kahn music by W. Schwandt and F. Andree: Sheet Music, Recording, and Tune Dex.

“Dream a little dream of me” Reader's Digest Music. (2007). *In the mood Golden stars, timeless favorites*. Pleasantville, NY: Reader's Digest Music.

Mamas and the Papas (Musical group). (2011). *The Mamas & the Papas*. Santa Monica, CA: Geffen.

Schwandt, Andre, Kahn, Andre, Fabian, & Kahn, Gus. (1944). “Dream A Little Dream Of Me” (Special Collections and Archives, Georgia State University, Tune-Dex Card Collection). New York City : George Goodwin.

Lesson Three

1. “Moon River” by Johnny Mercer and Henry Mancini Sheet Music

Mercer, J. (1981). *The Johnny Mercer songbook*. Hialeah, Fla.: Columbia Pictures Publications.

Lesson Four

1. “Fly Me to the Moon” words and music by Bart Howard Sheet Music and Recording

Reader's digest festival of popular songs. (1977). Pleasantville, N.Y.: Reader's Digest Association.

Bolton, M., Walden, C., & Sinatra, F. (2006). *Bolton swings Sinatra : The second time around*. Beverly Hills, CA: Concord Records.

Lesson Five

1. “You are my Lucky Star” words by Arthur Freed, music by Nacio Herb Brown Sheet Music

Brown, Freed, Skinner, Freed, Arthur, & Skinner, Frank. (1935). *You Are My Lucky Star* (Special Collections and Archives, Georgia State University, WSB Radio Records Sheet Music (M006)). [United States] : Robbins Music Corporation.

Appendix C

Materials Used Throughout the Unit:

Ukuleles
Projector/Screen
Speakers
Recording Technology
Paper Materials for Composing
Computer Technology for Research

Research Supporting Unit:

Reese, J. A. (2019), 'Uke, flow and Rock'n'Roll', *International Journal of Community Music*, 12:2, pp. 207–27, [doi: 10.1386/ijcm.12.2.207_1](https://doi.org/10.1386/ijcm.12.2.207_1)

Appendix D

Bi-Level 4 Criterion Rubric

Ukulele Basic Proficiency Chords	Level + / -
Tone Quality	+ / -
Strumming Technique	+ / -
Playing Position	+ / -
Finger Placement	+ / -

The music learning situation that will be present during this assessment task is the student's ability to play any Chord in a Middle School, General Music class setting. I chose a Bi-Level 4 Criterion Rubric for this task because this type of assessment needs to be quick and constantly happening throughout the unit. The type of chord can easily be changed to any chord type that is being assessed in this rubric. The first criterion is tone quality. This criterion asks if the student played a chord that audibly had a distinct pleasing tone. Then strumming technique is assessed visually along with playing position, and correct finger placement for the specific chord.

Appendix E

4-Level Holistic Rubric

Score	Chord Progression Creation
4	100% - 76% of the 16-bar chord progression has a steady tempo; 100% - 76% of the lyrics match the chord progression; and 100% - 76% of the rhythms used for strumming are completely complementary to the progression.
3	75% - 50% of the 16-bar chord progression has steady tempo while the rest is not cogent; 75% - 50% of the lyrics match the chord progression while some don't pair well with the progression; and 75% - 50% of the rhythms used for strumming are complementary to the progression while some rhythms are awkward.
2	50% - 26% of the 16-bar chord progression has a steady tempo while the rest does not match the rest of the progression; 50% - 26% of the lyrics match the chord progression while the rest doesn't match the progression; and 50% -26% of the rhythms used for strumming work with the progression while the rest do not have a clear pulse.
1	25% - 1% of the 16-bar chord progression has a steady tempo while the rest does not match the progression; 25% - 1% of the lyrics match the chord progression while the rest does not fit; and 25% - 1% of the rhythms used for strumming work for the progression while the rest have no pulse or intent.

The music learning situation that will be present during this assessment task is the student's ability to create a 16-bar chord progression, keeping a steady tempo, using the chords they have learned in the class setting. The chord progression used would be a I—IV—V—I in either C Major, G Major, or F Major. Along with the chord progression, students will explore how lyrics and musical rhythm played on their ukuleles can enhance a written song. I chose a holistic rubric for this form of assessment due to the ability for the teacher to quickly see what may need more instruction in future classes without having to go into deep detailed feedback. It is a summative task to check for complete understanding of chords and progressions, lyrics, and strumming patterns. This assignment is to see how ready students are to begin working on their final composition project for this Middle School, General Music, Ukulele unit.

Appendix F

4-Level Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Lyrics	Less than half of the piece has lyrics, no lyrical structure is seen, no motifs.	More than half of the piece has lyrics, lyrical structure was attempted, and the use of a motif is seen.	Lyrics are used throughout the song, there is a clear structure, and a motivic idea is present.	Lyrics enhance the entire song through a well thought out structure and motivic idea.	
Chord Progression	Less than half of the piece attempts a chord progression throughout the piece.	More than half of the piece has a chord progression while the rest has no clear direction of progression.	There is a chord progression that is used throughout the entire song.	The chord progression used throughout the song provides the song with flow and provides direction for the song.	
Ukulele Technique	Correct technique is used less than half of the time.	Correct technique is used throughout more than half of the piece.	A clear demonstration of correct technique is seen throughout the entire piece.	Technique used throughout the performance is apparent and exceeds expectations by using extended techniques.	
Performance/ Product	The performance is under 1:00 minute, is doesn't capture any interest, and is executed with less than 6 errors.	The performance is 1:00-2:00 minutes in length, doesn't consistently capture audience interest, and is executed with less than 5 errors.	The performance is 2:00 minutes in length, most of the time was interesting to the listener, and is executed for the entire class with less than 4 errors.	Student performance is over 2:00 minutes in length, the performance was interesting and intriguing, has been edited multiple times, and makes little to no errors during the performance.	

The music learning situation that will be present during this assessment task is the student's ability to create and compose an entire song using the ukulele proficiency, chord progression knowledge, and song writing abilities they have gained throughout the unit. Students will transfer their knowledge of the musical time period from the 1920s to the 1960s into their compositions. This project is to be done by the individual student throughout the duration of the Middle School, General Music, Ukulele unit. I chose this 4-Level Analytic Rubric for the unit's final composition project so that students have all of the necessary information to receive the grade that they work for. The rubric will provide insights into the four main components of the project which include the students created lyrics, chord progressions, ukulele technique, and performance quality. Each of these parts connect to knowledge, skills, and key understandings that have been built to meet a cumulative final project that this rubric will be used to assess.

Appendix G

Single-Point Rubric

Concerns Areas that Need Work	Criteria Standards for Album Cover Artwork	Advanced Evidence of Exceeding Standards
	Color Scheme: The colors are aesthetically pleasing, evident color scheme, and enhance the overall presentation.	
	Novelty: The idea is original, the cover artwork is unique, and is presented in an innovative way.	
	Historical Correlation: The artwork connects the presentation to the music of the early 1900s and clearly expresses the intent of the song.	

The music learning situation that will be present during this assessment task is the student's ability to create album artwork that has a clear connection to the song project used for the final of this Middle School, General Music, Ukulele Unit. I chose the Single-Point Rubric for this assessment due to its ability to give quality written feedback from the teacher to the student. Since this project is more of a creative task, the feedback given will be more exploratory, so students are given thought provoking questions. This will cause students to look deeper into their album artwork, along with their composition final projects.

**For more information on
Johnny Mercer, Lesson Plans, and Activity Guides:**
www.johnnymercerfoundation.org

For additional resources on Johnny Mercer and Popular Music:
Special Collections & Archives
Georgia State University Library
Phone: (404) 413-2880
E-Mail: archives@gsu.edu
<https://library.gsu.edu/special-collections/>