

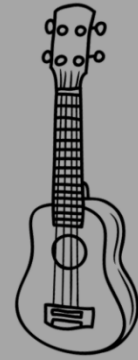


FLORIDA MUSIC EDUCATORS CONFERENCE

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UKE CAN DANCE IF YOU WANT TO

INCORPORATING MOVEMENT INTO UKULELE INSTRUCTION



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FAQ about my ukulele program.

Can students move with the ukulele?

Yes, I have students move and play third grade and higher. For K – 2, the ukulele player is stationary, and the mover is empty-handed.

Do they drop the ukuleles?

Sometimes. I have carpet and I haven't had any issues. I have only had one ukulele break and that's because a conga fell on it.

What brand do you have?

I have a class set of Amahi sopranos but I also own a tenor Luna that I let my students play and both brands are highly durable.

How often do you change the strings?

Every 3 years or when strings break.

What's the earliest age you start chords?

In general music we do open strum in K/1. Chords start in 2nd grade. With my church music group which is much smaller and a wide age range, the kindergarteners learn to C major and A minor.

Do you use picks?

No. Ukulele can be played with or without picks. My students use down strum with thumb or the back of their pointer finger. I choose no picks so that I don't have to keep up with them.

Do you use stickers to help with finger placement?

No

Do you teach C7 and G7?

No. I save the 7's for ukulele club. C Major and G major are more versatile.

Do you follow a ukulele curriculum?

No. I have found that adding to my existing curriculum works for me.

Apartment Building Analogy

HOW TO PLACE FINGERS ON THE FINGERBOARD

It is confusing for the students when talking about the frets, strings, and fingers, so I relate it to an apartment complex.

The frets are buildings one, two, three, four.

The strings are the floors 1st, 2nd, 3rd, 4th and their fingers visit different apartments.

C chord is friend three visiting apartment 3 on the first floor.

The Frog Song: F to C and Improvisation

Game: Verse 1 starts with 5 frogs. During B section offer slap stick as the alligator conductor. The alligator will choose somewhere during the 16 beats of CM whack the slapstick. At this point everything stops. Alligator conductor then starts the ensemble with Verse 2 (4 little frogs.) While class is singing verse 2 alligator conductor passes off slapstick to new alligator conductor. The conductor must wait to whack the slap stick until after the chord change. Second alligator conductor starts verse 3 then passes the slapstick. Game continues until verse 6 where everyone sings "No little frogs in the ol' bayou" and then song abruptly stops. Movement is step together right when playing F chord. Step together left on C chord. Be sure all frogs hop back to their lily pad before beginning each verse.

F

Five lit - tle frogs in the ol' bay - ou, Just eat - in' bugs no - thin' else to do.

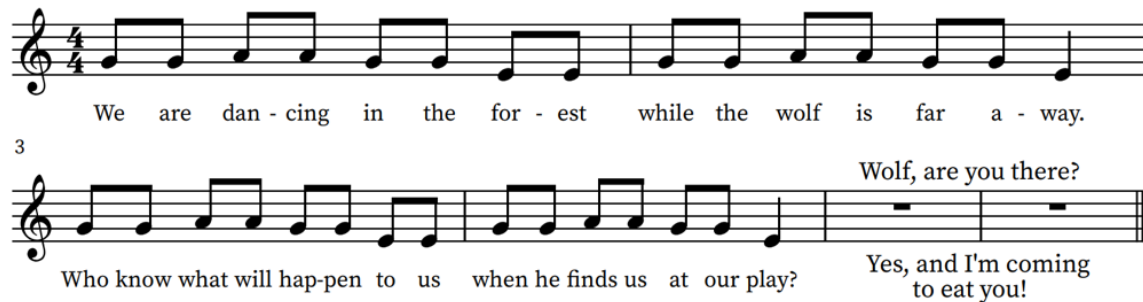
5 C

Dra-gon fly, mo-squi - tos and jui - cy ticks, They swal-lowed them whole and they sang "croak rib - bit rib - bit"

WE ARE DANCING IN THE FOREST:

Can be used with multiple levels using C6, CM, Am, CM/Am

To play this version of the game there are three rolls to play: gnomes who play ukulele, dancing children, and one wolf. Gnomes and Children sing the song. Children dance around the seated gnome. On "Wolf, are you there?" children stand on their snowshoes (paper plates.) On "Yes, and I'm coming to eat you!" the crab walking wolf then tries to tag children. Teacher can decide how many children Wolf should eat. When enough children are "eaten" children come back to their Gnome and trade places. Gnomes give up ukulele and children give up paper plates. Wolf picks new Wolf.



BOOM-CLAP-SNATCH

Game – Students sit in long ways set. On the floor between two students is an item that students will try to grab. When teacher calls “boom,” the students pat. On “clap,” the students clap. On “snatch” both students grab the item between the two are vying for.

Variation 1 – Student stand in long ways set all with a ukulele. On the floor between the students is a paper plate. Teacher calls a series of chords based on what students know. Randomly, the teacher calls “snatch.” When this happens, both students try to pull the paper plate to their side with their foot.

Variation 2 – Same as Variation 1 but one side of the long ways set goes to the bottom of the set and one half of the set move down to a new nemesis.

Variation 3 – Half of the long ways set has ukulele and the other half has recorder. Paper plate is on the floor as before. This time when teacher calls F pattern, ukulele side plays F major chord while recorder side plays F. After the snatch command, teacher may choose to award points to “Team Uke” or “Team Fluke.”

JOHN THE RABBIT

A minor

Variation 1 - Sing John the Rabbit the traditional way. Ask students what other mischief John gets into. Incorporate it into a new verse.

Variation 2 – Sing with half of the class sitting in their “rabbit hole” and the other half jump on “yes ma’am” away from their “rabbit hole.” When teacher sing “and if I live,” hopping bunnies come back to their starting rabbit hole. Trade jobs with stationary bunnies and repeat. This is an opportunity to use “finger inspectors.” My students give themselves “bunny ears” when their partner is correct.

Variation 3 – Combine Variation 1 and 2 and have traveling bunnies pantomime new words.

Shoo Turkey as sung by Bessie Jones

F Major or/and other major chords you wish to review/practice.

This movement was adapted from Will Doublestein. Visit his website at bowtiemusic.net for more amazing resources.

Students start in circle facing CCW. Students either have a ukulele or pair of sticks. On A section of song, teacher

calls and students sing response while either playing ukulele F major chord or sticks. On “get ready let’s go” all stick players toss their sticks in the center of circle and run one lap around ukulele player who stand still to watch the chase. Runners go only one time around before grabbing tossed sticks and returning to original place between ukulele players. Meanwhile, ukulele players play improvised drum sounds on the body of the ukulele. Accompany with claps or drum. Trade instruments and repeat.

Shoo Turkey

Bessie Jones
Traditional

Yes ma.am Yes ma.am Yes ma.am

Lit-tle boy, lit-tle g-irl, Did you go to the b-arn? Did you get an - e-ggs? Did you

Hot Crossed Tooters

This version is set in F major. It is very challenging and is particularly great for your students who can always do everything the first time they try it.

Play song as written using recorder and/or ukulele.

Variation 1: Teach movement and perform speech/sing with movement.

Variation 2: Challenge students to play FCF for HCB or FFFFCCCC for turn around part while moving. Put both sections together.

Variation 3: Do the same as Variation 2 but with recorder.

Variation 4: While facing a partner, turn the foot touch to a “Kid-n-Play Kick Step.”

Hot Crossed Tooters

Traditional/Langston 2019

5

Voice

Recorder

Left Right Left (touch right) Right Left Right (touch left)

two to their tu - tor is it hard-er to toot, or to tu - tor two toot-er to toot?

Turn around and turn around Left Right Left (touch right)

The musical score is written for Voice and Recorder in 4/4 time. The key signature has one flat (Bb). The score is divided into two systems. The first system consists of four measures. The Voice part has lyrics: 'A Tu-dor who toot-ed a flute, tried to tu - tor two toot-ers to toot. Said the'. The Recorder part has fingerings: 'Left Right Left (touch right) Right Left Right (touch left)'. The second system also consists of four measures. The Voice part has lyrics: 'two to their tu - tor is it hard-er to toot, or to tu - tor two toot-er to toot?'. The Recorder part has fingerings: 'Turn around and turn around Left Right Left (touch right)'. Chord symbols F and C are placed above the Voice staff in measures 1, 2, 3, 4, 5, 6, 7, and 8. The score ends with a double bar line.