## Whole Class Ensemble Teaching (WCET). Term Three – Keyboard – Week by Week summary – AG adapted NR.

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| **Week** | Learning Objective **Pupils should learn…………..** | Summary of Teaching activities | **Notes for class teacher – suggestions for support etc** |
| **1** | Set up lesson | Share the goals of the terms work and discuss with CT how a concert could work at the school. Discuss possible pathways that will be open to the children to continue with keyboard playing.  Aim of this term - to begin to read music, how to become a keyboard ensemble and perform as a keyboard ensemble.  Pupils fill in sections 4 & 5 of Arts Award Sheet (12 Bar Blues) as adults discuss as above. | CT to advise on best ways to have a concert at the school. (Venue / day / time / parental audience or child audience?) |
| **2** | To understand how the lines and spaces work on a stave.  To revise rhythms already covered.  To recognise walk and stride as written notation. | Share the term’s objective:  - to learn how to read music  - how to perform as a keyboard ensemble  Starter  1.Explanation of principles of note reading – a combination of the rhythmic values they are used to (walk, stride, glide, jogging) and where that shape is on lines. Start with restricted stave (bottom two lines only).  2. Revision of rhythms already covered last term. Introduce notation for walk and stride. Combinations of these. Clap rhythm cards with a backing beat.  3. Look at notes C D E written down. Notice what is different about each (C own leger line; D down below stave; E easy to spot as it is on the bottom line etc).  Main Activity –Sing ‘Three Blind Mice’ – see version below. Use words, indicate pitch (head = E; shoulders = D; tummy = C), sing letter names, play. Give practising time. Play all together.  Plenary Play all together, ask if some children would like to show. Recap rhythmic values, principles of pitch reading. | To support the children in first singing and then playing Three Blind Mice. |
| **3** | To be able to recognise walk, stride, jogging as written rhythmic values. To be able to recognise C D E as pitch notation. | Starter – Revise the song Three Blind Mice from last week. Sing words, clap, sing rhythmic names, show how the rhythm of this song can be written down. Revise walk, stride, jogging notation cards, say then clap in time to backing beat.  Main – Sing Three Blind Mice again. Use words then letter names. Show how letter names become pitch notation. Play the piece again, looking at notation.  Sing song Lightly Row using song words. (See below).  Plenary – revise rhythmic values, revise pitches C D E. | Notes for class teacher:  Walk= 1 beat  Stride = 2 beats  Jogging = ½ beat each  C has own little line  D is down below 5 lines  E is easy to spot as at bottom |
| **4** | |  |  | | --- | --- | | To be able to recognise walk, stride, jogging, glide as written rhythmic values.To be able to recognise C D E F G as pitch notation. | Revise – what makes a good performance  - talk about starting to work on a performance to the school.. | | Starter – Revise the song Lightly Row from last week.  Sing words, clap, sing rhythmic names, show how the rhythm of this song can be written down. Revise walk, stride, jogging, glide notation cards, say then clap in time to backing beat.  Main – Lightly Row again. Use words then letter names. Show how letter names become pitch notation. Play the piece again, looking at notation. New pitches are F G.  Sing song Go and Mow using song words. (See below).  Plenary – revise rhythmic values, revise pitches C D E F G. | Walk= 1 beat  Stride = 2 beats  Jogging = ½ beat each  Glide = 4 beats  C has own little line  D is down below 5 lines  E is easy to spot as at bottom  F look at the face in the space  G next to G clef |
| **5** | To be able to recognise walk, stride, jogging, glide as written rhythmic values in harder combinations.To be able to recognise C D E F G as pitch notation. | Starter – Revise the song Go and Mow from last week.  Sing words, clap, sing rhythmic names, show how the rhythm of this song can be written down. Revise walk, stride, jogging, glide notation cards, say then clap in time to backing beat.  Main – Go and Mow again. Use words then letter names. Show how letter names become pitch notation. Play the piece again, looking at notation. New pitches are F G. Sing Brother Jacque. (See below)  Plenary – revise rhythmic values, revise pitches C D E F G. | To support the children in first singing and then playing Go and Mow. |
| **6** | To be able to recognise walk, stride, jogging, glide as written rhythmic values in harder combinations.To be able to recognise C D E F G as pitch notation. | Starter – Revise the song Brother Jacque from last week.  Sing words, clap, sing rhythmic names, show how the rhythm of this song can be written down. Revise walk, stride, jogging, glide notation cards, say then clap in time to backing beat.  Main – Sing Brother Jacque again. Use words then letter names. Show how letter names become pitch notation. Play the piece again, looking at notation. New pitches are F G.  Plenary – revise rhythmic values, revise pitches C D E F G. | To support the children in first singing and then playing Brother Jacque. |
| **7** | To be able to recognise walk, stride, jogging, glide as written rhythmic values with no reference to a song.To be able to recognise C D E F G as pitch notation. | Starter – revise walk, stride, jogging, glide notation using more difficult combinations, in time to backing beat. Revise pitch notations CDEFG.  Main - Give the children notation to Mattachins. As a class read the rhythm. Notice how many Cs, Ds etc. Give rehearsing time, ask children to work out by themselves.  Plenary – play all together as a class, ask for volunteers to play. |  |
| **8** | To be able to change the voice on the keyboard.  To understand what it means to play in parts. | Starter – explain how the keyboard has lots of different voices, and how to use them. Ask for a couple of volunteers to choose one.  Main – explain how important it is to play in parts, to make an interesting sound. In the final weeks of this term we will be playing in three parts. Gordon the Giraffe – part 1. Say and clap rhythms; say letter names of notes in rhythm; play part 1.  Plenary – ask for volunteers to play / play as a class. | Support children in playing Gordon the Giraffe part 1. |
| **9** | To be able to change the voice on the keyboard.  To understand what it means to play in parts.  Combine two parts. | Starter – recap playing different voices. Ask for a couple of volunteers to show one.  Main – explain how important it is to play in parts, to make an interesting sound. Gordon the Giraffe – part 2. Say and clap rhythms; say letter names of notes in rhythm; play part 2. Revise part 1. Have half the class play part 1; half the class play part 2, swap.  Plenary – ask for volunteers to play / play as a class. | Support children in playing Gordon the Giraffe part 2. |
| **10** | To be able to change the voice on the keyboard.  To understand what it means to play in parts.  Combine three parts. | Starter – recap playing different voices. Ask for a couple of volunteers to show one.  Main – explain how important it is to play in parts, to make an interesting sound. Gordon the Giraffe – part 3. This is quite tricky and an extension part for HA pupils. Say and clap rhythms; say letter names of notes in rhythm; some play part 3. Revise parts 1&2. HA pupils play part 3. Others play parts 1&2.  Plenary – discuss performance. | Gordon the Giraffe part 3 is extension part for HA pupils. Most will access parts 1 & 2. |
| **11** | To prepare for a concert; pieces, practicalities etc. | Starter – discuss how a concert could work at the school. Venue / day / time / audience etc.  Main – discuss which pieces to play. Ideally all that have been learned this term. Rehearsal time, individually and as a class.  Plenary – concert preparation practicalities / expectations of behaviour etc. | Class teacher to advise on practicalities of putting on a concert at the school. |
| **12** | To put on a performance. | Starter – final rehearsal of pieces, reminders of expectations etc.  Main – performance.  Plenary – well done and final roundup. How children can continue to learn. | Support in concert. |

Nicola Rose. CLMK.

Separate notation sheets for these songs, which should be used in lessons. If fewer than 12 weeks in the term, miss out Brother Jacque and or Mattachins.

Three Blind Mice

Three blind mice, Three blind mice, One called Ted, Two called Fred, Three blind mice.

E D C - E D C - c c C d d D E D C -

Lightly Row

Lightly row, lightly row, down the river small boats go, lightly row, lightly row, down the river go.

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

Go and Mow

One man went to mow, Went to mow a meadow, One man and his dog, Went to mow a meadow.

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

Brother Jacque

Brother Jacque, Brother Jacque, do you sleep, do you sleep, listen to the church bells, listen to the church bells, ding dang dong, ding dang

C D E C C D E C E F G - E F G - g g g g E C g g g g E C C G C - C G

dong.

C –

Whole Class Ensemble Teaching – Keyboard Assessment

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| Name | X can read rhythmic notation | X can read pitch notation | X can perform as part of a group |  |
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