

Quaver Ukulele - Intermediate Level

Content Area: **Music**
Course(s): **Music 4, Music 5**
Time Period: **Generic Time Period**
Length: **10 Lessons**
Status: **Published**

Established Goals/Standards

MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Pr	Performing
MU.3-5.1.3A.5.Re	Responding
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Cr2	Organizing and developing ideas.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.3-5.1.3A.5.Pr6	Conveying meaning through art.
MU.3-5.1.3A.5.Re9	Interpreting intent and meaning.
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre,

articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU.3-5.1.3A.5.Cn11a

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do individuals choose music to experience?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers interpret musical works?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- When is a performance judged ready to present?
- When is creative work ready to share?

Purpose

- The purpose of this lesson is to expand students' ability to combine different melodies and chords while playing the ukulele.
- The purpose of this lesson is to expand students' ability to play simple melodies with chordal accompaniment on the ukulele.
- The purpose of this lesson is to help students maximize practice time after choosing a piece for performance on the ukulele.
- The purpose of this lesson is to help students maximize practice time and refine practice efforts by evaluating each other's performance on the ukulele.
- The purpose of this lesson is to introduce chords C, F, and G7 on the ukulele and play them in a song.
- The purpose of this lesson is to introduce students to the ukulele and explore an overview of the 10 lesson project.
- The purpose of this lesson is to introduce the C major scale on the ukulele and play short step-wise melodies using notes from the C scale.
- The purpose of this lesson is to promote correct tuning of the ukulele by playing short open string pieces.
- The purpose of this lesson is to reinforce the C major scale on the ukulele by playing short skip-wise melodies using notes from the C scale.
- The purpose of today's lesson is to provide an opportunity for students to perform a ukulele piece in front of a live audience, then self-evaluate that performance.

Key Student Objectives

- Combine chords C, F, and G7 in a song on the ukulele.

- Combine two chords in a short workout on the ukulele.
- Confirm the choice of a song to perform on the ukulele as a final piece.
- Identify one part of the ukulele.
- Identify two of the criteria for evaluating another group's performance.
- Name two of the top ten reasons to play the ukulele.
- Perform a ukulele piece in front of a live audience.
- Play a song on the ukulele using skip-wise notes from the C scale.
- Play a song on the ukulele using step-wise notes from the C scale.
- Play a song using all four open strings.
- Play and accompany three C scale melodies on the ukulele using C, F, and G7 chords.
- Play chords C, F, and G7 one at a time in a song on the ukulele.
- Play chords C, F, and G7 one at a time in short workouts on the ukulele.
- Play chords C, F, and G7 one at a time on the ukulele.
- Play four short pieces, each using a different open string.
- Play short workouts (exercises) on the ukulele using skip-wise notes from the C scale.
- Play short workouts on the ukulele, using step-wise notes from the C scale.
- Play the C major scale on the ukulele.
- Play through four different songs on the ukulele based on the C scale with C, F, and G7 chord accompaniment.
- Recall one fact about the history of the Hawaiian language.
- Recall three of the keys for maximizing practice time.
- Recall two of the keys for maximizing practice time.
- Recall where the ukulele was popularized.
- Tune the ukulele to "My Dog Has Fleas" (GCEA).
- Write a self-evaluation of our performance.