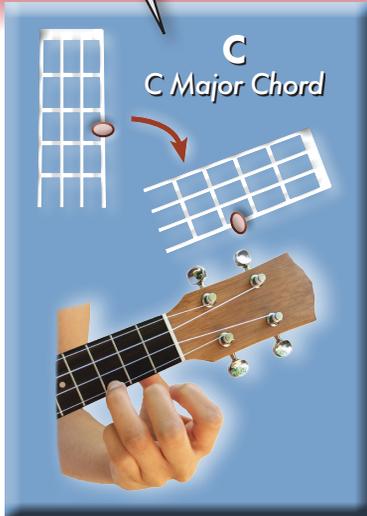


Be sure students use Finger 3 on the third fret to play the C chord. Have them write a "3" next to oval on the chord stamp.

6

Chapter 2—Songs Using the C Major Chord



The Language of Music

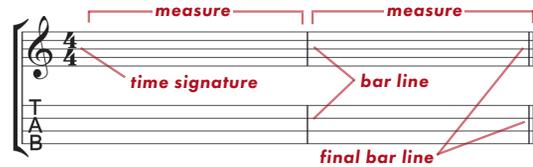
bar line—Line that goes from the top line to the bottom line of a staff.

final bar line—Thin and thick vertical lines that appear at the end of a piece of music.

measure (bar)—Space on a staff between two bar lines. Every measure begins with a strong beat.

time signature—Numbers at the beginning of a song that tell you how many beats are in a measure and the pattern of strong and weak beats.

repeat sign—thin and thick vertical lines with two dots. Repeat the section of music enclosed in the repeat signs. Go back to the beginning if there is only one repeat sign.



chord—Two or more pitches played at the same time. On the ukulele, chords are usually four pitches played together because the instrument has four strings.

major chord—chord with **intervals** (distances) between its pitches that make it sound happy or bright to most people.



About the Songs

Are You Sleeping?, **Three Blind Mice**, and **Row, Row, Row Your Boat** are **traditional** songs, which means they have a long history but their exact origin is unknown. On the other hand, we know Italian musician Giacomo Gotifredo Ferrari wrote the music for **Wake Up You Sleepyhead!** Carl Gottlieb Hering wrote the German words.

All four songs are **rounds**—songs that can be sung or played by two or more musicians starting at different times. Numbers in green circles tell you where each group of musicians can begin. Black numbers above the music are **measure numbers**.

Use the **TAB** to show you how to play the melodies. Remember that the top TAB line is the string closest to the ground when you are playing. The TAB numbers tell you which fret to stop on that string. (See page 5 for more information.) If you want to learn how to read the notes on the top five-line staff, turn to pages 54–55.

Are You Sleeping? (Frère Jacques)

Beat Pattern:
STRONG–weak–STRONG–weak

Strum:

Each beat in the measure is given a counting number, in this case 1-2-3-4.

1 thumb plucking

2 Perform as a round after mastering the song in unison. Start with two parts, then move to three and four parts. *French Traditional Song*

1. Are you sleep - ing? Are you sleep - ing? Bro - ther John, Bro - ther John,
2. Frè - re Jac - ques, Frè - re Jac - ques, Dor - mez vous? Dor - mez vous?

TAB 0 2 0 0 0 2 0 0 0 1 3 0 1 3

5 3 4

Morn - ing bells are ring - ing! Morn - ing bells are ring - ing! Ding, dang, dong. Ding, dang, dong.
Son - nez les ma - ti - nes! Son - nez les ma - ti - nes! Ding, dang, dong. Ding, dang, dong.

TAB 3 0 3 1 0 0 3 0 3 1 0 0 0 3 0 0 3 0

When playing as a round, strumming students should play until the last melody group ends.

- Strum the chords
- Sing and strum
- Play the melody
- Create an ensemble

KG1S

Explain to students that **Are You Sleeping?** has two **verses**. In a verse, the words change each time but the melody stays the same. Use the singing demonstrations on the **IPS** videos or play-along accompaniments as a pronunciation guide for verse 2.

Melody plucking may be reserved for more advanced students to differentiate instruction.

A **pick-up** is sometimes called an upbeat or **anacrusis**. Strumming begins on the strong beat when the first chord symbol appears, on the word “up.”

A slur shows that more than one pitch is used to sing a word or syllable. Slurs appear as broken lines when they do not apply to all of the verses.

Beat Pattern:
STRONG-weak-STRONG-weak

Wake Up You Sleepyhead!

(Erwacht, ihr Schläfer)

Strum: 



Music that comes before the first full measure is called a **pick-up**. Begin strumming at the first **chord stamp**.



Music by Giacomo Gotifredo Ferrari (1763-1842)
Lyrics by Carl Gottlieb Hering (1766-1853)
Trans. by Jenny Peters (b. 1959) & Rebecca Bogart (b. 1960)

1 C

1. Wake up you sleepy-head! I hear a cuckoo. The
2. Er-wacht, ihr Schläfer drinnen! Der Kuckuck hat geschrien; dort

TAB: 0 0 0 0 0 2 0 2 0 0 0

 thumb/index/middle plucking; students may use thumb only until comfortable.

5 2

sun shines on the hills, the day begins a new. Wake
auf des Berges Zinnen seht ihr die Sonne glühn. Er-

TAB: 0 0 0 0 0 2 0 2 0 0 3

9

up now, wake up now, I hear a cuckoo. Wake up now, wake
wachet, er-wachet, der Kuckuck hat geschrien: Er-wachet, er

TAB: 3 0 3 3 3 3 1 0 1 3 0 3 3 0 3

14 3

up now, I hear a cuckoo. Cuckoo! Cuckoo! I hear a cuckoo.
wachet, der Kuckuck hat geschrien. Kuckuck! Kuckuck! Kuckuck - kuck - kuck -

TAB: 3 3 3 1 0 1 3 0 3 0 3 0 3 1 0 1 3

20

koo. Cuckoo! Cuckoo! I hear a cuckoo!
kuck! Kuckuck! Kuckuck! Kuckuck - kuck - kuck - kuck!

TAB: 0 3 0 3 0 3 1 0 1 3 0

- Strum the chords
- Sing and strum
- Play the melody
- Create an ensemble

Use the tools in the **Ukulele for All INTERACTIVE Practice Studio** to help you learn and to make practicing more fun! See the inside front cover for more information.

You may wish to teach rhythm in a more formal manner as students learn each song. Consider the sound-to-sight strategies and other methods presented in **Teaching Rhythm: New Strategies and Techniques for Success** by David Newell, published by the Neil A. Kjos Music Company. **One-Minute Theory** by Ronald Slabbinck and Holly Shaw-Slabbinck also provides training in rhythm reading, counting, and notation.

As an introduction, share that each note represents a musical sound. The color of the **note head** (round part) combined with the **stem** (vertical line) and **flags** indicate how long each note should last. Notes with open ovals and no stems (○) are the longest. Adding a stem shorten the value by half (◡) as does filling in the oval (◐) or adding a flag or beam (◑ or ◑◑). In other words, each successive note shape indicates a note half as long as the previous (○ > ◡ > ◑ > ◑◑).