

Whitmore High School Ukulele & Keyboard



Name	Class

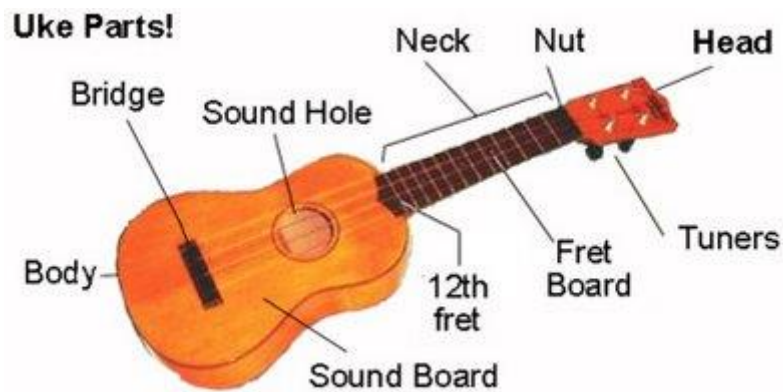


The Ukulele

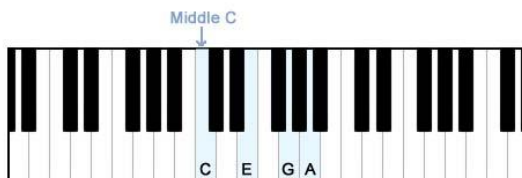
The **ukulele** (**OO-KOO-le-le**) sometimes abbreviated to **uke**, is a member of the guitar family of instruments; it generally employs four nylon or gut strings.

The ukulele originated in the 19th century as a Hawaiian interpretation of the machete, a small guitar-like instrument related to the cavaquinho, braguinha and the rajao, taken to Hawaii by Portuguese immigrants. It gained great popularity elsewhere in the United States during the early 20th century, and from there spread internationally.

The tone and volume of the instrument varies with size and construction. Ukuleles commonly come in four sizes: soprano, concert, tenor, and baritone.



Tuning the Ukulele

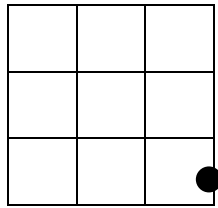


Tuning a Ukulele
Using a Piano

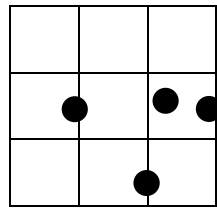


Chords on the Ukulele

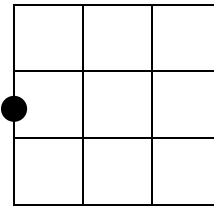
We are going to learn four chords on the Ukulele so that we can perform some songs.



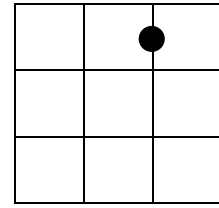
C



G



Am



F

Playing and singing

The traditional way to perform with the Ukulele is to accompany yourself by playing chords while you sing. Below are three well known songs that use the chords we have learnt, see if you can learn the chord sequence and sing along with it.

I'm Yours – Jason Mraz

I C C I C C I G G I G G I

I A_m A_m I A_m A_m I F F I F F I

Well you dawned on me and you bet I felt it
I tried to be chill but you're so hot that I melted
I fell right through the cracks, now I'm trying to get back

Before the cool done run out I'll be giving it my bestest
And nothing's gonna stop me but divine intervention
I reckon it's again my turn, to win some or learn some

But I won't hesitate no more, no more
It cannot wait, I'm yours

Stand By Me – Ben E King

I C C I C C I A_m A_m I A_m A_m I

I F F I G G I C C I C C I

When the night has come
And the land is dark
And the moon is the only light we'll see
No I won't be afraid
Oh, I won't be afraid
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

If the sky that we look upon
Should tumble and fall
All the mountains should crumble to the sea
I won't cry, I won't cry
No, I won't shed a tear
Just as long as you stand, stand by me

And darling, darling
Stand by me, oh stand by me
Oh stand now, stand by me
Stand by me

Let It Be – The Beatles

Verse

I C C I G G I A_m A_m I F F I

I C C I G G I F F I C C I

Chorus

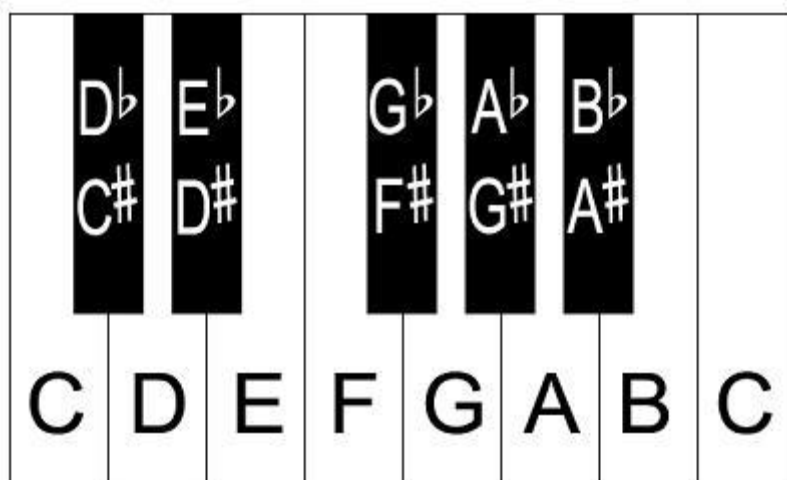
I A_m A_m I G G I F F I C C I

I C C I G G I F F I C C I

When I find myself in times of trouble
Mother Mary comes to me
Speaking words of wisdom, let it be
And in my hour of darkness
She is standing right in front of me
Speaking words of wisdom, let it be
Let it be, let it be, Let it be, let it be
Whisper words of wisdom, let it be

And when the broken hearted people
Living in the world agree
There will be an answer, let it be
For though they may be parted
There is still a chance that they will see
There will be an answer, let it be

The Keyboard



Treble Clef

These notes would normally be played using your right hand on the keyboard.



Voice / Instruments

Most keyboards will allow you to change the instrument; this is sometimes known as the 'voice'. When you get to a keyboard experiment with changing the instrument and listen to the different sounds the keyboard can make. Some keyboards try to make the sounds of real instruments, try a few of these and see which ones you think are the most realistic.

Write below your three favourite sounds and why

Instrument / Voice	Why?

Drumming with your fingers

We are now going to try to recreate a rhythm that a drum kit may produce using the keyboards. In order to do this we will first have to find the 'Drum kit' instrument or voice on our keyboard then work out the correct pitch of notes to play and the correct rhythm. (also note that to get the correct type of drum kit sounds the second lowest octave should be used on the keyboards).

Rhythm 1

Look at the score below; the two pitches of note that are used are _____ and _____. Find these two notes in the second lowest octave on the keyboard. The first note creates the sound of a _____

_____ and the second note creates the sound of a _____.



Rhythm 2

Now have a go at playing the second rhythm below.



Rhythm 3

We have introduced a second part now to the rhythm which uses a different pitch of note and a different rhythm so we will need to perhaps use both hands to achieve this rhythm. Can you name

the part of the drum kit that this new note is using? _____

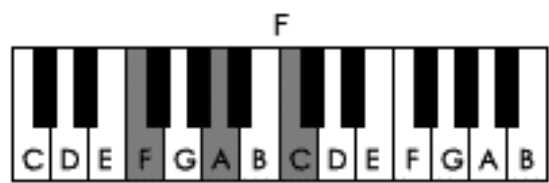
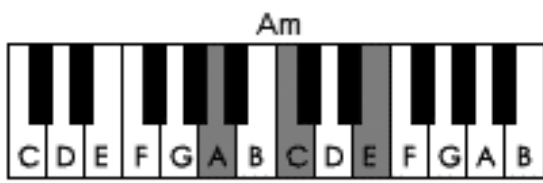
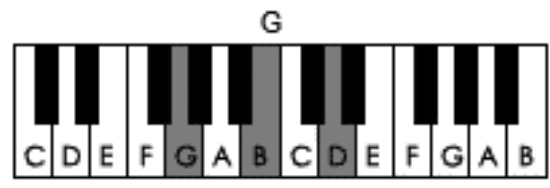
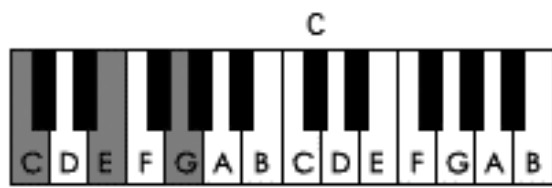


Rhythm 4

A new pitch of note has been introduced here for the end of the bar in the top part. The part of the drum kit is the same but can you suggest what is happening to the part of the drum kit when you

play this note? _____





Key Stage 3 Level Descriptions

Level	Composing and Improvising	Performing	Listening and Appraising
3	<p>I can combine several layers of sound with awareness of the combined effect.</p> <p>I can improvise repeated patterns.</p>	<p>I can sing in tune and with expression.</p> <p>I can perform rhythmically simple parts that use a limited range of notes.</p>	<p>I can recognise how the different musical elements are combined and used expressively.</p> <p>I make improvements to my work, commenting on the intended effect.</p>
4	<p>I can compose by developing ideas within musical structures.</p> <p>I can improvise melodic and rhythmic phrases on my own and as part of a group performance.</p>	<p>I can perform by ear and from simple notations.</p> <p>I can maintain my own part with an awareness of how the different parts fit together and the need to achieve an overall effect.</p>	<p>I can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p>I can suggest improvements to my own and others' work, commenting on how intentions have been achieved.</p>
5	<p>I can compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures.</p> <p>I can use a variety of notations.</p> <p>I can improvise melodic and rhythmic material within given structures.</p>	<p>I can perform significant parts from memory and from notations.</p> <p>I have an awareness of my own contribution such as leading others, taking a solo part and/or providing rhythmic support.</p>	<p>I can analyse and compare musical features.</p> <p>I can evaluate how, venue, occasion and purpose affects the way music is created, performed and heard.</p> <p>I can improve and refine my work.</p>
6	<p>I can improvise and compose in different genres and styles.</p> <p>I can use harmonic and non-harmonic devices where relevant.</p> <p>I can use sustaining and developing musical ideas to achieve different intended effects.</p> <p>I can use relevant notations to plan, revise and refine material.</p>	<p>I can select and make expressive use of dynamics, tempo, phrasing and timbre.</p> <p>I will make subtle adjustments to fit my part within a group performance.</p>	<p>I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard.</p> <p>I make improvements to my own and others' work in the light of a chosen style.</p>
7	<p>I can create compositions inspired from internalised sounds.</p> <p>I can adapt, improvise, develop, extend and discard musical ideas.</p> <p>I can compose within given and chosen musical structures, genres, styles and traditions.</p>	<p>I can perform in different styles.</p> <p>I make significant contributions to ensembles.</p> <p>I can perform from notation.</p>	<p>I can evaluate the use of musical conventions.</p> <p>I can make critical judgements about the use of musical conventions.</p> <p>I can see how different contexts are reflected in mine and other groups work.</p>