



**AIM:** To learn about the ukulele and its origins.

1. Play hangman to introduce the word ‘ukulele’ to the class.
2. **Optional:** Write up the word ‘ukulele’ in a vertical direction on the board and cross out the repeated letters (u,l, e). Pupils work in groups and brainstorm as many words as they can that have the same initial letters as those used in ‘ukulele’.

U	Umbrella, ugly, under, use, ...
K	Kite, kayak, key, kid, kind, king, kick, ...
E	
L	Letter, library, lights, ...
E	Elephant, egg, ear, eyes, ...
L	
E	



3. Ask pupils if they play a ukulele or if they know anyone who does. Do they know what it looks like? Ask pupils to draw a ukulele on a piece of paper in 30 seconds.
4. Play an extract of the music ([00.22-00.36](#)) or show a frame containing the ukulele ([00.38](#)) and ask pupils if their drawing was the same or not. Highlight the basic characteristics of a ukulele.
5. Have pupils work in pairs to write a description of a ukulele (*Eg It's a kind of small guitar and it has four strings.*) Prompt by giving a sentence frame if pupils require support.

Eg. It's a \_\_\_\_\_. It has got \_\_\_\_\_ .

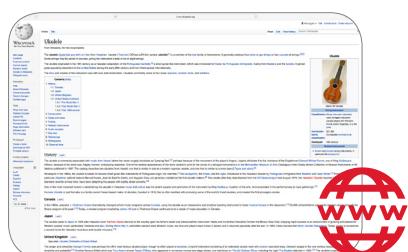
6. Draw a KWL chart on the board and elicit **what pupils know** about this musical instrument and write it on the chart. Then elicit **what they want to know** and write it in the next column. Prompt pupils so they come up with some of the following questions:
  - a. Where are ukuleles from? (*Hawaii*)
  - b. Who took them there? (*Portuguese sailors from Madeira & the Azores*)
  - c. How many strings have they got? (*Four*) What are they made from? (*Nylon and gut*)
  - d. How many different size ukuleles are there? (*Four*) What are they called? (*Soprano, concert, tenor and baritone*)



K - What I know	W - What I want to know	L - What I have learned
<p>It's a small guitar. It has four strings.</p>	<p>Where is it from? Who took ukuleles to Hawaii? What are the strings made of? How many different ukuleles are there? What are they called?</p>	

7. Ask pupils to form groups of 3-4 to become 'online detectives' and discover more information about the ukulele, answering these and other questions they might have. Give pupils a fixed time limit to carry out their research.
8. Ask the groups to report back and share their findings on one specific question so all groups get a chance to contribute. As the pupils to report back, write up their answers on the board. Review together with pupils, writing information in the last column on the KWL chart (L - What I have learned), so they can see what they have achieved during the lesson.

### Useful links for becoming an online detective:



<https://en.wikipedia.org/wiki/Ukulele>



[http://www.ianchadwick.com/  
ukuleles/picks.htm](http://www.ianchadwick.com/ukuleles/picks.htm)



<http://www.musicflowteaching.com/blog/2017/5/4/the-difference-between-a-ukulele-and-guitar>



<https://takelessons.com/blog/3-easy-ukulele-songs-2-chords-z10>



**AIM:** To focus on how the qualities needed to play together in a music group can be useful in all areas of life, here specifically in classroom activities and in the context of jobs in music.

1. The teacher shows a picture of the orchestra in the video and asks the pupils to identify the instruments and musicians' names and guess what the music will sound like (numbers 1, 2 and 3 on the worksheet 'Playing in a music group'):

- |          |          |
|----------|----------|
| a) Happy | b) Sad   |
| a) Fast  | b) Slow  |
| a) Loud  | b) Quiet |



(ukelele, violin, cello, double base)

(ukelele player/ukeleleist, violinist, cellist, double bass player/double bassist )

They watch and then the teacher does feedback (number 4 on the worksheet 'Playing in a music group').

2. The teacher asks how the musicians manage to play together to make the music sound good and how easy it was to achieve that. The pupils discuss this using Think-Pair-Share (number 5 on the worksheet 'Playing in a music group'). The teacher then elicits different qualities required to be able to play together in an orchestra (explained with examples and more examples elicited from the teacher) (number 6 on the worksheet 'Playing in a music group'):

- a). Perseverance (*continuing to work hard when an activity is difficult*)
- b). Teamwork (*working together to do an activity - participating well*)
- c). Adaptability (*changing during the activity if necessary*)
- d). Self improvement (*trying to work better to do the activity*)
- e). Optimism (*being positive during the activity*)

3. The pupils match the qualities to their definitions on the worksheet.

- a). iii b). v c). iv d). i e). ii

4. The teacher asks the pupils to do the activities about jobs in music together (number 7A-E on the worksheet 'Playing in a music group').



## JOBS IN MUSIC

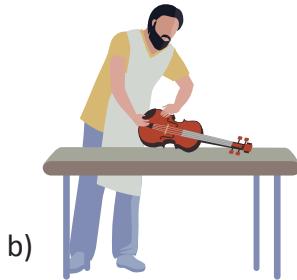
- A.** Pupils are later given an example in groups of four - information about a job in music - and have to answer questions about it. They do this together and then the teacher does feedback to the class. First the teacher gives an example:
- What does a musician do?
  - Where does a musician work?
  - What does a musician need to do their job?

a)



A musician plays an instrument, for example, a violin, a piano, a flute or a guitar. They need to practise playing a lot and also rehearse together with other musicians. They do this at home or in a rehearsal space. They can perform music anywhere but often play concerts on stage in concert halls, theatres and music or tv studios. To play music they need their instrument, and often need sheet music and a conductor. They usually play with other musicians and play in front of an audience.

- B.** Pupils now match the jobs to the pictures. (number 7A on the worksheet ‘Playing in a music group’). (*luthier, conductor, composer, dancer*)



- C.** Together the ps try to answer the questions about each job (number 7B on the worksheet ‘Playing in a music group’) :

- What does a \_\_\_\_\_ do?
- Where does a \_\_\_\_\_ work?
- What does a \_\_\_\_\_ need to do their job?

- D.** Now in groups each pupil gets an information card about a job in music. They have to answer the same questions individually about that job so that they can confirm or correct any information the group came up with earlier. The texts will also give them useful vocabulary to help them do the task (number 7C on the worksheet ‘Playing in a music group’ and the ‘Jobs in music worksheet cards’).

b). A *luthier makes and repairs instruments, for example, a cello, a harp, a piano or a trumpet, but they usually specialise in one type of instrument. They make instruments in a workshop. Sometimes they send them to shops to sell and sometimes they sell their own instruments. They use tools, machines and different materials to make instruments.*



c). A conductor directs musicians in an orchestra, an ensemble or a band. But in a group of singers (a choir), the conductor is called a 'choir master'. They need to practise rehearsing a lot with the musicians in the orchestra, ensemble or band. They do this in a rehearsal space. They can conduct music anywhere but often conduct concerts on stage in concert halls, theatres and music or tv studios. To play music they need their baton, to help direct the musicians, and sheet music. They stand at the front of the orchestra, ensemble or band in the centre so they can see the musicians and play in front of an audience.

d). A composer composes (writes) music, for example, a pop song, a musical, an opera, a symphony or the soundtrack to a movie. Composers are musicians too. Often composers use an instrument to help them create music, like a piano, and others use digital technology. They can compose their music on sheet music by hand or digitally. They usually work alone in a quiet place, often at home or in a recording studio.

e). A dancer dances to music. They need to train and rehearse dance routines a lot (alone or with other dancers) in a dance studio, hall or theatre. Most dancers work in dance companies (for example ballet companies). They can dance anywhere but often dance in shows on stage in halls and theatres or in tv/film studios. To train or rehearse they wear dance clothes which help them move easily and when they perform in a show they wear costumes. A choreographer directs dancers when they rehearse before a show but during the show they perform in front of an audience/camera alone.

5. After this the pupils tell their partners in the group about their assigned job and check their previous answers, focusing on any extra information they have learned (number 7D on the worksheet 'Playing in a music group').
6. Next the pupils have to write about a different job to the one they read about (the job the pupil on their left has). When they've finished they read them out for the other pupils to check and together they decide which job they'd prefer to do and why (they can use the useful language box on the handout) (number 7E on the worksheet 'Playing in a music group').
7. Now the pupils use the self-assessment grid to show how they have worked together, discussing it together. They put a cross in each (number 7F on the worksheet 'Playing in a music group').

	Perseverance	Team Work	Adaptability	Self-Improvement	Optimism
I did this well 					
I improved 					
I need some help to do this better 					



8. The teacher asks them to reflect by discussing (number 7G on the worksheet ‘Playing in a music group’) :
- a) Which quality do you think is easier for you?
  - b) Which quality do you think is more difficult for you?
  - c) Can you do this self assessment in other activities in class? Which ones?

### A LUTHIER

- i) What does a \_\_\_\_\_ do?
- ii) Where does a \_\_\_\_\_ work?
- iii) What does a \_\_\_\_\_ need to do their job?

A luthier makes and repairs instruments, for example, a cello, a harp, a piano or a trumpet, but they usually specialise in one type of instrument. They make instruments in a workshop. Sometimes they sell them in music shops and sometimes they sell their own instruments. They use tools, machines and different materials to make instruments.



### A CONDUCTOR

- i) What does a \_\_\_\_\_ do?
- ii) Where does a \_\_\_\_\_ work?
- iii) What does a \_\_\_\_\_ need to do their job?

A conductor directs musicians in an orchestra, an ensemble or a band. But in a group of singers (a choir), the conductor is called a 'choir master'. They need to practise rehearsing a lot with the musicians in the orchestra, ensemble or band. They do this in a rehearsal space. They can conduct music anywhere but often conduct concerts on stage in concert halls, theatres and music or tv studios. To play music they need their baton, to help direct the musicians, and sheet music. They stand at the front of the orchestra, ensemble or band in the centre so they can see the musicians and play in front of an audience.



### A COMPOSER

- i) What does a \_\_\_\_\_ do?
- ii) Where does a \_\_\_\_\_ work?
- iii) What does a \_\_\_\_\_ need to do their job?

A composer composes (writes) music, for example, a pop song, a musical, an opera, a symphony or the soundtrack to a movie. Composers are musicians too. Often composers use an instrument to help them create music, like a piano, and others use digital technology. They can compose their music on sheet music by hand or digitally. They usually work alone in a quiet place, often at home or in a recording studio.



### A DANCER

- i) What does a \_\_\_\_\_ do?
- ii) Where does a \_\_\_\_\_ work?
- iii) What does a \_\_\_\_\_ need to do their job?

A dancer dances to music. They need to train and rehearse dance routines a lot (alone or with other dancers) in a dance studio, hall or theatre. Most dancers work in dance companies (for example, ballet companies). They can dance anywhere but often dance in shows on stage in halls and theatres or in tv/film studios. To train or rehearse they wear dance clothes which help them move easily and when they perform in a show they wear costumes.



- 1.** Look at the picture and identify the instruments.



- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_

- 2.** What do we call the different types of musicians?

- a) \_\_\_\_\_ b) \_\_\_\_\_  
c) \_\_\_\_\_ d) \_\_\_\_\_

- 3.** Talk together and decide what the music will sound like and why:

- |           |          |           |
|-----------|----------|-----------|
| a). Happy | a). Fast | a). Loud  |
| b). Sad   | b). Slow | b). Quiet |

- 4.** Now watch the performance, check your answers and then compare them with your partner.

- 5.** How easy was it for the musicians to play together to make the music sound good?

- i) Tell your partner.      ii) Tell another pair

- 6.** Match the qualities musicians need to make music well together to their definitions:

- |                     |  |
|---------------------|--|
| Perseverance a)     | i) trying to work better to do the activity                |
| Team Work b)        | ii) being positive during the activity                     |
| Adaptability c)     | iii) continuing to work hard when an activity is difficult |
| Self-Improvement d) | iv) changing during an activity if necessary               |
| Optimism e)         | v) working together to do an activity - participating well |

- 7.** There are different jobs in music, for example, a musician.

- i). What does a musician do?  
ii). Where does a musician work?  
iii). What does a musician need to do their job?

a) A musician plays an instrument, for example, a violin, a piano, a flute or a guitar. They need to practise playing a lot and also rehearse together with other musicians. They do this at home or in a rehearsal space. They can perform music anywhere but often play concerts on stage in concert halls, theatres and music or tv studios. To play music they need their instrument, and often need sheet music and a conductor. They usually play with other musicians and play in front of an audience.



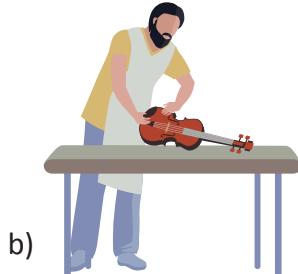
**A.** Now match the jobs in music to the pictures below.

i). conductor

ii). dancer

iii). luthier

iv). composer



b)



c)



d)



e)

**B.** In your group talk about each job. Answer the questions below:

i) What does a \_\_\_\_\_ do?

ii) Where does a \_\_\_\_\_ work?

iii) What does a \_\_\_\_\_ need to do their job?

**C.** Now look at your information card about one of the jobs in music. Answer the same questions individually about that job to confirm or correct any information your group said earlier. Use the vocabulary in the text to help you.

**D.** Tell your partners in the group about your job. What new information did you learn?

**E.** Next write about a different job (the job the partner on your left has). When you have finished, read them out for your partners to check and talk about which job you'd prefer to do and why. Use the useful language box below:

#### THINGS THEY DO

work use directs make sell practise dance rehearse  
conduct play compose work train perform

#### THINGS THEY USE

instruments, tools, machines, materials, sheet music, baton, digital  
technology, dance clothes, costumes

#### PLACES

workshop, rehearsal space, concert hall, hall, theatre, music/tv/film  
studio, recording studio, dance studio, on stage

#### MORE USEFUL WORDS

an ensemble, a choir, a choir master, an opera, a symphony, a pop  
song, a soundtrack, a dance company, a choreographer, an audience

- F.** Talk together about how you worked as a group. Then use the grid below to show what you think. Put one cross (X) for each quality.

	Perseverance	Team Work	Adaptability	Self-Improvement	Optimism
I did this well 					
I improved 					
I need some help to do this better 					

- G.** Think about working in a group and tell your partners:

- a) Which quality do you think is easier for you?
- b) Which quality do you think is more difficult for you?
- c) Can you do this self-assessment in other activities in class? Which ones?