

# HS Ukulele 1

## Huntingdon Area School District

UNITS (12/12 SELECTED)

SUGGESTED DURATION

 Unit 1: Beginner Lesson #1 Three Little Birds	<i>5 lessons</i>
 Unit 2: Beginner Lesson #2 I'm Yours	<i>5 lessons</i>
 Unit 3: Beginner Lesson #3 Don't Worry Be Happy	<i>5 lessons</i>
 Unit 4: Beginner Lesson #4 Stand by Me	<i>5 lessons</i>
 Unit 5: Beginner Lesson #5 Somewhere Over the Rainbow	<i>5 lessons</i>
 Unit 6: Beginner Lesson #6 Brown Eyed Girl	<i>5 lessons</i>
 Unit 7: Little Mermaid- Kiss the Girl	<i>5 lessons</i>
 Unit 8: Country Strum- Country Roads	<i>5 lessons</i>
 Unit 9: Fingerpicking	<i>10 lessons</i>
 Unit 10: Extended Chords	<i>15 lessons</i>
 Unit 11: Extended Techniques	<i>15 lessons</i>
 Unit 12: Final- My Girl	<i>5 lessons</i>

# Unit 1: Beginner Lesson #1 Three Little Birds

## HS Ukulele 1

### UNIT OVERVIEW

Students will learn how to properly hold the ukulele, strum using a simple down strum pattern, play the C, F, and G chords with proper switching techniques between chords, play together to a steady beat, read chord tabs, and perform Three Little Birds.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1: 9.1.12.A 9.1.12.C 9.1.12.G

#### National Association for Music Education (NAfME) - Guitar, Keyboard and Harmonizing Instruments - Proficient

MU-Cr1.1.H.1a MU-Cr2.1.H.1a MU-Cr3.1.H.1a MU-Cr3.2.H.1a

### BIG IDEAS

#### Big Ideas

- Playing to a steady beat is the foundation of music performance
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### ESSENTIAL QUESTIONS

#### Essential Questions

- **Why is it important to be consistent, especially in the early stages of learning a new instrument?**
  - **Why do we need to use proper technique when playing?**

# Unit 1: Beginner Lesson #1 Three Little Birds

HS Ukulele 1

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
How to read chord tabs	proficient chord identification and performance
how to play together in a group	performance of a song using a chord sheet

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Ukulele Performance	Summative	Students will perform Three Little Birds and be assessed based on the Ukulele Performance Rubric.

## ATTACHMENTS

 Ukulele\_-\_General\_Performance\_Rubric.docx.pdf

## Unit 2: Beginner Lesson #2 I'm Yours

### HS Ukulele 1

#### UNIT OVERVIEW

Students will reinforce their basic playing techniques: holding the ukulele properly, down strumming, keeping a steady tempo while playing. They will also reinforce the C, F, and G chords while adding the Am chord. Song form will be discussed, including the use of introductions, verses and choruses to create modern music.

#### STANDARDS/EXPECTATIONS

##### Pennsylvania - Grades 9-12 - Music

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.E

9.1.12.F

9.2.12.A

9.2.12.B

9.2.12.C

##### National Association for Music Education (NAfME) - Guitar, Keyboard and Harmonizing Instruments - Proficient

MU-Cr1.1.H.1a

MU-Cr3.2.H.1a

MU-Pr6.1.H.1a

MU-Re7.1.H.1a

MU-Re7.2.H.1a

MU-Re9.1.H.1a

#### BIG IDEAS

##### Big Ideas

- **Patterns exist in modern music**
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#### ESSENTIAL QUESTIONS

##### Essential Questions

- How does playing together as a group, in time and with good sound, enhance the performing experience?

# Unit 2: Beginner Lesson #2 I'm Yours

HS Ukulele 1

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
The C, G, F, and Am chords	Perform "I'm Yours" by Jason Mraz
Backbeat strumming	Play together as a class

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Individual Skill Observation	Diagnostic	Observing students and correcting/ providing appropriate feedback
Ukulele Performance	Summative	Students perform "I'm Yours" as outlined on their music and are graded against the Ukulele Performance Rubric.

## ATTACHMENTS

 Ukulele\_-\_General\_Performance\_Rubric.docx.pdf

# Unit 3: Beginner Lesson #3 Don't Worry Be Happy

## HS Ukulele 1

### UNIT OVERVIEW

Begin learning new strumming techniques, specifically up strumming techniques. Add Dm chord as it is very closely related to F. Apply Down Down-Up strumming pattern with new chord into the song "Don't Worry, Be Happy" by Bobby McFerrin.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1: 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.1.12.G 9.1.12.J

9.2.12.C 9.2.12.B 9.2.12.E 9.2.12.F 9.3: 9.3.12.A 9.3.12.C 9.4: 9.4.12.A

#### National Association for Music Education (NAfME) - Guitar, Keyboard and Harmonizing Instruments - Proficient

MU-Cr1.1.H.1a MU-Cr2.1.H.1a MU-Pr4.1.H.1a MU-Pr4.3.H.1a MU-Pr5.1.H.1a MU-Re7.2.H.1a

MU-Re9.1.H.1a

### BIG IDEAS

#### Big Ideas

- Down/Up strums do not change the beat of the song
- Down strums are always on the beat

### ESSENTIAL QUESTIONS

#### Essential Questions

- Why do we use different strumming techniques?

# Unit 3: Beginner Lesson #3 Don't Worry Be Happy

HS Ukulele 1

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
how to coordinate up and down arm movement	proper down and up strumming technique
keeping a steady beat	playing together as a class

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Student Observation	diagnostic/formative	observing student performance and providing feedback as necessary
Ukulele Performance	summative	Students perform "Don't Worry Be Happy as outlined on there music and are graded against the Ukulele Performance Rubric

# Unit 4: Beginner Lesson #4 Stand by Me

## HS Ukulele 1

### UNIT OVERVIEW

Increase difficulty of strumming techniques using Down, Down-Up, Down-Up, Down-Up strumming. As they progress, change strumming to the island strum, which will be used for many future lessons. The island strum is Down, Down-Up, - Up, Down- Up. Add G7 chord and the switch from F to G7 and apply to "Stand By Me."

Relate 1950s U.S. history to "Stand by Me."

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

- |      |          |          |          |          |          |          |          |          |
|------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9.1: | 9.1.12.A | 9.1.12.B | 9.1.12.C | 9.1.12.D | 9.1.12.E | 9.1.12.G | 9.1.12.F | 9.1.12.H |
| 9.2: | 9.2.12.A | 9.2.12.B | 9.2.12.E | 9.3:     | 9.3.12.C | 9.3.12.D | 9.3.12.E | 9.4:     |

### BIG IDEAS

#### Big Ideas

- Steady beat is important to maintain proper strumming technique
- Current Culture (to the time period) influences how music is consumed

### ESSENTIAL QUESTIONS

#### Essential Questions

- How has music shaped culture?
- How has music been shaped by culture?

# Unit 4: Beginner Lesson #4 Stand by Me

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
The C, Am, F, G7 chords	Be able to play a typical rock and roll chord progression
The up-down technique of moving the arm when strumming	The island strum

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Individual/Group skill observation	Formative, diagnostic	Observation of chord and strumming technique throughout class
Ukulele Performance Assessment	Summative	Students perform "Stand by Me" as outlined in their music and are graded against the Ukulele Performance Rubric

# Unit 5: Beginner Lesson #5 Somewhere Over the Rainbow

## HS Ukulele 1

### UNIT OVERVIEW

Continue the island strumming technique and add the Em chord. Apply both concepts to "Somewhere Over the Rainbow." Discuss the historical significance of the song, and the history of the ukulele and its connection to Hawaii.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.2.12.A

9.2.12.D

9.2:

9.1:

9.3.12.B

9.3:

9.3.12.D

9.4:

9.4.12.A

### BIG IDEAS

#### Big Ideas

- There are different ways to create chord sheets for songs.
- There are different ways to read chord sheets for songs
- Many songs have similar chord progressions

### ESSENTIAL QUESTIONS

#### Essential Questions

- How do we know how to follow a chord sheet?
- How does finger placement affect how chords sound?

# Unit 5: Beginner Lesson #5 Somewhere Over the Rainbow

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
E minor chord	Switching between C, Em, and F chords
How to read various types of chord sheets	Play songs that are written with varying chord sheets

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Individual/Group skill observation	Formative, diagnostic	Observation of chord and strumming technique throughout class
Ukulele Performance Assessment	Summative	Students perform "Somewhere Over the Rainbow" as outlined on their chord sheet and are graded against the Ukulele Performance Rubric

# Unit 6: Beginner Lesson #6 Brown Eyed Girl

HS Ukulele 1

## UNIT OVERVIEW

Continue island strumming technique on known chords. Discussion of song form and structure and vocabulary; Intro, Verse, Chorus, and Bridge. Apply this vocabulary to Brown Eyed Girl.

## STANDARDS/EXPECTATIONS

### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.E

9.1.12.F

9.1.12.G

## BIG IDEAS

### Big Ideas

- Form is essential to song creation.
- Understanding form will help with the being able to perform the music.
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## ESSENTIAL QUESTIONS

### Essential Questions

- How does form affect a song?

# Unit 6: Beginner Lesson #6 Brown Eyed Girl

HS Ukulele 1

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
How to determine the form of a song	Perform more difficult music

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Individual/Group skill observation	Formative/diagnostic	Observation of technique and form understanding throughout class
Ukulele Performance Assessment	Summative	Students perform "Brown Eyed Girl" as outlined on their chord sheet and are graded against the Ukulele Performance Rubric

# Unit 7: Little Mermaid- Kiss the Girl

## HS Ukulele 1

### UNIT OVERVIEW

This unit continues to solidify the concepts of form and chord progressions as well as being a review for the island strum.

### STANDARDS/EXPECTATIONS

#### National Association for Music Education (NAfME) - Guitar, Keyboard and Harmonizing Instruments - Proficient

MU-Pr4.1.H.1a

MU-Pr4.2.H.1a

MU-Re9.1.H.1a

MU-Cn11.0.T.1a

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.F

9.1.12.H

9.2.12.A

9.2.12.E

9.2.12.D

9.3.12.A

9.3.12.B

9.3.12.D

9.4:

### BIG IDEAS

#### Big Ideas

- How does form relate to each song?

### ESSENTIAL QUESTIONS

#### Essential Questions

- When applying the concept of chord progressions to the concept of form, how can we use those to create a coherent piece of music.

# Unit 7: Little Mermaid- Kiss the Girl

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
How to identify form by listening to the song	Play the song without being told the form
Identify chord progressions	Know where chords are placed without being specifically told

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Individual/group skill observation	Formative, diagnostic	Observation of student abilities throughout the lessons
Ukulele Performance Assessment	Summative, diagnostic	Student performance of Kiss the Girl against the Ukulele Performance Rubric.

# Unit 8: Country Strum- Country Roads

HS Ukulele 1

## UNIT OVERVIEW

Learn the country strum pattern: DDDUDU. Students learn how to properly tune their own ukuleles. Apply Country Strum to Take Me Home, Country Roads and learn how to read a new type of chord sheet. Learn Bb chord.

## STANDARDS/EXPECTATIONS

### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.E

9.1.12.H

9.1.12.J

9.1.12.I

9.2:

9.2.12.A

9.2.12.D

9.2.12.E

9.2.12.F

9.2.12.J

9.2.12.K

9.3:

9.3.12.A

9.3.12.B

9.3.12.D

9.4:

9.4.12.A

9.4.12.B

9.4.12.D

## BIG IDEAS

### Big Ideas

- **There are many different ways to create a chord lead sheet**
- A cover does not have to be an exact copy of the original song
- **Tuning is important to proper sound**

## ESSENTIAL QUESTIONS

### Essential Questions

- How do we read different chord sheets?
- How do we interpret different strumming patterns?
- How can a cover be different but still stay true to the original song?
- How do we properly tune?

# Unit 8: Country Strum- Country Roads

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
How to coordinate the country strum pattern	Apply the country strum to the chords of Take Me Home, Country Roads
How to read slash patterns on chord sheets	Apply the slash pattern to time their chords correctly with the country strum
Be able to read a tuner	Be able to tune their own ukuleles

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Student/group observation of skills	Formative, diagnostic	Observation of student abilities throughout each lesson
Tuning check	Formative	Spot check student ability to tune their ukulele with a tuner
Ukulele Performance Assessment	Summative	Grade student ability to perform Take Me Home, Country Roads against the Ukulele Performance Rubric

# Unit 9: Fingerpicking

## HS Ukulele 1

### UNIT OVERVIEW

Learn the basics of fingerpicking on a ukulele. Learn how to read fingerpicking tab. Apply fingerpicking skills to the song Happy Birthday.

### STANDARDS/EXPECTATIONS

#### National Association for Music Education (NAfME) - Guitar, Keyboard and Harmonizing Instruments - Proficient

MU-Cr1.1.H.1a

MU-Pr4.1.H.1a

MU-Pr4.2.H.1a

MU-Pr5.1.H.1a

MU-Re7.1.H.1a

MU-Re7.2.H.1a

MU-Re9.1.H.1a

#### Pennsylvania - Grades 9-12 - Music

9.1:

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.F

9.2.12.A

9.2:

9.1.12.K

9.3.12.A

9.3:

9.3.12.C

9.3.12.D

9.4:

9.4.12.A

9.4.12.B

9.4.12.C

### BIG IDEAS

#### Big Ideas

- **Fingerpicking is different than strumming**

- Melody and harmony should be approached differently

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### ESSENTIAL QUESTIONS

#### Essential Questions

- How do we approach fingerpicking differently from strumming, how are they similar?
- What is the difference between harmony and melody
- Why do we use the technique we use?

# Unit 9: Fingerpicking

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Be able to identify the strings of the ukulele	Play each string individually using the correct right hand finger
Which finger belongs on each string and what do with the finger when it's not playing.	Coordinate proper fingerpicking technique.
How to read fingerpicking tabs	Playing melodies while reading them off a tab sheet

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Individual/group demonstration of skills	formative, diagnostic	Observation for each student's abilities throughout each lesson
Ukulele Performance Assessment	Summative	Students perform Happy Birthday and are graded against the Ukulele Performance Rubric.

# Unit 10: Extended Chords

## HS Ukulele 1

### UNIT OVERVIEW

This unit reaches beyond the chords we have already been playing. We will explore a variety of songs that use the D, D7, A7, E7, Bb, B, Fm, F#dim7, and/or C7.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1.12.A    9.1:    9.1.12.B    9.1.12.C    9.1.12.D    9.1.12.F    9.1.12.G    9.1.12.H    9.1.12.J

9.1.12.I    9.2:    9.2.12.A    9.2.12.B    9.2.12.D    9.2.12.E    9.2.12.F    9.2.12.C    9.2.12.I

9.2.12.H    9.2.12.J    9.3.12.C    9.3.12.D    9.3:    9.3.12.A    9.3.12.B    9.4.12.A    9.4:

9.4.12.D    9.4.12.C

### BIG IDEAS

#### Big Ideas

- **Knowing a lot of chords opens up a new world of music to be able to play**
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### ESSENTIAL QUESTIONS

#### Essential Questions

- How does knowing a large variety of chords expand your musical abilities?
- How do these extended chords fit into the simple progressions we already know?

# Unit 10: Extended Chords

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
A wide variety of chords	Play a larger variety of songs in a short amount of time

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Student/group observation of skills	Formative, diagnostic	Observation of student progress from lesson to lesson
Ukulele Performance Assessment	Summative	Several different assessments on different songs graded against the Ukulele Performance Rubric

# Unit 11: Extended Techniques

## HS Ukulele 1

### UNIT OVERVIEW

This unit adds extended playing techniques such as variable strumming patterns, finger picking, and chucking patterns.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1: 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E 9.1.12.G 9.1.12.H 9.2: 9.2.12.I

9.2.12.J 9.3: 9.3.12.A 9.3.12.C 9.3.12.D 9.3.12.E 9.4: 9.4.12.B 9.4.12.A

9.4.12.D

### BIG IDEAS

#### Big Ideas

- **Variety makes music interesting**
- **There is logic in when variety is used**
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### ESSENTIAL QUESTIONS

#### Essential Questions

- How can we use form to determine when to inform our use of varied techniques and strumming patterns?
- What are the mechanics of techniques like chucking?

# Unit 11: Extended Techniques

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Multiple strumming variations	How to incorporate them into a song based on form
About different styles and genres of music	How to use their knowledge of strumming techniques to convey the appropriate style/genre

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Group observation of student progress	Formative/diagnostic	Observation of students throughout class used to inform direction of instruction and what areas will need more or less focus
Ukulele Performance Assessments	Summative	Students perform sections of a song that incorporates the week's primary learning focus.

# Unit 12: Final- My Girl

## HS Ukulele 1

### UNIT OVERVIEW

Students will incorporate many of the chords, strumming, fingerpicking and form understanding into a final performance using the song My Girls

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grades 9-12 - Music

9.1: 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.F 9.1.12.I 9.1.12.J

9.1.12.K 9.2: 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.I

9.2.12.J 9.2.12.L 9.3: 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.E 9.3.12.D 9.3.12.F

9.3.12.G 9.4: 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D

### BIG IDEAS

#### Big Ideas

- **Incorporating many techniques, styles, and chord structures, creates a coherent piece of music and is the basis for popular music**
- **Steady beat is essential to music performance**
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### ESSENTIAL QUESTIONS

#### Essential Questions

- How do we transition from fingerpicking and various strum styles while maintaining a steady beat?
- How is a key change set up and what is its effect on the music?

# Unit 12: Final- My Girl

## HS Ukulele 1

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
How to read fingerpicking tab	Perform fingerpicking based on tab
Many different strum patterns	Incorporate those strum patterns into the form of the song

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation of student skills and progress	Formative, diagnostic	Observation of student abilities and progress throughout the lessons used to inform lesson planning and focus.
Ukulele Performance Assessment	Summative	Students perform and are graded against the Ukulele Performance Rubric