

# Strum, Strike, Sing & Play: The Virtual Way

Artfully Adding Ukulele to the General Music Classroom

Developed by Kate Hagen for Tennessee Arts Academy – Summer 2020



## Implementation Plan

No matter where or how you teach, you must begin with a plan. Introducing students to the ukulele is similar to introducing many of our classroom instruments. There are also significant differences. To adopt best practices in teaching ukulele to your own students, you will need to adapt your mindset.

Use these guiding questions to assist you in developing your ukulele teaching plan.

### Question 1: Identify your “Why?”

What do you want students to walk away with after participating in your general music class? What is the most meaningful thing your students will remember about general music five years from now? This is your “why.”

Define your “why” in a few sentences. Consider this: Your “why” should stay the same, regardless of the materials and instruments used in your classroom.

### Question 2: Do I Need to Adopt or Adapt?

Identify the ways you can adapt your current method of teaching to incorporate ukulele into your curriculum with little or no adjustment. Then identify how areas where you will need to adopt a new mindset. Ask questions if you are unsure!

|   | Adopt | Adapt | Explain/Questions  |
|---|-------|-------|--|
| Room Set-up                               |       | ✓     | (This is an example - delete this and write your own Adopt or Adapt explanation!)<br>My students sit on the floor in my room and stand when we sing or when they are moving to the barred instruments in the room. The barred instruments are always set up in my room and students always start in the same location and then we rotate around the instruments so that everyone gets a turn to play the bass instruments during the school year. Once learned this process is very quick, efficient, and predictable for my students. I like this process and it works well for my students, however – I don't think that I will be able to have ukuleles laid out all over my room. How do I have students get their instruments in a quick, efficient, and predictable way? |
| Demonstration                             |       |       |  |
| Instruction                               |       |       |  |
| Check-ins/<br>Formative Feedback          |       |       |  |
| Handing Instruments<br>(Tuning & Storage) |       |       |  |
| Performance                               |       |       |  |
| Other                                     |       |       |  |

### Question 3: What are my Assets and Obstacles?

What do you have to work with? What do your students have to work with?

1. Go through this list and identify at least 3 assets.
2. For each, describe what you're doing currently and how it's working.
3. Then, determine 3 (or add your own) which are obstacles.
4. For each obstacle, try to flip your mindset. How can you look at this differently or creatively?

| Resource  | Asset | Obstacle | Explain  |
|---|-------|----------|--|
| Materials (Teacher)                             | ✓     |          | (This is an example - delete this and write your own Asset or Obstacle explanation!)<br><b>Asset:</b> Teaching materials are an asset! I have a class set of ukuleles and am attending a workshop at TAA this summer to learn more.  |
| Materials (Students)                            |       |          |  |
| Time (Teacher)                                  |       |          |  |
| Time (Students)                                 |       |          |  |
| Support (Teacher)                               |       |          |  |
| Supports (Students)                             |       |          |  |
| Lesson plans/<br>Curriculum (Teacher)           |       |          |  |
| Experience (Teacher)                            | ✓     |          | (This is an example - delete this and write your own Asset or Obstacle explanation!)<br><b>Obstacle.</b> I am not a very good ukulele player, there is a very good chance that I will have students who play better than I do!<br><br><b>Flip:</b> This may be the best time to learn how to play better. Even though I feel inexperienced, I have a real desire to learn to play the ukulele better! I might not be the best ukulele player, but I Have a wealth of experience and have a lot of knowledge about processing and teaching other elements of music effectively. |
| Experience (Students)                           |       |          |  |
| Personality/Dedication<br>to field (Teacher)    |       |          |  |
| Equity (Students)                               |       |          |  |
| Outliers &<br>Marginalized Groups<br>(Students) |       |          |  |
| Other   |       |          |  |

### Question 4: What are my Next Steps?

Think back to your why, reflect on the ways you will set up your classroom, consider your assets and obstacles, and start small. What are the first 3 things you need to do to turn your plan into reality?