## Whole Class Ensemble Teaching (WCET) Term 2: Keyboard. Week by week summary. (AG adapted NR).

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| **Week** | Learning Objectives | Summary of Teaching activities | **Notes for class teacher –** |
| 1 | * *To think reflectively about their musical journey* | **Starter**  Discuss the Arts Award ‘Find Out about Music’ booklet  **Main Activities.**  Pupils asked to fill in Find out about Music sheet (not to do sections 4 or 5)  During this time MKMS teacher to discuss with class teacher:   * Arts Award * Assessment including SN children, particular issues etc. * Focus for first half of term – major and minor; second half – 12 Bar Blues   **Plenary**  Share and discuss examples that pupils have given | Classrooms to be used – no need to set up room. |
| 2 | * *To learn the letter names* * *learn to play music in C position using letter names* | **Starter**Vocal Warm ups e.g. ma, me, mi, mu, moo going up/down 5 notesThen singing the letter names, relating to fingers of RH (C position) CDEFG**Main activities** Revision of Dalcroze for walk, jogging, stride and glide from last term.  Show rhythm of Jogging Along as Dalcroze cards.  Sing Jogging Along using letter names in rhythm  Play jogging along on keyboards – rehearsal time.  Paper copy available.  **Plenary**  Perform Jogging Along as a whole class or small group performances | Class teacher to join in activities and support pupils as required. Practice songs/activities with class during the week.  Class teacher to check pupils remember where C is |
| 3 | * *To learn to play music in C position using letter names* * *To recognise changes of pitch* * *To play LH accompaniment* | **Starter**Vocal Warm ups e.g. ma, me, mi, mu, moo going up/down 5 notesThen singing the letter names, relating to fingers of RH (C position) CDEFGNow using LH, do the same with C (finger 5, little finger) and G (finger 1, thumb) only. Notice that it is not a symmetrical action.**Main activities** Revision of Dalcroze for walk, jogging, stride and glide from last term.  Show rhythm of Jogging Along as Dalcroze cards.  Sing Jogging Along using letter names in rhythm (RH)  Sing Jogging Along using letter names in rhythm (LH) Write C G on board  Half the class sing LH; Half the class sing RH  Play Jogging Along on keyboards – rehearsal time. One of pair play RH; other play LH. HA children play hands together. VHA children play starting on G  Paper copy available. **Plenary** Perform Jogging Along as a whole class or small group performances, RH & LH  If time introduce The Pony Song. | Class teacher to join in activities and support pupils as required. Practice songs/activities with class during the week. |
| 4 | * *To be able to recognise major and minor sounds* * *To begin to play in a new position (thumb on A)* | **Starter**  T to play major arpeggio on keyboard and explain ‘happy’ sound. Repeat in several keys. The play a minor arpeggio and explain ‘sad’ sound. Play several for children to describe. Introduce word ‘flat’, black note.  Sing C D Eb F G patterns, children repeat. **Main activity**Sing The Pony Song. Sing Letter names. Explain thumb on A. Using thumb on A, play The Pony Song. Sheet available.**Plenary**Perform The Pony Song as a class or in small groups. Revision of main points – minor, thumb on A. | Help children locate A with thumb. |
| 5 | * *To be able to recognise major and minor sounds* * *To begin to play in a new position (thumb on A)* | **Starter**  Revision of major and minor - T to play major arpeggio on keyboard and explain ‘happy’ sound. Repeat in several keys. The play a minor arpeggio and explain ‘sad’ sound. Play several for children to describe. Introduce word ‘flat’, black note.  Sing C D Eb F G patterns, children repeat. **Main activity**Sing The Pony Song. Sing Letter names. Explain thumb on A. Using thumb on A, play The Pony Song. Sheet available.Introduce LH – finger 5 on D; finger 1 on A. Use auto-accompaniment. One child of pair play RH; other play LH. HA children to play both. VHA children play starting on D.**Plenary**Perform The Pony Song as a class or in small groups. Revision of main points – minor, thumb on A. | Especially helping pupils to find the A with their right hand thumb |
| 6 | * *To be able to play major and minor triads* * *To have further rehearsal* | **Starter** Revision of Dalcroze; walk, jogging, stride, glide. As a class notate The Pony Song.  Revise major and minor sounds.  Explain that so far we have been doing auto-accompaniment chords in LH. There is another way to do this; as a triad. C triad; G triad.  **Main Activity**  Differentiation;   1. Revise Jogging Along or The Pony Song RH only 2. Revise Jogging Along or The Pony Song RH & LH. 3. Revise Jogging Along using C and G in LH played as triads. 4. Revise The Pony Song using Am and Dm played as triads. Discuss.   **Plenary**  Performances from the various groups. | Class teacher needed to help groups to work out what they are doing  Especially helping pupils to find the A with their right hand thumb |

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| **Week** | Learning Objectives | Summary of Teaching Activities | **Notes for class teacher** |
| 7 | * To be able to recognise major and minor triads * To begin to play more notes (Eb) | **Starter** Revision of major and minor - T to play major arpeggio on keyboard and explain ‘happy’ sound. Repeat in several keys. Then play a minor arpeggio and explain ‘sad’ sound. Play several for children to describe. Introduce word ‘flat’, black note.  Sing C D Eb F G patterns with letter names; children repeat. **Main**Children to learn Letter Names rap. (See below).Children to learn / revise The Pony Song. Write letter names on board. (Sheet available).Sing with words; sing with letter names starting on C; play with RH. HA – to play hands together. Sheet available. **Plenary** T to play LH accompaniment. Ch to play RH. | CT to help LA ch locate new note Eb with 3rd finger. |
| 8 | * To be able to sing a 12 Bar Blues song. * To begin to understand the history of the Blues. * To understand that the sequence of chords is important. | **Starter** Warm up voices using C D Eb F G patterns with letter names; children to copy. Learn to sing Middleton Blues, by rote. Explain background to 12 Bar Blues (African Americans, work songs, follow a pattern of chords).  **Main** Play LH pattern of 12 Bar Blues in C. Revise playing Pony Song.  **Plenary** Half the class to sing Middleton Blues and half play LH 12 Bar Blues. Then swap. Recap history of the Blues. | CT to support LA children with dexterity in LH. |
| 9 | * To be able to play RH of Middleton Blues. (HA&MA). * To be able to play LH of Middleton Blues (all). | **Starter** Warm up voices using C D Eb F G patterns with letter names; children repeat. Revise song, Middleton Blues. Revise pattern of 12 Bar Blues in C.  **Main** Children to rehearse Middleton Blues melody on keyboard (sheet available).  LA – LH only; MA – RH & LH separately; HA – hands together.  **Plenary**  Playing Middleton Blues as a class at appropriate differentiated level as above.  Who can say the sequence of 12 chords in right order? |  |
| 10 | * To understand that 4 beats are important in each of 12 bars. * To have further rehearsal of Middleton Blues and can achieve next step to last week. | **Starter** Model how to write 12 Bar Blues: Choose a sentence that fits in with a square, so it has 4 beats, as you draw it in the air. Example, ‘I like fish and chips’, Model playing this rhythm (walk, walk, jogging, walk) on notes of 12 bar blues.  **Main** Children think of own sentence as above and play in 12 bar blues sequence. Also rehearse Middleton Blues at more advanced level than last week.  **Plenary** Play melodies learned so far this half term; Middleton Blues and Pony Song. LH & RH where possible. | CT – general support for all children. |
| 11 | * To begin to understand the process of composing 12 Bar Blues. | **Starter** Explain that today we will be composers. Ask ch for a sentence that fits in with a square, and so has 4 beats. Use that as an example. Play the rhythm of words on each of 12 notes of blues. Use thumb each time. Then show how another note of the triad can be added. Possibly a 3rd note of triad? Add LH.  **Main** Rehearsal time for children to compose own example.  **Plenary** One or two children to show their examples. Can be done in pairs. | CT to help music teacher in beginning assessment, ‘Is able to compose a 12 Bar Blues’. |
| 12 | * To be able to compose a 12 Bar Blues. | **Starter** Revise process of composing from last week (starter).  **Main** Further rehearsal time, until most children have been able to achieve LI. (Assessment opportunity).  **Plenary** Several children to show their example of 12 Bar Blues. | CT to help music teacher in continuing assessment, ‘Is able to compose a 12 Bar Blues’. |

If there is a further week, then do booklet for term 2 (sections 4 & 5) previously omitted. Also listen to examples on you tube.

Why I Sing the Blues by BB King.

Cross Road Blues by Robert Johnson.

Lost Your Head Blues by Bessie Smith.

(All words are suitable – see lyrics below).

Anna Gash, adapted by Nicola Rose, Community Learning MK (Music Faculty)

**Resources For Term Two – notes for MF teacher.**

**Jogging Along (major version)**

**C G C G**

CCCC DDD \_ EEEE\_ FFF\_

**C G C G C**

GGGG FFF\_ EEEE DDD\_ C\_ CC

**C**

C\_\_\_\_\_\_

**Jogging Along (minor version)**

AAAA BB B \_ etc

**Sad Song (or The Pony song)**

I was feeling lonely

When I lost my pony

It was bad, I was sad,

When I lost my pony

**A**

A B C B A\_ A\_

**D**

BCDCB\_B\_

**A D**

EEC\_ DD B\_

**A**

ABCBA\_A\_

**Letter Names Rap**

A B CD E F G A -

These are the names of the notes we play.

Please see 12 bar blues sheet to accompany this work.

Please see Glossary of Terms to accompany this work.

Resources for term 2.

Jogging Along – R H only

C C C C D D D - E E E E F F F -

G G G G F F F - E E E E D D D - C – C C

C - - -

Jogging Along – R H and L H

***C G C G***

C C C C D D D - E E E E F F F -

***C G C G C***

G G G G F F F - E E E E D D D - C – C C

***C***

C - - -

The Pony Song – RH only.

Thumb on A.

A B C B A \_ A \_ B C D C B \_ B \_

E E C \_ D D B \_ A B C B A \_ A \_

The Pony Song – RH and LH.

Thumb on A (RH&LH)

A minor and E major chords

***A A E E***

A B C B A \_ A \_ B C D C B \_ B \_

***A E A A***

E E C \_ D D B \_ A B C B A \_ A \_

The Pony Song – RH only.

Thumb on C.

C D Eb D C \_ C \_ D Eb F Eb D \_ D \_

G G Eb \_ F F D \_ C D Eb D C \_ C \_

**The Pony song**

I was feeling lonely, When I lost my pony,

It was bad, I was sad, When I lost my pony.

The Pony Song – RH and LH.

C minor and G major chords

***C C* G G**

C D Eb D C \_ C \_ D Eb F Eb D \_ D \_

***C* G *C* *C***

G G Eb \_ F F D \_ C D Eb D C \_ C \_

Assessment Sheet – Keyboard Term 2

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| Name | Jogging Along | Pony Song | Able to compose own 12 Bar Blues |
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1 = Exceeding Expectation

2 = Expected level

3 = Emerging abilities

Middleton School Blues

**Cm Cm Cm Cm**

Woke up this morning I got the Middleton Blues I said I

G G F Eb C GG G G C Eb C G G G

**F F Cm Cm**

Woke up this morning I got the Middleton Blues I’ve got a

G G F Eb C GG G G C Eb C G G G

**G F Cm Cm**

Long day ahead, It’s messing with my head Blues School Blues

G G GG G F F F F F C Eb C

Be a Composer!

1. Make up a sentence that you can say as you draw a square in the air. (Example ‘I like fish and chips’).
2. Play the rhythm of your sentence on each note in the 12 bar blues pattern. Use your RH thumb for each note.
3. Play the same rhythm, but now add one more note in the triad.
4. If you feel confident add another, so you have three in total. Keep playing the same rhythm.
5. Add the LH notes.

You are a composer!

12 Bar Blues Sequence:

C C C C F F C C G F C C

The songs suggested in this planning all have suitable words. Here they are just in case you want to check:

All songs are on you tube. For the BB King, look at the version performed at Live Aid.

Lyrics to Lost Your Head Blues by Bessie Smith

I was with you, baby, when you didn't have a dime  
I was with you, baby, when you didn't have a dime  
Now since you got plenty of money  
You have throwed your good gal down  
  
Once ain't for always, two ain't for twice  
Once ain't for always, two ain't for twice  
When you get a good gal  
You'd better treat 'em nice  
  
When you were lonesome, I tried to treat you kind  
When you were lonesome, I tried to treat you kind  
But since you've got money  
It doesn't change your mind

image: http://static.urx.io/units/web/urx-unit-loader.gif

I'm goin' to leave, baby, I ain't gonna say goodbye  
I'm goin' to leave, baby, I ain't gonna say goodbye  
But I'll write you  
And tell you the reason why  
  
Days are lonesome, nights are long  
Days are lonesome, nights are so long  
I'm a good old gal  
But I just been treated wrong

Lyrics to Cross Road Blues by Robert Johnson

Went to the crossroad, fell down on my knees  
I went to the crossroad, fell down on my knees  
Asked the Lord above "Have mercy, now save poor Bob, if you please"

Yeoo, standin' at the crossroad, tried to flag a ride  
Ooo eeee, I tried to flag a ride  
Didn't nobody seem to know me, babe, everybody pass me by

Standin' at the crossroad, baby, risin' sun goin' down  
Standin' at the crossroad, baby, eee, eee, risin' sun goin' down  
I believe to my soul, now, poor Bob is sinkin' down

You can run, you can run, tell my friend Willie Brown  
You can run, you can run, tell my friend Willie Brown  
That I got the crossroad blues this mornin', Lord, babe, I'm sinkin' down

And I went to the crossroad, mama, I looked east and west  
I went to the crossroad, baby, I looked east and west  
Lord, I didn't have no sweet woman, ooh well, babe, in my distress

Lyrics to Why I Sing the Blues by BB King

## Why I Sing The Blues

[B.B. King](http://www.bing.com/search?q=B.B.+King&filters=ufn%3a%22B.B.+King%22+sid%3a%22e4935541-1f24-514d-6cd2-39499c210993%22&FORM=SNAPST)

Everybody wants to know  
Why I sing the blues  
Yes, I say everybody wanna know  
Why I sing the blues  
Well, I've been around a long time  
I really have paid my dues

When I first got the blues  
They brought me over on a ship  
Men were standing over me  
And a lot more with a whip  
And everybody wanna know  
Why I sing the blues  
Well, I've been around a long time  
Mm, I've really paid my dues

I've laid in a ghetto flat  
Cold and numb  
I heard the rats tell the bedbugs  
To give the roaches some  
Everybody wanna know  
Why I'm singing the blues  
Yes, I've been around a long time  
People, I've paid my dues

I stood in line  
Down at the County Hall  
I heard a man say, "We're gonna build  
Some new apartments for y'all"  
And everybody wanna know  
Yes, they wanna know  
Why I'm singing the blues  
Yes, I've been around a long, long time  
Yes, I've really, really paid my dues

Now I'm gonna play Lucille.

My kid's gonna grow up  
Gonna grow up to be a fool  
'Cause they ain't got no more room  
No more room for him in school  
And everybody wanna know  
Everybody wanna know  
Why I'm singing the blues  
I say I've been around a long time  
Yes, I've really paid some dues

Yeah, you know the company told me  
Guess you're born to lose  
Everybody around me, people  
It seems like everybody got the blues  
But I had 'em a long time  
I've really, really paid my dues  
You know I ain't ashamed of it, people  
I just love to sing my blues

I walk through the cities, people  
On my bare feet  
I had a fill of catfish and chitterlings  
Up and down Beal Street  
You know I'm singing the blues  
Yes, I really  
I just have to sing my blues  
I've been around a long time  
People, I've really, really paid my dues

Now Father Time is catching up with me  
Gone is my youth  
I look in the mirror everyday  
And let it tell me the truth  
I'm singing the blues  
Mm, I just have to sing the blues  
I've been around a long time  
Yes, yes, I've really paid some dues

Yeah, they told me everything  
Would be better out in the country  
Everything was fine  
I caught me a bus uptown, baby  
And every people, all the people  
Got the same trouble as mine  
I got the blues, huh huh  
I say I've been around a long time  
I've really paid some dues

One more time, fellows!

Blind man on the corner  
Begging for a dime  
The rollers come and caught him  
And throw him in the jail for a crime  
I got the blues  
Mm, I'm singing my blues  
I've been around a long time  
Mm, I've really paid some dues

Can we do just one more?

Oh I thought I'd go down to the welfare  
To get myself some grits and stuff  
But a lady stand up and she said  
"You haven't been around long enough"  
That's why I got the blues  
Mm, the blues  
I say, I've been around a long time  
I've really, really paid my dues

Fellows, tell them one more time.

Ha, ha, ha. That's all right, fellows.  
Yeah!

Songwriters: B.B. KING, DAVE CLARK