## Whole Class Ensemble Teaching (WCET) Term 1: Keyboard. Week by week summary. (AG adapted NR).

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | Learning Objective**Pupils should learn…………..** | Summary of Teaching activities | **Notes for class teacher – suggestions for support etc** |
| **Meeting**1 & 2 |  | Set up meeting with class teacher. Discuss focus for the term/planning - activities/resources/class teacher role/assessment etc. Provide school with class list for planning/assessment. Arts Award Booklet to be completed by children as teachers discuss.Meet class and play warm up games/songs *(Joe and Button Factory). Sing March with numbers.* | Class teacher to prepare pupils, find out which pupils play instruments already. Fill in class names on record sheet.. |
| 3 | * *Moving to pulse*
* Finding C
* Key word **Pulse**
 | **Starter** *Joe and Button Factory.* Keeping the pulse*Sing March with finger numbers.***Main activities** Finding C.March. Sing and play (use finger names) What is a March? (Good RH hand position. Copy phrases of March)*Differentiation - HA – Extra parts 1,2,3.***Plenary** Play March as whole piece with backing. *(Style 78).* Recap pulse | Class teacher to join in activities and support pupils as required. Establish setting up / clearing away routine*Support LA to access work.* |
| 4 | * *Moving to pulse*
* Finding C
* Key words **Pulse Rhythm**
 | **Starter** *Joe and Button Factory.* Keeping the pulse*1 2 3 4 Mary at the Cottage Door.* Clapping the rhythm.*Sing March with numbers.***Main activities** Finding C.March. Sing and play (use finger names) *HA – extra parts 1 2 3.*What is a March? (Good RH hand position. Copy phrases of March)**Plenary** Play March as whole piece with backing. *(Style 78).* Recap pulse | Class teacher to join in activities and support pupils as required. Establish setting up / clearing away routine*Support LA to access work.* |
| 5 | * *To know the difference between pulse and rhythm*
* *To be able to combine pulse and rhythm*
* Hand shape
* Finding C
* Key words **Pulse Rhythm Pitch**
 | **Starter**  *Joe and Button Factory* – recap Pulse *1 2 3 4 Mary at the Cottage Door* – clap rhythm*Combine rhythm and pulse in groups.***Main activities** New Word Pitch - Moving up and Down - Moving my step and leap New - Once a Man Fell in a Well - sing finger numbers and play *Differentiation – HA use LH in unison / do contrary version with LH*School March. Sing and play *in parts, combining HA and tutti.***Plenary**  Perform Once a ManRecap key words | Reinforce expectations of using keyboard.Class teacher supports with hand position etc. & making sure all pupils involved in activities*Support LA to access work.* |
| 6 | * *To be able to combine pulse and rhythm* *with confidence*
* *To be able to sing and play a five note ascending and descending phrase accurately*
 | **Starter** *1 2 3 4 Mary at the Cottage Door* – clap rhythm*Combine rhythm and pulse in groups.**Sing Elevator song using words.* **Main activities** *Sing Elevator song using finger numbers. Play Elevator song. Differentiation – HA – play contrary motion version.***Plenary** *Revise all that has been done this half term. Vocabulary - pulse, rhythm, pitch. Play through tunes learned; March, Once a Man, Elevator song.* | Reinforce expectations of using keyboard.Class teacher supports with hand position etc. & making sure all pupils involved in activities*Support LA to access work.* |
| 7 | * *To be able to move in time to ‘Walk’ and ‘Jogging’.*
* Hand shape
* Finding C
* Key words **Pulse Rhythm and Pitch**
 | **Starter**  *Walk actions; jogging actions; switch between the two.***Main activities** *Sing March of the Thumbs using finger numbers. Play March of the Thumbs using RH and LH first half only.**Differentiation – HA – begin to play Old MacDonald using LH & RH.***Plenary**  *Revise Walk and Jogging. T to clap a rhythm and Ch to describe it in terms of Walk and Jogging.* |  |
| 8 | * *To be able to move in time to Walk, Jogging and Stride*
* *To be able to use b*oth hands separately in succession
* Root position both thumbs on C
* Key words **Pulse Rhythm and Pitch Bar**
 | **Starter**  *Walk actions; jogging actions; switch between the two. Introduce Stride action. Switch between Walk and Jogging; Walk and Stride.***Main activities** *Sing March of the Thumbs using finger numbers. Play March of the Thumbs using RH and LH all of it. Numbers to be written on white board as a memory prompt.**Differentiation – HA – continue to learn Old MacDonald using LH & RH.***Plenary**  *Revise Walk, Jogging and Stride. T to clap a rhythm and Ch to describe it in terms of Walk, Jogging and Stride.* | *Assessment – is able to play simple RH tunes in time to a steady pulse* |
| 9 | * *To be to clap Walk, Jogging and Stride in response to stick notation*
* *To be able to use b*oth hands separately in succession
* Using different timbres for Old Macdonald

Key words **Timbre Pulse Rhythm Pitch Bar**  | **Starter** *Walk, Jogging, Stride actions, switching between them. Introduce stick notation for each. (Single note on a card). T says a rhythm using WJS words, Ch clap.***Main Activity** *All sing Old MacDonald. HA ch to play melody learned. MA, LA ch to find animal sound effects to play in EIEIO / animal sound sections.***Plenary**Perform Old Macdonald *with different groups providing the sound effects.* | *Assessment – is able to play simple RH tunes in time to a steady pulse* |
| 10 | * *To be to clap Walk, Jogging and Stride in response to stick notation*
* Listening to different keyboard instruments

Key words **Improvisation****Timbre Bar Rhythm** | **Starter** *Recap Walk, Jogging, Stride. T says a rhythm using WJS and Ch clap it. Using rhythm cards and KB backing track, clap rhythms.***Main activities** *Sing Jingle Bells with words. Sing Jingle Bells with finger numbers. Begin to play first half of tune.**Differentiation – HA to play version with RH & LH.****Plenary*** *Play Old MacDonald with HA playing melody, MA LA playing sound effects.* | *Assessment – is able to move between walk, jogging and stride as appropriate, using movement* |
| 11 | * *To be to clap Walk, Jogging and Stride in response to stick notation, using a kb backing track*
* *To be able to play a melody in two parts in groups*
* *To understand the requirements of performing*
 | **Starter** *Recap Walk, Jogging, Stride. T says a rhythm using WJS and Ch clap it. Using rhythm cards and KB backing track, clap rhythms.***Main activities** *Sing Jingle Bells with words. Sing Jingle Bells with finger numbers. Begin to play first half of tune.**Differentiation – HA to play version with RH & LH.****Plenary*** *Play Old MacDonald with HA playing melody, MA LA playing sound effects. Discussion – how to behave in a performance, piece they will play etc.* | *Assessment – is able to move between walk, jogging and stride as appropriate, using movement* |
| 12 | * *To participate in a performance*
* *To evaluate their own and others’ performances*
 | **Starter** *Reminder – how to behave in a concert. Rehearsal of chosen piece.****Main Activities*** *Concert. One of the following pieces depending on group – March or Jingle Bells or Old MacDonald.****Plenary*** *What went well, what we should do next time, well done, Happy Christmas!* |  |

Anna Gash, adapted by Nicola Rose. CLMK.

**Pieces and Songs for Autumn**

Teacher guide. Also see Glossary of Terms (separate document).

|  |  |
| --- | --- |
| Week One | **Hi, My name’s Joe.**Hi, my name’s Joe and I work in a button factory,Got a wife, one kid, one day the boss said ‘Joe, are you busy?’ I said no. He said push the button with your right hand.(Say in time to a steady pulse. Then do action in pulse. Verse 2 – left hand; v3 – right foot; v4 – left foot; v5 – head; v6 say yes instead of no). **March** 111- 222- 333- 222-111- 555- 5432 1--- |
| Week Two  | **Once a Man Fell Down a Well** 1234555 once a man fell down a well123455 splish splash splosh it sounded1234555 If he had not fallen in543211 He would not have drowned  |
| Week Three | (optional extension piece if needed )**Elevator Song**1111 1111 12345 elevator elevator won’t you take me up5555 5555 54321 elevator elevator won’t you take me down12345 54321 (*sing the fingers)*151 *(Choose a floor - so u could and play floor 1 to floor ?)* |
| Week Four  | **Both Thumbs on C** **Thumb March**  1 1 1 1 1 11 1 11 1 Right left right left this is the march of the thumbs X 2 **Warm up** Right Hand 123454321---- 1234 1234Left Hand 123454321----- 1234 1234Right Hand 123454321 1 1\_\_\_\_\_\_\_Left Hand 1 1 **Yankee Doodle**(put both thumbs on C)Right hand 1 1 2 3 1 3 2 1 2 3 1 ­- Left hand 4 1 241Right hand 1 2 3 4 3 2 1 1- Left hand 2 4 3 2 1 - Chant:1 2 3 4 Mary at the cottage door,5 6 7 8 eating cherries off a plate.(Say rhyme. Tap rhythm with words. Internalise words so tap rhythm only. Change name and food. Can the name and food have the same rhythm? Eg Samantha, banana etc). |
| Week Five | **Old Macdonald**Right hand 33221 Left hand 1114 33 4  Right hand 33221 1 Left hand 4 1114 334  |
| Week Six | Composition week |
| Week Seven  | **Mind the Gap** 3 2 1 3 2 1 3 2 1 then play the black notesImprovise for four bars..(count out loud .. 1234 2234 3234 4234 ) |
| Week Eight | **March** - both handsC G C G C G G C111- 222- 333- 222- 111- 555- 5432 1---  |
| Week Nine  | **Frere Jacque**CGC CGC C G C (etc)1 2 3 1 1 2 3 1 3 4 5 3 45 5431 5431 151 151 |
| Week Ten  | **Jingle Bells**333- 333- 3512 3--- 4444 4433 333223 2- 5-333- 333- 3512 3---4444 43333 5542 1 --- |
|  | Notes for teacher;Sing song first with wordsThen sing song with finger numbers to correct tune, whilst wiggling fingers(T facing ch, so do with LH and ch do with RH).Then play on keyboard |

Assessment Sheet – Keyboard term 1

|  |  |  |  |
| --- | --- | --- | --- |
| Name | RH in time to pulse | Walk, Jogging, Stride | Comment |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1 = Exceeding Expectation

2 = Expected level

3 = Emerging abilities

Jingle Bells

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

Jingle Bells

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

Jingle Bells

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

Jingle Bells with RH & LH

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

G G G G

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

G G G C

Jingle Bells with RH & LH

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

G G G G

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

G G G C