

# 7th Grade - Unit 4 (Ukulele)

Content Area: **Music**  
Course(s): **Music 7**  
Time Period: **Generic Time Period**  
Length: **10 Lessons**  
Status: **Published**

## Established Goals/Standards

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MU.6-8.1.3A.8.Cn	Connecting
MU.6-8.1.3A.8.Pr	Performing
MU.6-8.1.3A.8.Re	Responding
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.8.Pr6	Conveying meaning through art.
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
MU.6-8.1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and

	explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Essential Questions

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- How do individuals choose music to experience?
- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of musical works inform performance?
- When is creative work ready to share?

## Enduring Understanding

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- Introduction to parts, tuning, and history of the instrument.
- Students learn and play simple stepwise melodies.
- Students learn three simple chords.
- Students learn to incorporate intervals, skips, and jumps.
- Students learn to tune and play open strings.
- Students perform piece in duets, trios, and ensembles for a live audience.
- Students play duets, trios, and ensembles, choosing a project piece to perform.
- Students practice simple chord combinations.
- Students work alone or together on chosen performance piece.

## Purpose

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- 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 stepwise 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 provide an opportunity for students to perform a ukulele piece in front of a live audience, then self-evaluate that performance.
- The purpose of this lesson is to reinforce the C major scale on the ukulele by playing short skipwise melodies using notes from the C scale.

## Key Student Objectives

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- 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 skipwise notes from the C scale.
- Play a song on the ukulele using stepwise 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 on the ukulele, using stepwise notes from the C scale.
- Play short workouts, (exercises), on the ukulele using skipwise notes from the C scale.
- Play the C major scale on the ukulele.
- 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.

