

**MANCHESTER COLLEGE**  
**Department of Education**  
**Lesson by: Kaitlin Hughes**

**Lesson:** Ukuleles!

**Approx. length:** 25 / 30 minutes

**Age or Grade Intended:** K

**Academic Standards:**

Music K.1.2 Echo short melodic patterns sung by the teacher

Music K.1.3 Sing with an appropriate tone quality

Music K.1.4 Sing short memorized songs, maintaining a steady beat

Music K.2.2 Maintain a steady beat while playing an instrument in a group

Music K.3.1 Improvise simple rhythms using body percussion, found items, or an instrument

Music K.5. Read iconic notation and perform short rhythmic patterns of quarter and eighth notes using body percussion and rhythm syllables

Music K.9.2 Experience music from various historical eras and cultures through singing, listening, or moving

**Performance Objective:** Given a ukulele and a new song in French, students must play and sing with full participation. **(Authentic instrument, song, and hands on experience for students!)**

**Assessment:** Students will learn a new song sung in French and English and will try to sing to the best of their ability. They will also be given a ukulele and will play along with their peer's playing and singing with full participation.

**Advanced Preparation by Teacher:**

1. Have a white board and marker to write various rhythms on it.
2. Have the Kindergarten CD ready to play.
3. Have several ukuleles tuned and ready (10 or more would be best).

**Procedure:**

**Introduction:** "We have something very exciting planned for our friends today! But first, we have to start with our Daily Oral Rhythm."

**Step-by-Step: (REAL music rhythm skills to translate into personal musicianship!)**

1. Begin with their routine of Daily Oral Rhythm. Have a white board with measures of various rhythms. **(Gardner: Visual/Spatial)** Ask the students to raise their hand and tell you what kind of note each is and how we say it when doing rhythm? (e.g. quarter=ta, half=ta ah, eighth=ta te, whole=ta ahahah) **(Bloom: Knowledge)**

- Without echoing after you, have them say the rhythms out loud together. (**Gardner: Verbal/Linguistic**) Begin and end them, correcting them if they are wrong or reminding them of how the rhythm goes. (**Bloom: Application**)
2. Review the lip buzz for a quick vocalizing technique. Have them hit high notes and low notes with their buzzing. Use the term “Buzz-quiet” when they are to be quiet again. Lip-buzz a few songs and ask the students to raise their hand once they know what song it is. Do songs like “The Wheels on the Bus”, “Mary Had a Little Lamb”, “Twinkle Twinkle”, and other nursery rhyme-type songs. (**Gardner: Musical/Naturalist, Verbal/Linguistic**) – **(using vocalizing techniques for real singing and song recognition.)**
  3. NEW: Ask the students if they remember learning the Spanish, “Counting Song”? “Well, today we are going to learn a traditional French Song! It is called Frère Jacques which means “Are you Sleeping?” Go over a little bit of history about the song. It is located on next page and only do as much as the grade can handle. “This song is almost **200 years old!** Can you believe that? Let’s learn it in French and then we will learn it in English. Repeat after me.” Go through the French part of the song and then the English translation, have the students echo-sing after you. (**Gardner: Musical/Naturalist, Verbal/Linguistic**) **(Wow, culturally a very authentic song to connect today with another culture and another time.)**
  4. Add Ukuleles. Show the students first by playing and singing the song with them as you play. The only chord you use in “C”. You play this by just strumming the strings and holding down no frets. Pass out as many as you have and let the students sing and play through it once. Repeat until all students have had a chance to play once. Encourage them to sing while they play or those who do not have an instrument to sing! (**Bloom: Application, Gardner: Musical/Naturalist, Bodily/Kinesthetic**) **(Ukulele plays a type of C major chord as open (adding an a)**
  5. REVIEW: “5 Little Pumpkins”. Sing through it all together and then divide up the parts between rows; having each row say a part for one of the pumpkins. Use different voice registers, different speeds, and expressions for each pumpkin and for the song poem. (**Gardner: Interpersonal, Musical/Naturalist, Verbal/Linguistic, Bloom: Knowledge**) **(Connecting rhyme, music and the season)**
  6. GAME: Have the students echo you in a little song: “Clap your hands together, give yourself a shake, make a happy circle, then you cut the cake.” Have them do motions as well by clapping, shaking their body, putting their hands down as if to grab hold of someone else’s hand and then act as if they are slicing an imaginary cake in front of you. Have the class form a circle. Have them grab hands during the part “make a happy circle” and one person will be walking around the circle the whole time. That person walks around until the part sings “then you cut the cake” in which they tap a friend and play as if it were “duck, duck, goose”. The person tapped will chase after the tapper around the circle, until the tapper gets back to the original place. Continue until time is out or all children have gone. (**Gardner: Bodily/Kinesthetic, Musical/Naturalist, Verbal/Linguistic, Interpersonal, Intrapersonal**) **(Students really seemed to enjoy this new game, which you were able to discover by observing another teacher at Bon Air Elementary. Commendable to continually be learning and utilizing from different sources!)**

**Closing:** Today you all were able to learn a French song, play a new instrument, and sing a Halloween song! Next week we will continue to learn more Halloween songs because that Holiday is quickly coming up!

**Adaptations:**

**ADHD:** Have them help pass out the ukuleles, be the Student leader, or help lead some stretches at the beginning.

**Mrs. Stockdell's class:** Have them sit at the rug rather than their desks. Have them sit around the rug on the letters. Ask lots of simple questions so they stay focused. (Sitting on the rug for kindergarten students seems to be a much better way to have music for them. They are less distracted by their materials at their tables. Congratulations to you for discovering this on your own. Kindergarten music is a new mandate this year in this school system.)

**Frère Jacques Lyrics:**

Frère Jacques,  
Frère Jacques,  
Dormez vous?  
Dormez vous?  
Sonnez les matines,  
Sonnez les matines,  
Din, din, don!  
Din, din, don!

**English Lyrics:**

Are you sleeping,  
Are you sleeping?  
Brother John?  
Brother John?  
Morning bells are ringing,  
Morning bells are ringing,  
Ding ding dong,  
Ding ding dong.

Brief History: "The melody to this song has been traced to a French manuscript dating to around 1780. It was first used in a now-obscure French song in 1811. The text to "Frère Jacques" was probably set in the mid-nineteenth century, since the song was first published in 1860. It quickly became popular in France and was soon translated into English, Spanish, German, Italian, and Dutch. The English version also became widely known and sung, especially by school-age children. Though "Frère Jacques" is a lullaby, it hardly exhibits the typically soothing, dreamy music and words listeners associate with the genre. The melody is well known and consists of energetic, rhythmic music whose simple thematic phrases are always immediately repeated before moving onto the next part of the tune." (It's good to

know a little of the history and background of new songs. Music is an important tool for connecting cultures, history, and social studies to the world of the student.)

-Rebecca Hill, Pettit Park Elementary Music Teacher

From: <http://www.answers.com/topic/fr-re-jacques-are-you-sleeping-lullaby>