



Wednesday 01/18/2023

Week 1

## Performing Arts

### PAGr5Lp11 Ukulele Basics pt. 2

#### Arts Standards & Common Core Connections

**MU:Cr1.1.5b** Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

**EQ.1** How do musicians generate creative ideas?

**EU.1** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**MU:Pr5** Develop and refine artistic techniques and work for presentation.

**EQ.5** How do musicians improve the quality of their performance?

**EU.5** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

The learners will...

- identify the frets used in the C and Am chords.
- construct a strumming pattern.
- choose a melody to sing.
- create and perform a strumming pattern with the melody.

#### Vocabulary

- strum - play (a guitar or similar instrument) by sweeping the thumb or a plectrum up or down across the strings
- chord - a group of (typically three or more) notes sounded together, as a basis of harmony
- ukulele - a fretted stringed instrument

#### Essential Question

Questioning

Reflecting

Observations

Self-Assessment

#### Lesson / Instruction / Narrative

##### Expectations

Good Morning, Fifth Graders! Let's begin with our Art greeting! (See Slide) During art class our art attitude matters, Ms. Doyle and I have three expectations of you:

1. Always do your best.
2. Respect others
3. Take care of materials

After discussing the expectations and kinesphere, modeling, and checking for understanding, explain the consequences for not following the expectations - a warning and a time-out. Discuss the Artists' Habits, Performing Arts, vocabulary, and I Can statements. Teach ready position with instruments.

##### Context / Purpose

In Performing Arts, we will learn to play the ukulele. Today, we will explore our instrument to help us create patterns.

Review the names of the strings and tune the ukulele. Discuss how to tune. Give students enough time to tune. Students with experience tuning can be student helpers and assist others with tuning.

##### Warm-up

Let's learn the C chord! After students explore the fretboard, learn to play the C chord. Allow student to choose a song to sing and strum the C chord. Follow along with the Google Slides presentation.



Go over the Am chord and song. Sing and strum with the song. Teach the F chord only if students are finding these chords easy to play. Practice the transitions from C to Am (and F).

### Rehearsal/Performance

**Let's play along with a song.** Using the Google Slides presentation, allow students to choose a popular song to play. Coach students on the transitions.

**That was terrific! Now, please return to voice level 0. Let's prepare to clean-up by following our clean-up procedure.** (See Slide) Have students follow the outlined procedure.

### Student Self-assessment / Reflection

**What was challenging to play? How did learning about the chords and fretboard help us perform?**

End with ASL Goodbye, "Thank you! See you next time!"

### Formative Assessments

#### Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

#### Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

### Materials / Resources / Technology

AC Expectations / Google Slides  
Ukuleles

### Differentiation / Modifications

ELL and/or special needs students may be buddied with another student to assist or given the option to draw their ideas or express them in their own language.

Physically challenged students can always be accommodated (e.g., the students can move to form a group by grouping around the student in a wheelchair, or participate with modifications made to the movement -using only upper body).