Termly Taster – Keyboard

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| Week | Learning Intentions | Activities | Class teacher role | Assessment /  Resources |
| 1 | To hear a piece of keyboard music played live.  To understand the relationship between Dalcroze values of walk, jogging and stride (crotchet, quavers, minim).  To be able to relate finger number 1-5 to pitch (1 being C).  To be able to locate the note D in various octaves and play with finger 2.  To play D as a walk / jogging / stride to accompany a song. | Intro: Music teacher to demonstrate piece of choice on keyboard. Discuss.  Main: Using one hand flat with palm up, and the other hand two fingers on palm illustrate a figure doing walk on palm of hand. On ‘switch’ from teacher change between walk / jogging / stride. Rhythmic accompaniment option on keyboard.  Teacher sing numbers 1-5 and wiggle fingers, children echo. Various combinations and patterns.  Look at patterns of 2 and 3 black notes. Locate white note in middle of pattern of 2 black notes. Play Ds in various octaves.  Using finger 2 on middle D, play walks then joggings and strides – change when T says switch.  T plays He’s Got the Whole World (start on G, in G major) ch play D accompaniment switching between walk / jogging / stride when indicated by T.  Plenary: Revise finger numbers, rhythmic values, play song again as required. | Ensure keyboards set up prior to lesson  Circulate to support | Keyboards  He’s Got the Whole World (in G major) |
| 2 | To understand that the keyboard has many different voice settings and be able to find a voice of choice.  To be able to play D as a walk / jogging / stride with more accuracy.  To be able to sing a new song, relating the pitches to finger numbers and Dalcroze rhythmic values. | Intro: T demonstrate a piece that uses various voices. Discuss how to change voice.  Main: Revise walk, jogging, stride on palm of hand as last week. Switch between them.  Revise finger numbers 1-5, with T singing and indicating finger, ch echo.  Finger 2 on D switch to walk jogging stride. Give opportunity for ch to find voice they like. Choose one or two to use whilst playing D and T plays He’s Got the Whole World.  Teach the song Three Blind Mice from Keyboard Termly Taster resources. Sing song words; sing finger numbers; relate to rhythmic values; play on keyboard.  Plenary: Revise finger numbers, rhythmic values, play both songs again. | Ensure keyboards set up prior to lesson  Circulate to support | Keyboard Termly Taster resource document  (Three Blind Mice) |
| 3 | To know definitions of ‘chord’ and ‘note’.  To understand that keyboards can play chords in addition to single notes.  To understand that musical notes are described using letter names.  To be able to relate song pitches to letter names.  To play a new piece.  To understand that rhythmic values can be written down. | Intro: T demo chord accomp (ACMP) button and explain a note is one sound; chords are made of several sounds. Play a piece using ACMP on.  Main: Explain how we have used finger numbers to play, now we will use letter names. Looking at black notes on keyboard, identify white note in middle of 2 black notes (D). T to sing patterns in pitch then ch play, start on D for ease to begin.  Teach Letter Name Rap (Kb TT resources). Explain at the moment we will only use CDEFG.  Revise song Three Blind Mice with song words. Then do with letter names E D C etc. Play whole tune several times, using different voices if preferred.  Revise Dalcroze rhythms walk, jogging, stride. Discuss rhythm of Three Blind Mice. Show how it is notated using Dalcroze rhythm cards.  Plenary: Revise letter names and Dalcroze written symbols. | Ensure keyboards set up prior to lesson  Circulate to support | Keyboard Termly Taster resource document  (Three Blind Mice and Letter Name Rap)  Dalcroze rhythm cards showing rhythm of Three Blind Mice |
| 4 | To know that the keyboard has rhythmic accompaniment option.  To learn new rhythmic value glide (4 beats).  To be able to play a new tune that uses glide.  To be more confident relating a pitch to a finger number. | Intro: T to demonstrate how to accompany a melody with chords and rhythm. Own choice of piece. (Choose voice. Choose rhythm, ACMP on, sync start).  Main: Revise walk, jogging, stride rhythmic values by using man on palm of hand as in wk 1. Now give him ice-skates so he can gli - -de across hand (4 beats). Switch between glide, stride, walk patterns etc.  Revise Letter Names Rap.  Learn to sing the Elevator Song. (KbTT resources). Discuss how pitch of melody echoes elevator going up and down. Indicate relative pitches with hand eg finger pointing sideways, so gesture is not confused with a Kodaly handsign.  T sing combinations of letter names at pitch, ch play pitches as echo.  Sing letter names of song, discuss rhythmic values of walk and glide. Show rhythmic notation. Play game described in KbTT resources.  Plenary: Revise glide value (4) and glide notation. Revise tunes learned so far. Revise Letter Names Rap. | Ensure keyboards set up prior to lesson  Circulate to support  To have the Elevator Song photocopied / available on whiteboard for pupils to follow | Keyboard Termly Taster resource document  (Elevator Song)  Dalcroze rhythm cards showing rhythm of Elevator Song |
| 5 | To be aware of the ‘ending’ feature on keyboard.  To be able to respond to written notation using walk, stride and glide in various combinations.  To learn to play a new piece.  To relate the rhythmic values and vocal pitches to the new piece. | Intro: T to demonstrate the ‘ending’ feature on keyboard. Own choice of piece. (Choose voice, choose rhythm, ACMP on, sync start, ending etc).  Main: Using rhythm cards, clap and say Dalcroze notation. ‘1 2 3 4 clap and say twice please’ between each rhythm. Use combinations of walk, stride, glide. Keyboard rhythm to accompany – optional.  Learn to sing the song words to Once a Man Fell in a Well. Clap and sing rhythmic names, clap and sing pitch names, play on keyboard. Play several times using different kb voices.  Class teacher to assess rhythmic notation reading – walk, stride, glide.  Plenary: Revise walk, stride, glide notation. Revise Letter Name Rap. Revise tunes learned so far. | Ensure keyboards set up prior to lesson.  Circulate to support.  To have Once a Man photocopied / available on whiteboard for pupils to follow.  Assessment opportunity – X can respond to rhythmic notation | Keyboard Termly Taster resource document  (Once a Man)  Dalcroze rhythm cards showing combinations of walk, stride, glide  HA – add LH chords |
| 6 | To begin to recognise some of the differences between a grand piano and an electronic keyboard.  To be able to respond to more simple rhythmic combinations of walk, jogging, stride, glide.  To play a piece that uses walk, jogging, stride.  To play a piece that uses the notes CDEFG in more complicated patterns. | Intro: You tube video of the Aquarium from Carnival of the animals. See link below. Discuss two pianos, other orchestral instruments in clip. Discuss how piano sound is made (hammers) and differences between grand piano and electronic keyboard.  Main: Revise switch game using walk, jogging, stride, glide. Show notation for jogging.  ‘1 2 3 4 clap and say twice please’ between each rhythm. Use most simple combinations of walk, stride, glide, jogging. Keyboard rhythm to accompany – optional.  Using Brother Jackie from KbTT resource, sing the song using song words, sing using pitch names, discuss rhythmic values, then play piece. Which is the best kb voice to use for this piece?  Plenary: Discuss how pianos and electronic keyboards differ. Revise tunes learned so far and play most popular ones. | Ensure keyboards set up prior to lesson.  Circulate to support.  To have Brother Jackie photocopied / available on whiteboard for pupils to follow.  Assessment opportunity – X can respond to rhythmic notation | Keyboard Termly Taster resource document  (Brother Jackie)  Dalcroze rhythm cards showing combinations of walk, stride, glide, jogging  HA – add LH chords |
| 7 | To know that the piano is used in a wide variety of genres from hundreds of years ago to present day.  To be able to respond to more complicated rhythmic combinations of walk, jogging, stride, glide.  To play a piece that uses walk, jogging, stride.  To play a piece that uses the notes CDEFG in more complicated patterns.  To use Brother Jackie to play a game. | Intro: You tube video of Adele, Easy on Me. Discuss how piano is used to accompany solo singers, discuss how piano is used in music of varying genres including modern ballads etc. See link below.  Main: Revise switch game using walk, jogging, stride, glide. Revise notation for jogging.  ‘1 2 3 4 clap and say twice please’ between each rhythm. Use more complicated combinations of walk, stride, glide, jogging. Keyboard rhythm to accompany – optional.  Using Brother Jackie from KbTT resource, revise sing the song using song words, revise sing using pitch names, discuss rhythmic values, then play piece.  Now play the Brother Jackie game as outlined in KbTT resources.  Plenary: Revise the versatility of the piano in terms of genre. Revise rhythmic notation. Revise tunes learned so far and play most popular. | Ensure keyboards set up prior to lesson.  Circulate to support.  To have Brother Jackie photocopied / available on whiteboard for pupils to follow.  Assessment opportunity – X can respond to rhythmic notation | Keyboard Termly Taster resource document  (Brother Jackie)  Also how to play the game directions.  Dalcroze rhythm cards showing combinations of walk, stride, glide, jogging |
| 8 | To begin to understand the action of a piano, in simple terms.  To be able to recognise and use notation for a one beat rest  To learn a new tune, starting on a note other than C | Intro: Watch you tube video of how piano works, discuss hammers hitting string. See link below.  Main: Discuss the importance of silence (rests) as well as sound in music. Using rhythmic cards, show and use one-beat rest notation.  Using Cobbler, Cobbler, sing the song words, sing the pitches, discuss the rhythm, play the piece.  Additional optional actions –  Tap = pretend to tap nails into shoe (one beat)  Sew = pretend to sew shoes (two beats)  Polish = pretend to polish shoes (half beats)  Switch between the three actions when T indicates.  Plenary: Revise one beat rest notation. Revise how a piano works. Revise tunes learned so far and play favourites. | Ensure keyboards set up prior to lesson.  Circulate to support.  To have Cobbler Cobbler photocopied / available on whiteboard for pupils to follow.  Assessment opportunity – X  can play simple 5 note tunes | Keyboard Termly Taster resource document  (Cobbler Cobbler)  Dalcroze rhythm cards to include one beat rests  HA – add LH chords and rhythmic accomp |
| 9 | To be aware of a wider range of keyboard instruments – the celeste.  To be able to recognise walk, jogging, stride, glide, walk rest notation when heard aurally and select the correct notation for it.  To play a piece from the written version, without having sung it previously.  To select a suitable voice for the piece. | Intro: Watch you tube clip, detailed below, explaining the celeste. (Hedwig’s Theme from Harry Potter / Dance of Sugar Plum Fairy from Nutcracker / Aquarium from Carnival of Animals). Find and play celeste voice on kb.  Main: T to select four rhythm cards that are very different from each other, clap one of the rhythms and ask children to identify which one it is.  Matachins. Look at the written version in KbTT resources. Read and clap rhythms. Sing pitches in time. Play piece.  Since this is a medieval dance, which kb voice is best?  Plenary: Recap pieces that use the celeste and facts about the instrument from the clip. Ask for volunteers to perform one of the pieces already learned, either solo or small group. | Ensure keyboards set up prior to lesson.  Circulate to support.  To have Mattachins photocopied / available on whiteboard for pupils to follow.  Assessment opportunity – X  can play simple 5 note tunes | Keyboard Termly Taster resource document  (Mattachins)  Dalcroze rhythm cards – all |
| 10 | To be aware of a wider range of keyboard instruments – the church organ.  To be able to recognise walk, jogging, stride, glide, walk rest notation when heard aurally and select the correct notation for it.  To play a piece from the written version, without having sung it previously. | Intro: Watch you tube clip, detailed below, explaining how the stops work on the church organ. Find and play church organ voice on kb.  Main: T to select four rhythm cards that are somewhat different from each other, clap one of the rhythms and ask children to identify which one it is.  By the Light of the Moon. Look at the written version in KbTT resources. Read and clap rhythms. Sing pitches in time. Play piece.  Plenary: Recap pieces that use the celeste and facts about the instrument from the clip. Ask for volunteers to perform one of the pieces already learned, either solo or small group. | Ensure keyboards set up prior to lesson.  Circulate to support.  To have By the Light of the Moon photocopied / available on whiteboard for pupils to follow. | Keyboard Termly Taster resource document  (By the Light of the Moon)  Dalcroze rhythm cards – all  HA – add second part of tune |
| 11 | To be aware of the importance music plays at significant national moments. | Intro: Discuss important national events and how music can play a part. Give examples at current time. See you tube link to Elton John singing at funeral of Princess Diana.  Main: Learn to sing I’m Going to a Party. Clap rhythm, sing questions and answers in two groups, play on keyboard. Extension – think of other foods that have the same rhythm as examples given. Opportunities for small groups to play the ‘answers’.  Plenary: Discuss possible performance to another class / audience next week. Choice of tunes to be played, which voices suit which songs, will any have accompaniments? | Ensure keyboards set up prior to lesson.  Circulate to support.  To have I’m Going to a Party photocopied / available on whiteboard for pupils to follow. | Keyboard Termly Taster resource document  (I’m Going to a Party) |
| 12 | To take part in putting on a performance | Intro: Prepare for performance. Pieces, voices, accompaniments, announcing - all to be decided. Run through.  Main: the performance.  Plenary: Well done, what we have learned, opportunities in the future. | Have available all written sheets, invite audience, etc | If appropriate, share the website with class teacher (below) |

Nicola Rose, MK Music Faculty.

Website details for Hub: Miltonkeynesmusichub.co.uk

You Tube clips to be used:

Week 6: Aquarium from Carnival of the Animals by the Kanneh-Mason family:

<https://www.bing.com/videos/search?q=Isata+Kanneh-Mason+Saint-Saens%3a+Carnival+of+the+Animals%3a+The+Swan&docid=608013536796807993&mid=C3754E1B39F40801AB90C3754E1B39F40801AB90&view=detail&FORM=VIRE>

Week 7: Adele Easy on me:

<https://www.bing.com/videos/search?PC=LV03&q=adele+music+on+youtube&ru=%2fsearch%3fPC%3dLV03%26q%3dadele%2bmusic%2bon%2byoutube%26FORM%3dLVSBRD&view=detail&mmscn=vwrc&mid=FFC1EFFCC790590ECC4BFFC1EFFCC790590ECC4B&FORM=WRVORC>

Week 8: How a piano works:

<https://www.youtube.com/watch?v=t4hX9KBAJsY>

Week 9: The celeste explained:

<https://www.bing.com/videos/search?q=celeste+instrument&docid=608020159638754042&mid=0961ADCE7462A3BD3FBE0961ADCE7462A3BD3FBE&view=detail&FORM=VIRE>

Week 10: The organ, demonstrating various stops, Pirates of the Caribbean:

<https://www.bing.com/videos/search?q=youtube+church+music+organ&docid=607988677534095550&mid=3B133BFC737D62C7B3A63B133BFC737D62C7B3A6&view=detail&FORM=VIRE>

Week 11: Music at important national events – Please choose another example if more relevant, but below is Elton John singing Candle in the Wind at funeral of Princess Diana:

<https://www.bing.com/videos/search?PC=LV03&q=elton+john+candle+in+the+wind+diana&ru=%2fsearch%3fPC%3dLV03%26q%3delton%2bjohn%2bcandle%2bin%2bthe%2bwind%2bdiana%26FORM%3dLVSBRD&view=detail&mmscn=vwrc&mid=EDF92E6EB6F86A9AF93FEDF92E6EB6F86A9AF93F&FORM=WRVORC>

Assessment – Keyboard Termly Taster

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| Name | X is able to respond to rhythmic notation (walk, jogging, stride, glide) delete as appropriate | X is able to play simple 5 note tunes on the keyboard | Comments |
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1 = Above expected level

2 = Working at expected level

3 = Working towards expected level