

Graduate Course Number: 7583

Course Title: Playing and Teaching the Ukulele

Days/Times of Online/Zoom Meetings: This class is asynchronous.

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits for the course: 3 Graduate Credits

Instructor with phone number, email address, and office hours: Kalani Das
818-271-1054
kalanidas@gmail.com
Zoom Office Hours Available at Student Request

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

Student Engagement Statement: Students are expected to communicate in a collegial fashion with the instructor and classmates. They are expected to complete playing and writing assignments in a timely fashion in order to post responses by the due dates posted on the course site. It is also expected that students will inform the instructor as soon as possible if facilitation or accommodations for learning or scheduling reasons are needed. This is a tightly scheduled 12 week course.

Course Description: The ukulele has become one of the most popular instruments in music education, and with good reason: It's inexpensive, portable and user-friendly for both teachers and students. This course covers everything you'll need to know to start using the ukulele in your classroom, including uke anatomy, tuning, types and features, how to read chord diagrams, strumming patterns, popular chords and chord progressions. Suitable for absolute beginners through intermediate players.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will: Perform a variety of essential chords, strums, and chord progressions on the ukulele. Accompany several songs, in a variety of styles, at performance tempo. Write melodies using traditional and TAB notation. Selected and perform songs to meet specific social goals (i.e., greeting, socializing, celebrating, etc.) Design a sample lesson plan with a stated goal and supporting objectives. Identify at least 20 learning and 20 teaching strategies.</p>	<p>Students will successfully complete at least two quizzes, demonstrating knowledge of the subject. Students will complete a variety of playing assignments, designed to show musical competence. Students will participate in numerous chat-based discussions, sharing opinions, questions, and thoughts pertaining to the learning and teaching of the ukulele and related music. Students will perform, record, and share several audio examples of their playing, giving feedback to their peers, with a view to deepening their skills and helping classmates.</p>

Program-Level Outcomes Addressed: Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture, Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment:

Part I

- Parts of the Ukulele.
- Numbering System.
- One-finger chords (C7, easy F, A7, Am), plus easy E7.
- Songs with one chord and I-V7.

Part II

- The C-pentatonic scale.
- Basic and Stylized Strums.
- Notating Melodies with ukulele TAB.

Part III

- The C, F, easy D7, Dm, G7 and E7 chords.
- The I-ii-IV-I chord progression and Reggae strum.
- Songs using the I-IV-V7 chords.
- 12-Bar blues in A.

Unit I Quiz (10 multiple-choice questions)

Unit II

Part I

- The G Chord
- Song using the The 50's progression
- Song using the The Pop progression

Part II

- The vi-V-IV-III7 (Andalusian) chord progression.
- C Diatonic Scale
- Soloing over the A Blues using the C Pentatonic Scale.

Part III

- Play Happy Birthday in G.
- Friendship and Celebration Songs.
- Notate a melody using ukulele TAB.

Unit II Quiz (10 Multiple-Choice Questions)

Unit III

Part I

- A Beatles song and a Holiday Song.
- 5 Learning Strategies.
- 5 Teaching Strategies.

Part II

- Write a Goal and 3 supporting Objectives.
- Design a Lesson Plan (Goal, Objectives, Resources, Process,

Modification/Adaptations)

- Perform a Hello Song.

Part III

- Perform 2 songs for a Virtual Concert.
- Identify and Share at least 20 Learning and 20 Teaching Strategies.

Grading Breakdown: Assignments: 50%
Participation/Discussion: 30%
Quizzes: 20%

Instructional Materials: Ukulele Club Multimedia Resource (Text with Audio and Video)

Course Bibliography: N/A

Course Calendar or Schedule: Online

Attendance Policy: Online

Candidate Conduct

“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

- Cell Phone/Computer Policy: N/A (Online course)

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.

- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”