

Play For All!

**A Fun and Student Centered
Curriculum for Guitar, Ukulele
and Beyond**

Version 1.1

By Musopia Apps in collaboration with Pow Music

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Curriculum Goals

Guitar:

1. Students will be able to play along in time to all songs with chord progressions that include the 8 basic open chords (C, D, E, G, A, Dm, Em, and Am).
 2. Student will be able to modify open chords to create sus chords, add9 chords, and 7th chords.
 3. Student will be able to play along in time to all songs with chord progressions that include the the basic E/Em shape major and minor barre chords with a sixth string root and basic A/Am shape barre chords with a 5th string root.
 4. Students will be able to strum with basic and syncopated rhythms at a moderate tempo using a continuous 1/8th note up and down motion where downbeats are downstrokes and upbeats are upstrokes.
 5. Students will be able to play songs from memory, in time, without a backing track, and in an ensemble setting with drums, bass, keyboard, and vocals.
 6. Students will be able understand chord number theory, and apply it to play or transpose basic chord progressions, such as I-V-vi-IV.
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Ukulele:

1. Students will be able to play along in time to all songs with chord progressions that include the 9 basic open chords (C, D, F, G, A, Dm, Fm, Em, and Am).
 2. Students will be able to modify open chords to create sus chords, add9 chords, and 7th chords.
 3. Students will be able to play along in time to all songs with chord progressions that include basic major and minor barre chords.
 4. Students will be able to strum with basic and syncopated rhythms at a moderate tempo using a continuous 1/8th note up and down motion where downbeats are downstrokes and upbeats are upstrokes.
 5. Students will be able to play songs from memory, in time, without a backing track, and in an ensemble setting.
 6. Students will be able understand chord number theory, and apply it to play or transpose basic chord progressions, such as I-V-vi-IV.
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Although this curriculum is primarily for guitar and ukulele, the following goals along with a summarized scope and sequence for incorporating keys, bass and drums, and also for teaching them independently, will be included.

Keys:

1. Students will be able to play along to all songs using basic three note chords in the right hand with a bass note in the left hand.
2. Students will be able to play and create simple and syncopated two hand comping patterns.
3. Students will be able to play songs from memory, in time, without a backing track, and in an ensemble setting.
4. Students will be able understand chord number theory, and apply it to play or transpose basic chord progressions within keys such as C,G, and D.

Bass:

1. Students will be able to play from memory all notes on the 3rd and 4th string of the bass.
2. Students will be able create and play simple and syncopated grooves using root notes, fifths, octaves, and major and minor thirds.
3. Students will be able to play songs from memory, in time, without a backing track, and in an ensemble setting.
4. Students will be able understand chord number theory, and apply it to play or transpose basic chord progressions within keys such as C,G, and D.

Drums:

1. Students will be able to play simple and syncopated 1/8th note kick/snare/hi-hat patterns at a consistent tempo.
 2. Students will be able to provide the rhythmic foundation for song performances in an ensemble setting.
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Guitar

The following section contains a sequential approach to teaching and learning how to play songs with chords on guitar. It goes from complete beginner (simple 1 note or 3 string chords) to intermediate (basic open chords), through to late intermediate/early advanced level (moveable chord shapes, chord extensions such as major and minor seventh and sus4 and add9 chords, chord number theory and transposition). There are suggestions throughout for incorporating other instruments that can be taught at the same time. We encourage you to create a Modern Band environment with drums, electric guitar, bass, keyboards, voice, and other instruments, along with acoustic guitars and ukuleles. A backline can be set up at all times, where 3 or 4 students provide an electrified rhythm section while the rest of the class plays acoustically. Students can cycle in and out of these roles.

Unit 1: 3 String Chords Introduction (G, C, Em)

Level: Complete Beginner

Unit Goals:

1. Students will be able to read a basic chord diagram.
 2. Students will be able to down strum the top three strings of the guitar without hitting the other strings.
 3. Students will be able to play a three string G chord using their 3rd finger on the third fret of the high E string.
 4. Students will be able to play a three string C chord, using their first finger and without touching adjacent strings.
 5. Students will be able to switch between the three string E minor and the three string G and C without taking their hand off of the guitar or away from the fingerboard.
 6. Students will be able to play songs containing the three string chords G, C, and Em, and switch between these chords at a slow to moderate tempo by playing only on the 1st beat of the measure or chord change.
 7. Students will be able to hear and identify the difference between major and minor chords.
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Unit 1 Lesson 1: 3 String G, 3 String E Minor and Chord Diagrams

Duration: 1-2 Class Sessions

Goals

1. Students will be able to read a basic chord diagram.
2. Students will be able to down strum the top 3 strings of the guitar
3. Students will be able to switch between playing 3 String E minor and 3 String G.

Procedures:

1. Begin by showing and explaining how to play the 3 string E minor. Make use of the chord screen in FourChords in any song containing E minor.
2. Lead class in a call and response using simple 1-2 measure strum patterns with a backing drum beat (you can use any song in FourChords and turn everything off except the drums and then adjust to an appropriate tempo - see video on arrangement mixer).
3. Repeat steps 1 and 2 with the G chord.
4. Ask students to play each note individually and make sure each rings out. If not, review the 5 technique tips.
5. Have the class play the G chord on the beat, while leading them in “repeat after me” vocal chants. This is great preparation for singing and playing songs.
6. Open “Shout” by the Isley Brothers in FourChords and select the 3 string chords (see video on chord options) and slow down the tempo if needed (see video on tempo control).
7. You can create “chord groups” and split the room so that half plays the G and half plays the E minor. See video in course for example.
8. Circulate the room and individualize feedback (see video on individualized feedback for example).
9. Search FourChords for other song options. You can also search Dm and F and transpose, or Em and G and transpose, or Bm and D and transpose. See video on transposing in the course.

Extensions and Differentiation:

1. Shout is a great song to sing and play the chorus. After using the app, try to play and sing the chorus as a group without the app. “Shout, come on now, shout, come on now.”
2. You can listen to the songs beforehand to become more familiar with them.
3. Have students write out the chords (see video).
4. Add keyboard by having students play root notes, or if they are more advanced, chords in the right hand. All of these chords are all white notes so it is the same moveable shape.
5. Add other instruments such as drums and bass. Use the 1 finger chord view to teach bass notes.
6. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.

Unit 1 Lesson 2: Adding the 3 String C and Three Chord Songs

Duration: 1-2 Class Sessions

Goals:

1. Students will be able to play a three string C chord, using their first finger and without touching adjacent strings.
2. Students will be able to switch between the three string E minor and the three string G and C without taking their hand off of the guitar or away from the fingerboard.
3. Students will be able to play songs containing the three string chords G, C, and Em, and switch between these chords at a slow to moderate tempo by playing only on the 1st beat of the measure or chord change.

Procedures:

1. Begin by showing and explaining how to play the 3 string C chord. Make use of the chord screen in FourChords in any song containing C.
2. Lead class in a call and response using simple 1-2 measure strum patterns with a backing drum beat (you can use any song in FourChords and turn everything off except the drums and then adjust the tempo).
3. Have students just play on the beat, while leading them in simple “repeat after me” vocal chants, so that they can sing and play simultaneously.
4. Practice switching from the C to the G at a slow tempo (try the one minute changes - see video) keeping fingers in place to go right back down to the next chord.
5. Practice switching from the C to E minor, keeping the fingers in place to go right back down to the next chord (try the one minute changes - see video).
6. Search FourChords for all songs containing C,G,Em. There are 22 available (see video on song search for more info). Alternately, search for songs containing Am, C, F (14 more) and transpose to change to C,G,Em. You can also search for Bm, D, G and transpose for another 12. This gives you a total of 48 songs at the time of this printing. For more info on the transpose feature, see video on transposition.
7. We recommend “I Gotta Feeling” and “Just the Way You Are” for these chords since the chord progression leaves plenty of time for switching and they are great sing alongs!
8. Play through songs either in chord groups, or encourage students to keep their strumming restricted the the chord change, and using the rest of the measure to switch. More advanced students can strum on every beat. Circulate room and individualize feedback.

Extensions and Differentiation:

1. You can listen to any of these songs beforehand, to become familiar with them.

2. After playing through with fourchords, you can write out the chords on the board, or on paper, and play along without the app.
 3. Have students write out the chords (see video).
 4. Add keyboard by having students play root notes, or if they are more advanced, chords in the right hand. All of these chords are all white notes so it is the same moveable shape.
 5. Add other instruments such as drums and bass. Use the 1 finger chord view to teach bass notes.
 6. Encourage students to try to sing and play together
 7. Create a dedicated vocal group or select soloists
 8. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
 9. Have students self assess and discuss what worked and what can use improvement.
 10. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
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Unit 2: Root Notes and 3 String Chords Part 2 (Adding D and Ami)

Unit Goals:

1. Students will be able to locate and play the open strings E,A, and D, as well as the G on the 3rd fret of low E string, and C on the 3rd fret of the A string.
 2. Students will be able to use two fingers to play 3 string A minor and 3 fingers to play 3 string D.
 3. Students will be able to read a basic lead sheet of a chord progression.
 4. Students will be able to play simple non syncopated strum patterns, both up and down, using a consistent 1/8th note hand motion at a slow to moderate tempo.
 5. Students will be able to play along with songs, in time, strumming on the first beat of each measure, or chord change, that contain up to 4 chords, including 3 string Em, C, G, , Am and D.
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Unit 2 Lesson 1: Intro to Root Notes (E,A,D,G,C)

Duration: 1-2 Class Sessions

Goals:

Students will be able to locate and play the open strings E,A,D as well as the G on the 3rd fret of the low E string, and C on the 3rd fret of the A string.

Procedures:

1. Select a song that uses the chords Em, G and C from unit 1 and this time select 1 string chords.
2. Demonstrate how to play the root notes, and how they look in the chord diagrams, using the chord screen.
3. Do a few call and response rhythms on each of the root notes to help your students get used to playing one note at a time.
4. Play along with FourChords and circulate room to individualize feedback
5. Now choose a song that contains Em, G, C and D. There are currently 273 options. Review the open D in the chord screen.
6. Play along with FourChords and circulate room to individualize feedback
7. Now choose a song that contains Am and any of the other chords that students have done so far. Go over the open A string and play through song.

Extensions and Differentiation:

1. Do chord groups or note groups and divide class to play different notes, then switch (see video).
 2. Have students write out the chords (See video).
 3. Listen to actual songs before playing them.
 4. Encourage students to try to sing and play together
 5. Create a dedicated vocal group or select soloists
 6. Write out a lead sheet, or have students create a lead sheet and play song progressions without FourChords.
 7. For songs that contain chords students know, have half the class play root notes, and half play 3 string chords. This will fill out the sound.
 8. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
 9. Have students self assess and discuss what worked and what can use improvement.
 10. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
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Unit 2 Lesson 2: Adding 3 String Am

Duration: 1-2 class Sessions

Goals:

1. Students will be able to use two fingers to play 3 string A minor, where all notes in the chord ring out clearly.

Procedures:

1. Begin by showing and explaining how to play the 3 string A minor, relating it to the C, but adding another finger.

2. Ask students to play each note individually and make sure each rings out. If not, review the 5 technique tips.
3. Lead class in a call and response using simple 1-2 measure strum patterns, with a backing drum beat (you can use any song in FourChords and turn everything off except the drums and then adjust the tempo).
4. While strumming the Am on the beat as a class, lead the class in simple “repeat after me” vocal chants to get them used to singing and playing together.
5. Practice with drum beat, switching between A minor and C, by taking the second finger up for the C, and then putting it back down for the A minor. The first finger stays planted.
6. Practice with drum beat, switching between A minor and G.
7. Search for songs that contain A minor, C and G. “Shake It Off” is the most famous one. Alternately, you can search for E minor, G and C for another 22 options, or D, G, Bm for another 12 options, and then use transpose feature for A minor, C and G.
8. Play through songs and circulate room to individualize feedback.

Extensions and Differentiation:

1. Do chord groups and divide class to play different chords, then switch (see video).
2. Have students write out the chords (See video).
3. Listen to actual songs before playing them.
4. Write out a lead sheet, or have students create a lead sheet and play song progressions without FourChords.
5. Do 1 string root note chord and 3 string chord duets.
6. Encourage students to try to sing and play together
7. Create a dedicated vocal group or select soloists
8. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
9. Have students self assess and discuss what worked and what can use improvement.
10. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.

Unit 2 Lesson 3: Lead Sheets and Strumming

Duration: 1 Class Session

Goals:

1. Students will be able to read a basic lead sheet of a chord progression.
2. Students will be able to play simple non syncopated strum patterns, both up and down, using a consistent 1/8th note hand motion at a slow to moderate tempo.

Procedures:

1. Explain and demonstrate keeping a constant up and down motion of the hand and wrist when strumming using the 3 string E minor chord as an example. This will allow students to focus exclusively on their right hand.
2. Demonstrate all “ghosting” (see video on strumming) and all strumming. Then demonstrate mixing ghosting with strumming.
3. Students will try both methods.
4. Lead students in a call and response at a slow tempo with very simple non syncopated up and down strums, like 1 2+ 3 or 1+2 3+4. Use a drum track from Four Chords by taking everything else out of the mix.
5. Write out some simple strum patterns on the board, and play each of them for 4 or 8 measures before moving on to the next ones. While students are playing, be sure to narrate “down down, up , down down,” etc.
6. Apply this technique to multiple chords using the simple strum 1 2+3 and using the last beat to change. Choose something very simple like G to E minor and write it out as a lead sheet on the board. Explain the anatomy of a leadsheet (the slashes being beats, the bars creating measures, the repeat sign at the end.)
7. Play through the progression for a minute or two at a slow tempo applying the simple strum pattern.

Extensions and Differentiation:

1. Go over some of the simple strumming patterns using the strum section in the four chords app or the Justin Guitar tutorials. The two patterns that are appropriate at this stage are “Shoot ‘em Ups” and “Ups and Downs”.
 2. Have students create their own strumming patterns, write them down and share with the class.
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Unit 2 Lesson 4: The D chord and Famous Four Chords - G, D, Em, C

Duration: 2-4 Class Sessions

Goals:

1. Students will be able to play the D chord so that each note rings out clearly, using three fingers.
2. Students will be able to play along with songs, in time, strumming on the first beat of each measure, or chord change, that contain up to 4 chords, including 3 string Em, C, G, G, Am and D.

Procedures:

1. Begin by showing and explaining how to play the D chord. You may use either the Justin Guitar video, or the graphic and visual demo within FourChords in the chord screen of any song containing the D chord.

2. Ask students to play each note individually and make sure each rings out. If not, review the 5 technique tips.
3. Write some simple strumming rhythms on the board, and play them using the D chord.
4. Lead class in a call and response using simple 1-2 measure down and up strum patterns, with a backing drum beat (you can use any song in FourChords and turn everything off except the drums and then adjust the tempo).
5. Practice with drum beat, switching between D and G.
6. Practice with drum beat, switching between D and C.
7. Search for songs that contain G, D, Em, and C. There are currently 273 songs. Alternately, you can search for C, G, Am, and F for another 251 options, and then click transpose (see video).
8. Split students into two chord groups. If the song you choose has a progression such as G,D, Em and C, then one group can be G and Em and the other D and C. Then they can switch after playing through it one time.
9. Feel free to listen to the actual song first (See video) and also to listen through the progression one time before joining in, just to become familiar with the sound and feel (See video).
10. Now allow the students the option of playing all of the chords or to remain in chord groups

Extensions and Differentiation:

1. Do a root note and 3 string chord duet. This will sound great since it is essentially a full open chord. The class can be split in half where one half does root notes, and the other does chords. Then they can switch. Alternately, student struggling with the 3 string chords can play root notes.
2. Incorporate other instruments
3. Create a vocal group or select soloists
4. Encourage students to try to sing and play together
5. Create a dedicated vocal group or select soloists
6. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
7. Have students self assess and discuss what worked and what can use improvement.
8. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.

Unit 3: Open Chords Part 1 - Am and Em

Goals:

1. Students will be able to play the basic open chords Am and Em with appropriate technique that allows each note in the chord to ring out clearly.

2. Students will be able to switch between the full open chords Am and Em and the 3 string G, C, and D within the context of a song or chord progression at a slow to moderate tempo.
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Unit 3 Lesson 1: Em

Duration: 1-2 Class Sessions

Goals:

1. Students will be able to play the basic open six string E minor chord with appropriate technique so that each note rings out clearly.
2. Students will be able to switch between basic E minor and G, C, and D at a slow to moderate tempo.

Procedures:

1. Explain and demonstrate how to play the E minor chord, using the apps chord screen or Justin tutorials, if appropriate.
2. Have students play along, going through some simple strumming patterns and making sure each note rings out clearly.
3. Practice different two chord combinations with Emi - Emi to G, Em to C, Em to D.
4. Search for songs with Emi, G, C and D, but this time students should try to play the basic E minor.
5. Play along and circulate room to individualize feedback.

Extensions and Differentiation:

1. Chord groups
 2. 1 string root note chords
 3. Sticking with simplified Em
 4. Singing and playing, singing groups or soloists
 5. Incorporating other instruments
 6. Writing out chords
 7. Listening to recordings and analyzing song structure
 8. Using tempo control and arrangement mixer to lead students from playing along, to playing by themselves.
 9. Having advanced students work on using all basic chords, using supplements
 10. Make use of student mentors for peer to peer support
 11. Students self-assess, discuss weaknesses and strengths, work on weaknesses then try again.
 12. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
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Unit 3 Lesson 2: A minor and E minor

Duration: 1-2 Class Sessions

Goals:

Students will be able to switch from A minor to E minor and back again at a slow to moderate tempo.

Students will be able to create and play arpeggio patterns.

Procedures:

1. Explain and demonstrate how to play the A minor chord while students try it with you. You can use the chord screen within a song that contains A minor along with the JustinGuitar tutorial in the academy section of the app.
2. Ask students to play each note individually and make sure each rings out. If not, review the 5 technique tips.
3. Demonstrate how to switch between Am and Em with good economy of motion and technique.
4. Have students play E minor for 2 bars and then A minor for 2 bars, switching back and forth with just a simple down strum on the beat.
5. Demonstrate a simple arpeggio pattern that starts with the root note and goes consecutively upwards and apply it to the E minor and then the A minor.
6. Have students join in with you and play through the 4 bar progression at a slow tempo with the simple arpeggio pattern.
7. Ask students to create their own arpeggio pattern either alone or in a small group using the A minor chord, and then to apply it also to the E minor chord.
8. Have student volunteers share their patterns.

Extensions and Differentiation:

1. Play along to the two songs in FourChords that feature an Am and Em progression. Lenny Kravitz's "I Belong to You" and Ed Sheeran's "Sing".
 2. Students write out chords or arpeggio patterns and learn each other's patterns.
 3. Play song without app and prepare it for a performance over the course of a few class periods. Go deeper into specific riffs, the vocals, etc.
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Unit 4: Open Chords Part 2 (A, D, E)

Goals:

1. Students will be able to play the three open chords A, D, and E with appropriate technique that allows each note in the chord to ring out clearly.
2. Students will be able to switch accurately between A, D and E at a slow to moderate tempo within the context of a song or chord progression.

3. Students will be able to hear and identify the difference between major and minor chords.
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Unit 4 Lesson 1: The A and D Chord

Duration: 1-3 Class Sessions

Goals:

1. Students will be able to play the A chord with appropriate technique that allows each note in the chord to ring out clearly.
2. Students will be able to switch accurately between A and D, at a slow to moderate tempo within the context of a song or chord progression.

Procedures:

1. Explain and demonstrate how to play the A chord while students try it with you. You can use the chord screen within a song that contains A.
2. After explaining and demonstrating, play the Justin Guitar A chord video while students try to work it out.
3. Ask students to play each note individually and make sure each rings out. If not, review the 5 technique tips.
4. Explain and demonstrate the mechanics of switching between A and D, how the 1st and second finger come straight down, and the 3rd goes over 1 fret.
5. Practice this switch at a very slow tempo with a backing track.
6. Pull up a song that used these two chords, and play as a class. "Born in the USA" and "Feelin' Alright" are two really good ones with a chorus that your students can try singing and playing at the same time.
7. Either divide students into chord groups, or keep a slow to moderate tempo and focusing on playing only on the chord change or on the 1st beat of the measure and using the rest of the time to switch.
8. Circulate the room and individualize feedback

Extensions and Differentiation:

1. Try singing and playing the choruses of the songs, or a fragment of the choruses altogether.
2. Play song without app and prepare it for a performance over the course of a few class periods. Go deeper into specific riffs, the vocals, etc.
3. Chord groups
4. 1 string root note chords
5. Sticking with simplified chords
6. Incorporating other instruments
7. Writing out chords
8. Listening to recordings and analyzing song structure

9. Using tempo control and arrangement mixer to lead students from playing along, to playing by themselves.
 10. Having advanced students work on using all basic chords or pro chords, using supplements
 11. Make use of student mentors for peer to peer support
 12. Students self-assess, discuss weaknesses and strengths, work on weaknesses then try again.
 13. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
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Unit 4 Lesson 2: E and D

Duration: 1 -2 Class Sessions

Goals:

1. Students will be able to play the E chord with appropriate technique that allows each note in the chord to ring out clearly.
2. Students will be able to switch accurately between E and D, at a slow to moderate tempo within the context of a song or chord progression.

Procedures:

1. Explain and demonstrate how to play the E chord while students try it with you. You can use the chord screen within a song that contains E.
2. After explaining and demonstrating, play the Justin Guitar E chord video while students try to work it out.
3. Ask students to play each note individually and make sure each rings out. If not, review the 5 technique tips.
4. Explain and demonstrate the mechanics of switching between E and D, how the 1st finger acts as an anchor and slides over from the first to the second fret.
5. Practice this switch at a very slow tempo with a backing track.
6. Pull up a song that uses these two chords, and play as a class. "American Woman" is a great one to do because it is mostly just an E chord, with only a few switches to the D.
7. Since it is mostly just E, encourage students to explore strumming patterns, or give them a suggested pattern.
8. Circulate the room and individualize feedback.

Extensions and Differentiation:

1. Try singing and playing the choruses of the songs, or a fragment of the choruses altogether.
2. Have some students play the root notes, while others play the chords.
3. Have struggling students play the simplified chords.
4. Incorporate bass, keys and drums

5. Listen to actual recordings of songs before using FourChords and analyze song structure.
 6. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
 7. Have students self assess and discuss what worked and what can use improvement.
 8. Create chord groups
 9. Have advanced students work on using all basic chords, using supplements
 10. Make use of student mentors for peer to peer support
 11. Play song without app and prepare it for a performance over the course of a few class periods. Go deeper into specific riffs, the vocals, etc.
 12. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
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Unit 4 Lesson 3: A, D, E

Duration: 1-2 Class Sessions

Goals:

1. Students will be able to switch accurately between A, D and E at a slow to moderate tempo within the context of a song or chord progression.

Procedures:

1. Begin by reviewing A, D and E separately.
2. Choose a song with these three chords and play it at a slow to moderate tempo. There are currently 36 options for A,D,E. By transposing from C,F,G (39 options) or G,C,D (42 options) or D,G,A (45 options) there are around 150 options to choose from. Of course, some of these options will include only two out of three of these chords.
3. Circulate room and individualize feedback
4. Have students self assess how they did. Did they rock it? Getting there? Needs more work? Talk about what went well and what can be improved.
5. Play through song again, individualize feedback and then self-assess again.

Extensions and Differentiation:

1. Try singing and playing the choruses of the songs, or a fragment of the choruses altogether.
2. Play song without app and prepare it for a performance over the course of a few class periods. Go deeper into specific riffs, the vocals, etc.
3. Have some students play the root notes, while others play the chords.
4. Have struggling students play the simplified chords.
5. Incorporate bass, keys and drums
6. Listen to actual recordings of songs before using FourChords and analyze song structure.

7. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
8. Have students self assess and discuss what worked and what can use improvement. Work on problems as a class then try again.
9. Create chord groups.
10. Have advanced students work on using all basic chords, using supplements.
11. Make use of student mentors for peer to peer support.
12. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.

Unit 4 Lesson 4: Major and Minor

Duration: 1-2 Class Sessions

Goals:

1. Students will be able to distinguish between major chords and minor chords.

Procedures:

1. Have students play E minor for 4 bars and then E major for 4 bars, switching back and forth. Ask them to turn and talk with a partner and describe how they sound different.
2. Do the same thing with A and A minor.
3. Do a blind test. Play a series of major and minor chords, and ask students to vote on whether or not it is major or minor.

Extensions:

1. Have students make a game of this, testing each other in small groups.
 2. Do a formal assessment by creating a quiz.
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Unit 5: Open Chords Part 3 - G, C and Syncopated Rhythm

Goals:

1. Students will be able to play the open chords G, and C with appropriate technique that allows each note in the chord to ring out clearly.
 2. Students will be able to switch accurately between Ami, Emi, G, C, D and E in any order or combination, at a slow to moderate tempo within the context of a song or chord progression.
 3. Students will play songs in both minor and major keys.
 4. Students will be able to do syncopated strum patterns using a consistent 1/8th note up and down motion of the right hand and wrist.
-

Unit 5 Lesson 1: Emi and Syncopated Strumming

Duration: 1 Class Session

Goals:

2. Students will be able to do syncopated strum patterns using a consistent 1/8th note up and down motion of the right hand and wrist.

Procedures:

4. Using the Emi chord, since it is the easiest chord that uses all of the strings, demonstrate some simple syncopated strumming patters such as 1 (2)+ 3 4 or Old Faithful which is 1 2+ (3)+ 4 using a constant up and down 1/8th note motion of the hand and wrist at a slow tempo. Use a drum track from FourChords.
5. Ask students to play with you while you narrate the up and down motion (ex: down, down, up, up, down) and write out the rhythm on the board. For old faithful, you can also use the strumming area of a song that is in the key of E minor or any key, or shut the sound off and play it yourself if it's a different chord than E minor. Do this at a slow tempo.
6. Circulate the room and individualize feedback.

Extensions and Differentiation:

1. Students can create their own rhythms.
 2. Students can perform solo or in groups demonstrating their rhythms.
 3. Students can focus on simple rhythms and use the 3 string E minor.
-

Unit 5 Lesson 2: The C Chord

Duration: 1-2 Class Sessions

Goals:

Students will be able to play the C chord with appropriate technique that allows each note in the chord to ring out clearly.

Students will be able to switch accurately between A minor and C in the context of a chord progression, at a slow to moderate tempo.

Procedures:

1. Explain and demonstrate how to play the C major chord, and how it relates to the A minor chord. The first two fingers are the same, but the third moves to the 3rd fret of the A string.
2. Students try it with you. You can use the chord screen within a song that contains C or use the JustinGuitar tutorial in the academy section of the app.
3. Ask students to play each note individually and make sure each rings out. If not, review the 5 technique tips.

4. Have students practice going back and forth from A minor to C, making sure to not completely lift up their 1st and second fingers.
5. Play along to “Shout” by the Isley Brothers again. The vast majority of the song is just C and Am. However, you’ll need to transpose down to the key of C before playing.

Extensions and Differentiation:

1. Try singing and playing the choruses of the songs, or a fragment of the choruses altogether.
 2. Play song without app and prepare it for a performance over the course of a few class periods. Go deeper into specific riffs, the vocals, etc.
 3. Have some students play the root notes, while others play the chords.
 4. Have struggling students play the simplified chords.
 5. Incorporate bass, keys and drums
 6. Listen to actual recordings of songs before using FourChords and analyze song structure.
 7. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
 8. Have students self assess and discuss what worked and what can use improvement. Work on problems as a class then try again.
 9. Create chord groups.
 10. Have advanced students work on using all basic chords, using supplements.
 11. Make use of student mentors for peer to peer support.
 12. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
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Unit 5 Lesson 4: The G Chord

Duration: 1-2 class periods

Goals:

Students will be able to play the G chord with appropriate technique that allows each note in the chord to ring out clearly.

Students will be able to switch accurately between G and C at a slow to moderate tempo in a song or chord progression.

Procedures:

1. Explain and demonstrate how to play the G Major chord, offering some modifications. One is to focus on the G note on the low and high E strings, and not worry so much about the note on the second fret of the A string. It is ok if that note is muted and if the D string gets muted too. Aiming for 4 out of 6 strings to ring out is great!
2. Students try it with you. You can use the chord screen within a song that contains C or use the JustinGuitar tutorial in the academy section of the app.

3. Ask students to play each note individually to assess how they are doing, keeping in mind that 4 out of 6 strings ringing out is fine for now.
4. Practice switching from the G to the C chord at a slow tempo with plenty of time to switch.
5. Find a song on FourChords using G and C only, and split the room into chord groups. Advanced students can play both chords. There are only a couple of songs using G and C (I-IV), so search for C and F (I-IV), or D and G (I-IV), and transpose to G and C. Modify the tempo as needed.
6. Circulate the room and individualize feedback.

Extensions and Differentiation:

1. Try singing and playing the choruses of the songs, or a fragment of the choruses altogether.
2. Play song without app and prepare it for a performance over the course of a few class periods. Go deeper into specific riffs, the vocals, etc.
3. Have some students play the root notes, while others play the chords.
4. Have struggling students play the simplified chords.
5. Incorporate bass, keys and drums
6. Listen to actual recordings of songs before using FourChords and analyze song structure.
7. Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).
8. Have students self assess and discuss what worked and what can use improvement. Work on problems as a class then try again.
9. Create chord groups.
10. Have advanced students work on using pro chords, using supplements.
11. Make use of student mentors for peer to peer support.
12. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.

Unit 5 Lesson 5: The Key of G (G, C, D, A minor, E minor)

Duration: 3-5 Class Sessions

Goals:

Students will be able to play a variety of chord progressions within the key of G, switching accurately between any combination of the chords G, C, D, A minor and E minor (I-IV-V-ii-vi).

Procedures:

1. Search for Songs in FourChords that contain G,C,D,A minor or E minor. Have students vote on one to play.

2. If you have multiple devices, students can group according to their selections.
3. Review the chords, or instruct students to review the chords.
4. If necessary, split students into chord groups.
5. Play through song, circulate room and individualize feedback.

Extensions and Differentiation:

1. Repeat this process for multiple class periods with multiple songs and chord combinations.
 2. Try to hit on both major and minor keys.
 3. Focus in on one song for performance and practice it as a band without the app.
 4. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
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Unit 6: Open Chords Part 4 - Dm, Partial F barre chord, partial B minor and Chord Theory

Goals:

1. Students will be able to play all basic chord progressions in the key of G, C, and D by adding Dm, the partial F barre chord, and the partial B minor into their repertoire.
 2. Students will be able to modify major and minor chords to make them 7th, sus and add9 chords.
 3. Students will understand how to apply chord number theory to transpose between the keys G,C and D.
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Unit 6 Lesson 1: F Chord

Duration: 1-2 Class Sessions

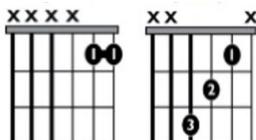
Goals:

1. Students will be able to play the partial F barre chord with appropriate technique so that all notes ring out clearly.
2. Students will be able to switch accurately between a partial F and a C chord in the context of a chord progression or a song.

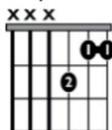
Procedures:

1. Explain and demonstrate how to play the F barre chord in a few steps.
2. There are two ways to start.

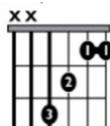
Step 1A and 1B



- Step two is the partial barre, and the 2nd fret of the G string:



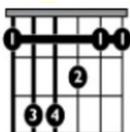
- Step three is all they need for now! This is the shape that is in the basic chords in FourChords.



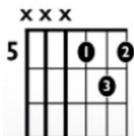
- Have students work through the steps without moving on until each note rings clearly. Circulate the room and individualize feedback.
- Find a song that has the chords C and F in FourChords and play along with the class. Use the differentiation tactics outlined below and throughout this curriculum. Circulate room and individualize feedback.

Extensions and Differentiation:

- Try the full F barre chord with more advanced students.



- You can also have students play an F by simply moving the 3 string D chord up to the 5th fret!



- Play song without app and prepare it for a performance over the course of a few class periods. Go deeper into specific riffs, the vocals, etc.
- Have some students play the root notes, while others play the chords.
- Incorporate bass, keys and drums
- Listen to actual recordings of songs before using FourChords and analyze song structure.
- Use the arrangement mixer to begin with a full mix and gradually thin it out so that your students go from playing along to playing by themselves (see video).

8. Have students self assess and discuss what worked and what can use improvement. Work on problems as a class then try again.
 9. Create chord groups.
 10. Have advanced students work on using pro chords, using supplements.
 11. Make use of student mentors for peer to peer support.
 12. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
-

Unit 6 Lesson 2: Chord Number Theory and The Keys of C and G

Duration: 1 - 2 Class Sessions

Goals:

Students will understand how to apply chord number theory to transpose between the keys G and C.

Procedures:

1. Begin by teaching students the musical alphabet.
A,B,C,D,E,F,G,A,B,C,D,E,F,G,A,B,C,D,E,F,G, etc.
2. Now tell them that C is going to be the number one and have them help you to give numbers to the other letters up to 7, now that C is one. C -1, D -2, E-3, F-4, G-6, A-6, B-7.
3. Tell students that the key is named after the 1, and in any key, the 1,4 and 5 chords are major and the 2,3 and 6 chords are minor. Tell them that the 7th chord is hardly ever used in popular music, and it's called diminished which is like super minor, and not to worry about that 1. Then cross it off the board or X it out.
4. Now ask them to tell you whether each chord is major or minor and write them out. 1 = C major. 2 = D minor, 3 = E minor and so on.
5. Now find a song in the key of C with the chords C, F, G, and A minor. Show the students the chord screen and ask them to name the chord numbers (1,4,5,6).
6. Now play the song. You might want to divide into chord groups since having the F with all of those other chords will be hard. Alternately, slow the tempo down and have them only play on the first beat of each switch. More advanced students can strum more actively or help other students.
7. Circulate room and individualize feedback.
8. Now ask students if G was 1, what would the other chords in the key be so that it is the same 4 as in the key of C. 1 = G, 2 = A minor, 3 = B minor, 4 = C, 5 = D, 6 = E minor.
9. Now press the transpose button on the same song they just played to reveal the key of G, with G, C, D and E minor.
10. Play the song in the new key.

11. Discuss the difference and which students preferred, which was easier and why.

Unit 6 Lesson 3: B minor and the key of D

Duration: 1-3 Class Sessions

Goals:

Students will be able to play the 3 string B minor chord with appropriate technique so that all notes ring out clearly.

Students will understand how to apply chord number theory to transpose between the keys G,C and D.

Procedures:

1. Begin by demonstrating how to play the B minor chord. You may use the chord screen in any song containing B minor or the JustinGuitar tutorial as students work it out on their own.
2. Return to the last song you played using I,IV,V,vi in the keys of C and G. Now ask students to transpose to the key of D and let you know the chords. (D,G,A,Bm)
3. Transpose the song and reveal those chords.
4. Play along to the track at appropriate settings and individualize feedback.

Unit 7: Movable Barre Chords and Sus, 7th and Add 9 Chords

This unit does not follow a lesson plan process, but is more of an ongoing exploration. You can revisit older material and search the pro chord options and play them in a new way. Also, be sure to use the pro chords search filter (see video on search for more info). You can also begin integrating pro chords and movable barre chords earlier on in the curriculum with more advanced students, before covering these options with the entire class.

Goals:

1. Student will be able to modify open chords to create sus chords, add9 chords, and 7th chords.
2. Student will be able to play along in time to all songs with chord progressions that include the the basic E/Em shape major and minor barre chords with a sixth string root and basic A/Am shape barre chords with a 5th string root.

Procedures:

1. Search for songs with the pro designation.
2. Review the chords one at a time before playing the song.
3. Use the chord search feature methodically, so that you cover the following category of chords - the moveable E/Em barre chord shape and A/Am shape 7th, minor 7th, major 7th, add9, sus 2, and sus4. This includes B, B minor (in pro chord options, these are full

barre chords), F (in pro, this is the full version), A7, D7, E7, G7, C7, D7, B7, F7, Am7, Em7, Bm7, Dm7, Esus4, G maj7, Cmaj7, Fmaj7, Gadd9, Fsus2, Dsus2, Cadd9, Gsus4, G7sus4, Dsus4, Asus4

Ukulele

Goals for Ukulele:

1. Students will be able to play along in time to all songs with chord progressions that include the 9 basic open chords (C, D, F, G, A, Dm, Fm, Em, and Am).
 2. Students will be able to play along in time to all songs with chord progressions that include basic major and minor barre chords.
 3. Students will be able to strum with basic and syncopated rhythms at a moderate tempo using a continuous 1/8th note up and down motion where downbeats are downstrokes and upbeats are upstrokes.
 4. Students will be able to play songs from memory, in time, without a backing track, and in an ensemble setting.
 5. Students will be able to understand chord number theory, and apply it to play or transpose basic chord progressions, such as I-V-vi-IV.
 6. Students will be able to read chord diagrams and lead sheets.
 7. Students will be able to hear and identify the difference between major and minor chords.
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Unit 1: C, F Am

Goals:

1. Students will be able to play the chord C, F, and Am with appropriate technique so that each note rings out clearly.
 2. Students will be able to switch between C, G and Am at a slow to moderate tempo to play along with songs that contain these three chords.
-

Unit 1 Lesson 1 - The C Chord

Duration: 1 Class Session

Goals:

1. Students will be able to play the C chord so that all notes ring out clearly.
2. Students will be able to sing and simple chants while strumming the C chord.

Procedures:

1. Demonstrate how to play the C chord, using the chord screen within Ukeoke by choosing any song with a C chord, and going to the chord screen. If helpful, also use the Justin tutorial.
 2. Have students play along with you doing simple down strums at a consistent tempo.
 3. Lead the class in some simple "Repeat after Me" chants to sing while you are playing.
 4. Play a drum track within Ukeoke by opening a song and silencing all of the other parts in the arrangement mixer. Have students strum to the beat.
 5. Circulate the room and individualize feedback, checking to see if students are playing the chord correctly.
 6. Students write out the chord diagrams.
-

Unit 1 Lesson 2 - Adding the F Chord**Duration: 1-2 Class Sessions****Goals:**

1. Students will be able to play the F chord with appropriate technique so that all notes ring out clearly.
2. Students will be able to switch between the C chord and the F chord in time at a slow to moderate tempo.

Procedures:

1. Demonstrate how to play the F chord, using the chord screen within Ukeoke by choosing any song with an F chord, and going to the chord screen. If helpful, also use the Justin tutorial.
2. Have students play along with you doing simple down strums at a consistent tempo.
3. Lead the class in some simple "Repeat after Me" chants to sing while you are playing.
4. Demonstrate and explain switching between the F chord and the C chord, and do so at a very slow tempo, and invite students to join in.
5. Search for a song that uses these two chords in Ukeoke. You should search for all I-IV progressions and see if you can transpose to the key of C using the transpose feature. For instance, "Jambalaya" by Hank Williams is in G (G and C) but transposing down gets you to the chords C and F (see video on transposing for more info).
6. Play song at a slow to moderate tempo and invite students to play along.
7. Circulate the room and individualize feedback.

Extensions and Differentiation:

1. Create chord groups and split the room so that students play through the song collaboratively instead of playing both chords. Then switch so each group gets a chance with each chord.
 2. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
 3. Listen to the original song and analyze its structure.
 4. Incorporate other instruments.
 5. Play the F chord with just 1 finger - the one on the first fret of the second string. This will still sound just fine.
 6. Have students self assess and discuss what worked and what can use improvement.
 7. Students write out the chord diagrams.
-

Unit 2: C, F, G, Am and Strum Patterns

Goals:

1. Students will be able to play the G and Am chords with appropriate technique so that each note rings out clearly.
 2. Students will be able to switch between C,F,G and Am within a song, at a slow to moderate tempo.
 3. Students will be able to play simple non syncopated strum patterns with both down and up strokes.
-

Unit 2 Lesson 1: The G Chord and Chord groups

Duration: 2-3 Class Sessions

Goals:

Students will be able to play the G chord with appropriate technique so that each note rings out clearly.

Procedures:

1. Demonstrate how to play the G chord, using the chord screen within Ukeoke by choosing any song with a G chord, and going to the chord screen. If helpful, also use the Justin tutorial.
2. Use a drum track by going to a song in Ukeoke and shutting off everything except the drums.
3. Have students strum along to the drum track while you circulate the room and individualize feedback.
4. Find a four chord song that uses G, C, F and Am and split the class into 4 chord groups.

5. Play through the song using all down strums on the beat, where each chord group only plays when their chord comes in the progression.
6. Switch 4 times so that each student gets to play each chord.
7. Split the class into 2 chord groups so that one group covers the 1st and 3rd chord in the progression and the other covers the 2nd and 4th chord in the progression. Then switch.
8. Repeat the process with other songs.

Extensions and Differentiation:

1. Encourage students to sing and play at the same time.
2. Create a dedicated singing group or soloist to sing the melody.
3. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
4. Listen to the original song and analyze its structure.
5. Incorporate other instruments.
6. Have students self assess and discuss what worked and what can use improvement.
7. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
8. Students write out the chord diagrams.

Unit 2 Lesson 2: Strum Patterns

Duration: 1 Class Session

Goals:

Students will be able to strum simple rhythms in time at a slow to moderate tempo using both down and up strokes.

Procedures:

1. Using a C chord, demonstrate some simple strumming patterns. Also review the material in the strumming section of the academy in the app.
2. Explain how you are going down on the down strokes and up on the up strokes and your hand has a constant up and down motion.
3. Invite students to play some simple patterns with you.
4. Write out a few simple patterns on the board.
5. Play through each of the four chords, working your way through a few different simple patterns.
6. Have students play through one pattern for an extended amount of time with a drum track from Ukeoke while you circulate the room and individualize feedback.

Unit 2 Lesson 3: Making the Changes with C,F,G,Am, and Lead Sheets

Duration 3-5 Class Sessions

Goals:

Students will be able to switch between C,F,G and Am within a song, at a slow to moderate tempo.

Procedures:

1. Review all four of the chord students know.
2. Demonstrate switching between G to C, G to Am, G to F. Narrate the finger motion to get from one chord to the other, and then back again. Go at a slow tempo with a backing beat, and write out these combos in leadsheet form on the board.
3. Have students play through the different combos, playing only on the downbeat of each measure or chord change and using the rest of the time to switch.
4. Circulate the room and individualize feedback.
5. Work with students to choose songs in Ukeoke containing these 4 chords and set them at an appropriate tempo.
6. Have students play along, focusing on making the changes and only playing on the 1st beat of the measure.
7. Circulate room and individualize feedback.
8. Repeat this process with different songs over different class sessions.

Extensions and Differentiation:

1. Encourage students to sing and play at the same time.
2. Create a dedicated singing group or soloist to sing the melody.
3. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
4. Listen to the original song and analyze its structure.
5. Incorporate other instruments.
6. Have students self assess and discuss what worked and what can use improvement.
7. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
8. Students write out the chord diagrams.
9. Take one song and develop it for performance without the app.
10. Stick with chord groups if students are struggling with the changes.
11. Have students self select which chords they are going to play and skip the others.

Unit 3: Add D and Emi - Songs in the Key of G

Goals:

Students will be able to play the chords D and Emi with appropriate technique so that all notes ring out clearly.

Students will be able to play chord progressions and songs that contain the chords G,C,D and Em at a slow to moderate tempo.

Unit 3 Lesson 1: The D Chord and D to G Switch

Duration: 1-3 Class Sessions

Goals:

Students will be able to play the D chord with appropriate technique so that all notes ring out clearly.

Students will be able to switch between the D and the G chord at a slow to moderate tempo.

Procedures:

1. Demonstrate how to play the D chord, using the chord screen within Ukeoke by choosing any song with a D chord, and going to the chord screen. If helpful, also use the Justin tutorial.
2. Use a drum track by going to a song in Ukeoke and shutting off everything except the drums. Adjust to slow to moderate tempo.
3. Have students strum along to the drum track while you circulate the room and individualize feedback.
4. Demonstrate switching between the D and G chord, and the motion of the fingers.
5. Have students work on this change on their own for a few minutes.
6. Have the whole class play the change together at a slow to moderate tempo.
7. Choose a song in Ukeoke with the chords D and G, or transpose another I-IV song to key of D.
8. Play along as a class, and circulate room to individualize feedback.

Extensions and Differentiation:

1. Encourage students to sing and play at the same time.
 2. Create a dedicated singing group or soloist to sing the melody.
 3. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
 4. Listen to the original song and analyze its structure.
 5. Incorporate other instruments.
 6. Have students self assess and discuss what worked and what can use improvement.
 7. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
 8. Students write out the chord diagrams.
 9. Take one song and develop it for performance without the app.
 10. Stick with chord groups if students are struggling with the changes.
-

Unit 3 Lesson 2: G, D, Em and C

Duration: 3-5 Class Sessions

Goals:

1. Students will be able to play chord progressions with different combinations of G, D, Em and C at a slow to moderate tempo.

Procedures:

1. Review G, D, Em and C
2. Demonstrate switching between D to Em and D to C. Narrate the finger motion to get from one chord to the other, and then back again. Go at a slow tempo with a backing beat, and write out these combos in leadsheet form on the board.
3. Have students play through the different combos, playing only on the downbeat of each measure or chord change and using the rest of the time to switch.
4. Circulate the room and individualize feedback.
5. Work with students to choose songs in Ukeoke containing these 4 chords and set them at an appropriate tempo.
6. Have students play along, focusing on making the changes and only playing on the 1st beat of the measure.
7. Circulate room and individualize feedback.
8. Repeat this process with different songs over different class sessions.

Extensions and Differentiation:

1. Encourage students to sing and play at the same time.
2. Create a dedicated singing group or soloist to sing the melody.
3. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
4. Listen to the original song and analyze its structure.
5. Incorporate other instruments.
6. Have students self assess and discuss what worked and what can use improvement.
7. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
8. Students write out the chord diagrams.
9. Take one song and develop it for performance without the app.
10. Stick with chord groups if students are struggling with the changes.
11. Have students self select which chords they are going to play and skip the others.

Unit 4: A, E, Dm

Goals:

1. Students will be able to play A, E and Dm with appropriate technique so that each note rings out clearly.
 2. Students will be able to play chord progressions containing A, D and E at a slow to moderate tempo.
 3. Students will be able to hear and identify the difference between major and minor.
-

Unit 4 Lesson 1: A minor to D minor, Major vs. Minor

Duration: 3-5 Class Sessions

Goals:

1. Students will be able to play arpeggio patterns and apply them to a chord progression containing A minor and D minor.
2. Students will be able to identify and hear the difference between major and minor chords.

Procedures:

1. Demonstrate and explain how to play the D minor chord. Make use of the chord screen in Ukeoke and Justin tutorial if needed.
2. Demonstrate the difference between D major and D minor. Have students play both and discuss the difference in the way they sound.
3. Repeat steps 1 and 2 with A major and A minor.
4. Now play as a group the chord progression A to D, and then A minor to D minor. Discuss the difference.
5. Try improvising some melodies over these chord progressions, further demonstrating the difference in mood.
6. Do a blind test where you either play a major or minor chord and see if students can figure out which one it was.
7. Explain and demonstrate an arpeggio - playing the notes in the chord in a repeating pattern, one at a time instead of strummed.
8. Apply it to the A minor chord and then the D minor chord.
9. Have students make up their own arpeggio patterns in small groups or independently using this chord progression.
10. Students can share their patterns.

Extensions and Differentiation:

1. Play songs in Ukeoke that use A minor and D minor, or transpose from E minor and A minor or B minor and/or E minor to get to the key of A minor (see video on transposing for explanation).
2. Encourage students to sing and play at the same time.
3. Create a dedicated singing group or soloist to sing the melody.

4. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
 5. Listen to the original song and analyze its structure.
 6. Incorporate other instruments.
 7. Have students self assess and discuss what worked and what can use improvement.
 8. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
 9. Students write out the chord diagrams.
 10. Take one song and develop it for performance without the app.
 11. Stick with chord groups if students are struggling with the changes.
 12. Have students self select which chords they are going to play and skip the others.
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Unit 4 Lesson 2: The E chord - A, D, E

Duration: 2-4 Class Sessions

Goals:

Students will be able to play the E chord with appropriate technique so that all notes in the chord ring out clearly.

Students will be able to play chord progressions containing A, D and E at a slow to moderate tempo.

Procedures:

1. Introduce and demonstrate the E chord in the same manner as other chords thus far.
2. Select a song in ukeoke that contains A, D, and E
3. Play along with song with appropriate setting in the app.
4. Circulate room and individualize feedback.
5. Repeat the process with multiple songs over multiple sessions.

Extensions and Differentiation:

1. Encourage students to sing and play at the same time.
2. Create a dedicated singing group or soloist to sing the melody.
3. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
4. Listen to the original song and analyze its structure.
5. Incorporate other instruments.
6. Have students self assess and discuss what worked and what can use improvement.
7. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
8. Students write out the chord diagrams.
9. Take one song and develop it for performance without the app.
10. Stick with chord groups if students are struggling with the changes.
11. Have students self select which chords they are going to play and skip the others.

Unit 5: B and Bm and Movable Barre Chords, Chord Number Theory

Goals:

1. Students will be able to play the two main moveable chord shapes - B and B minor, with appropriate technique so that all notes ring out clearly.
 2. Students will be able to play chord progressions containing the chords B minor, D, G and A.
 3. Students will be able to play chord progressions containing the chords E, A and B.
 4. Students will be able to understand chord number theory, and apply it to play or transpose basic chord progressions, such as I-V-vi-IV.
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Unit 5 Lesson 1: B minor and B major

Duration: 1 Class Session

Goals:

Students will be able to play the B minor and B major movable barre chord shapes with appropriate technique so that all notes ring out clearly.

Procedures:

1. Demonstrate and explain how to play the B minor and major chords.
 2. Have students work on them independently.
 3. Circulate room and individualize feedback.
 4. Have advanced student mentor struggling students.
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Unit 5 Lesson 2: Key of D

Duration: 1-3 Class Sessions

Goals:

Students will be able to play chord progressions containing the chords Bm, D, G and A.

1. Select songs in Ukeoke that contain the chords Bm, D, G, and A
2. Play through them with appropriate settings.
3. Circulate room and individualize feedback.
4. Repeat process with other songs over multiple sessions.

Extensions and Differentiation:

1. Encourage students to sing and play at the same time.

2. Create a dedicated singing group or soloist to sing the melody.
 3. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
 4. Listen to the original song and analyze its structure.
 5. Incorporate other instruments.
 6. Have students self assess and discuss what worked and what can use improvement.
 7. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
 8. Students write out the chord diagrams.
 9. Take one song and develop it for performance without the app.
 10. Stick with chord groups if students are struggling with the changes.
 11. Have students self select which chords they are going to play and skip the others.
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Unit 5 Lesson 3: Key of E (E, A, B)

Duration: 2-3 Class Sessions

Goals:

Students will be able to play chord progressions containing the chords E, A and B in time at a slow to moderate tempo.

Procedures:

1. Select songs in Ukeoke that contain the chords Bm, D, G, and A
2. Play through them with appropriate settings.
3. Circulate room and individualize feedback.
4. Repeat process with other songs over multiple sessions.

Extensions and Differentiation:

1. Encourage students to sing and play at the same time.
2. Create a dedicated singing group or soloist to sing the melody.
3. Use the arrangement mixer to gradually get your students from playing along, to playing by themselves.
4. Listen to the original song and analyze its structure.
5. Incorporate other instruments.
6. Have students self assess and discuss what worked and what can use improvement.
7. If you have multiple devices have students practice on their own or in small groups. See lesson on multiple devices and grouping techniques.
8. Students write out the chord diagrams.
9. Take one song and develop it for performance without the app.
10. Stick with chord groups if students are struggling with the changes.
11. Have students self select which chords they are going to play and skip the others.

Unit 5 Lesson 4: Transposing With Chord Numbers

Duration: 3-5 Class Sessions

Goals:

Students will understand how to apply chord number theory to transpose between the keys of C, G and D.

Procedures:

1. Begin by teaching students the musical alphabet.
A,B,C,D,E,F,G,A,B,C,D,E,F,G,A,B,C,D,E,F,G, etc.
2. Now tell them that C is going to be the number one and have them help you to give numbers to the other letters up to 7, now that C is one. C -1, D -2, E-3, F-4, G-6, A-6, B-7.
3. Tell students that the key is named after the 1, and in any key, the 1,4 and 5 chords are major and the 2,3 and 6 chords are minor. Tell them that the 7th chord is hardly ever used in popular music, and it's called diminished which is like super minor, and not to worry about that 1. Then cross it off the board or X it out.
4. Now ask them to tell you whether each chord is major or minor and write them out. 1 = C major. 2 = D minor, 3 = E minor and so on.
5. Now find a song in the key of C with the chords C, F, G, and A minor. Show the students the chord screen and ask them to name the chord numbers (1,4,5,6).
6. Now play the song. You might want to divide into chord groups since having the F with all of those other chords will be hard. Alternately, slow the tempo down and have them only play on the first beat of each switch. More advanced students can strum more actively or help other students.
7. Circulate room and individualize feedback.
8. Now ask students if G was 1, what would the other chords in the key be so that it is the same 4 as in the key of C. 1 = G, 2 = A minor, 3 = B minor, 4 = C, 5 = D, 6 = E minor.
9. Now press the transpose button on the same song they just played to reveal the key of G, with G, C, D and E minor.
10. Play the song in the new key.
11. Discuss the difference and which students preferred, which was easier and why.
12. Repeat this process with different songs.

Bass:

Here we are going to summarize an approach to bass guitar that you can follow with students in your class. Teaching bass guitar to an entire class at the same time is very hard with actual

basses. However, the bottom four strings of the guitar are the the same as the four strings of the bass, just an octave higher, so you can teach guitar as bass! The skills will translate, even though the feel is significantly different. If you do not have a bass guitar in your classroom we recommend that you get one or two. It will really bring a power to your ensemble that only the low register of a bass guitar can provide. Students can rotate on and off of the bass. You can teach students how to play songs on bass by using the “1 string chords” in Four Chords. These show the root notes of the chords. Alternately, you can print out the bass resources which show actual 4 string bass diagrams, to use with your bass players.

Unit 1: Root notes in 1st position

In this first unit, students should be able to name and play all of the open string roots and the root notes of all of the basic open chords in Ukeoke and FourChords (A,B,C,D,E,F,G). They should be able to name and play G on the 3rd fret of the E string and C on the 3rd fret of the A string. Students should be able to play simple grooves on these root notes, keeping a steady beat.

Unit 2: Root notes on strings 3 and 4 up to the 12th fret.

In this unit, students should be able to first play all of the natural notes up to the 12th fret on string 3 and 4, the two lowest strings of the bass, in terms of pitch (the E and A string). After that, they should be able to find the sharps and flats by going a half step down or up from a natural note, while understanding that B and C are a half step apart, and E and F are a half step apart. Students will be able to play more syncopated grooves, and try to sync up with the kick drum or overall groove of a song.

Unit 3: Fifths and Octaves

Once students have a mastery over root notes they will be able to locate the fifth, and then the octave from any root note by going over two frets and up one string for the fifth, and up two strings for the octave. This is in relation to root notes on the E and A strings. They will be able to mix in fifths and octaves to create their own bass lines.

Unit 4: Major and Minor thirds

Once students are able to play root, fifth and octave, they can then take into account if chords are major or minor, and incorporate the 3rd of the chord which defines if it is major or minor. They will know to find the minor third by going up 3 frets on the same string for minor and going down one fret and up one string for major thirds.

Unit 5: The Pentatonic Scale, and the Major and Minor Scale

One students are able to play the root, third and fifth of a chord, they will then be able to fill in the rest of the notes in the key that they are playing in, to create more melodic bass lines, first by learning the major and minor pentatonic scales, and then the entire major and minor diatonic scales.

Keyboard:

Keyboard is extremely easy to begin incorporating right away. We recommend using stickers or dry erase markers to name the notes in the beginning, essentially turning the keyboard into an Orff instrument. This will help students locate notes right away and be able to play along instantly, by just playing root notes. You can mark the name in one octave only, and then start challenging students to find the same note in other octaves that are unmarked. The chords C,Dm,Em,F,G and Am can be played with all white notes. Students can learn the shape of C major and move it around to play these chords very quickly. Then they can use the supporting resources when they get to chords like D major and A major to see the pattern of black and white notes mixed together. After that comes inversions, left hand and right hand working together to create comping patterns, and arpeggios. The approach to keyboard within popular music ensembles is much different in the sense that the main role of the keyboard is to accompany and ensemble and provide a harmonic and rhythmic bed - not to play the melody and chords together which requires different skills. Keyboard in popular music is very improvisational in that sense and players should be able to respond to the ensemble in a way that is called for in any given moment. This is why a more loose and approximated approach to songs, giving students some freedom, will serve them well to operate comfortably and confidently in this setting.

Unit 1: Root note grooves

In this first unit, students will learn to identify all of the white keys by name, using the black keys as reference points. They will be able to switch from root note to root note within the context of a chord progression at a moderate tempo, and keep a consistent groove. Extensions would be to have them play the root notes as an octave with both hands, and to find sharps and flats by going up or down from any note, while knowing that B,C and E,F have no sharp or flat between them.

Unit 2: Right hand in the Key of C

In this unit, students will be able to play all of the major and minor chords within the key of C by simply moving the same shape up and down the keyboard. An extension would be for them to learn simple inversion within the I-IV-V progressions so that their hand does not have to move as much and they can voice lead.

Unit 3: Major, Minor, Sharps and Flats

Students will be introduced to chords containing sharps and flats one at a time, and be able to make a chord minor or major by modifying the middle note up or down one half step.

Unit 4: Left hand roots, Inversions and comping patterns

Students will begin to use inversions regularly to make voice leading smoother and playing songs with multiple chords physically easier. Students will begin incorporating left hand root notes and comping patterns, as well as broken chord patterns and arpeggios.

Drums:

What is really great about teaching drum set is that there are no notes to learn - only grooves, and if you listen closely to popular music almost all of it contains the same basic pattern. The snare drum is playing on the 2nd and 4th beat. The kick drum usually provides more of the variation, but is almost always played at least on beat 1. Teaching drum set is less about stick technique and more about limb coordination - in the beginning. It is more important to keep a groove than to play a fancy roll. The first thing you'll want your student to be able to do is alternate kick and snare so that kick is on 1 and 3 and snare is on 2 and 4. They they should add the hi hat on every beat, and eventually on every 1/8th note. This is what we call the "back beat" and it can be used almost universally and work just fine! From there they can start adding some syncopated kick drum patterns such as on the "+" of 2 instead of on the 3, or on both the "+" of 2, and the "+" of 3. You can teach your students how to play drum set by using the body as a drum set. The left shoulder played by the right hand is the hi hat. The left thigh played by the left hand is the snare, and the right foot is the kick drum. This allows you to teach the whole class at once, and rotate students on and off the drum set. You can also have two students work together so that one plays the hi hat while the other plays the kick and snare. This works great with beginners and early elementary students. If playing along with the apps, it is very helpful to position a speaker very close to the drummer to help them stay with the beat.

Unit 1: The Back Beat

Students will be able to play the kick on 1 and 3, the snare on 2 and 4, and the hi hat with constant 1/8th notes.

Step 1 - Kick and Snare

Snare		X		X
Kick	X		X	
	1	2	3	4

Step 2 - Kick Snare and Hi-Hat On the Beat

Hi-Hat	X	X	X	X
Snare		X		X
Kick	X		X	
	1	2	3	4

Step 3: The Back Beat

Hi-Hat	X	X	X	X	X	X	X	X
Snare			X				X	
Kick	X				X			
	1	+	2	+	3	+	4	+

Unit 2: Syncopated Kick drum

In this unit, students will start to add kick drum hits on the “+”s of the beats.

Here are a few common examples:

Ex. 1

Hi-Hat	X	X	X	X	X	X	X	X
Snare			X				X	
Kick	X			X				
	1	+	2	+	3	+	4	+

Ex. 2

Hi-Hat	X	X	X	X	X	X	X	X
Snare			X				X	
Kick	X					X		
	1	+	2	+	3	+	4	+

Ex. 3.

Hi-Hat	X	X	X	X	X	X	X	X
Snare			X				X	
Kick	X			X		X		
	1	+	2	+	3	+	4	+

Ex. 4:

Hi-Hat	X	X	X	X	X	X	X	X
Snare			X				X	
Kick	X			X				X
	1	+	2	+	3	+	4	+

