

Performing Arts @Budmouth
Music: Scheme of Work
Unit Title: Learning to Play!

Year 7

Spring 1

General Topic	Exploring Effective Keyboard Performance Technique
Scheme of Work Overview	<p>This unit is all about effective keyboard performance technique including basic treble clef staff notation.</p> <p>The unit begins with a general introduction to a standard classroom keyboard which is a good chance to navigate basic keyboard functions, establish good playing routines and rectify and troubleshoot any potential technical problems. Students will be taught to establish the importance of correct playing position and posture and the importance of keyboard warm-ups.</p> <p>Pupils move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right hand melodies in the key of C Major. Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies using the treble clef staff notation. They then move on to add a second part of basic chords with the left hand.</p> <p>“Independent Practice” is encouraged where, it is hoped, that through their skills, knowledge and understanding of ‘good keyboard practice and playing technique’, pupils will take responsibility for their own learning as a soloist performing learnt pieces as they progress.</p>
Unit Learning Objectives	<ul style="list-style-type: none"> • Understand how the classroom keyboard is used and played • Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm • Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5) • Explore different keyboard instruments from different times and places.
Key Words, Concepts and Musical Knowledge	Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, “Middle C”
Musical Theory	Staves, Clefs and Notes Sharps and Flats

Links to GCSE

Key Concept: Communication

Related Concepts: Presentation

Global Context: Personal and Cultural Expression

Statement of Inquiry: Treble clef notation is a way of presenting music in written form which is communicated to the performer, who interprets this adding their own personal and cultural expression.

Factual Inquiry Questions:

What is a keyboard? What is fingering?

Conceptual Inquiry Questions:

How is treble clef staff notation used in music?

How did the keyboard develop from other keyboard instruments?

How can you “play” the keyboard?

Debatable Inquiry Questions:

To what extent does music need to be written down?

To what extent does a performer’s own interpretation of a piece of music differ from

what the original composer may have intended?

To what extent is there a “correct way” of playing the keyboard?

Expectations & Learning Outcomes

All Pupils will (working towards):

- Navigate basic functions around a keyboard e.g. mains power, on/off switch, connecting headphones and splitters, keyboard hygiene etc.
- Play simple warm-ups, scales and melodies which has the pitch or note names written on the music.
- Understand the concept of piano fingering using the numbers 1-5.
- Find and play “Middle C” on a keyboard.
- Use supporting keyboard functions such as “Single Finger Chords” when performing left hand parts.

Most Pupils will: (working at):

- Use and alter basic keyboard functions such as changing the Voice/Tone and adjusting the tempo on a rhythm/style accompaniment/backing.
- Understand the development of the keyboard and its history.
- Play simple unaccompanied melodies from treble clef staff notation using the correct fingering.
- Add a basic accompaniment on the left hand (such as chords as triads).
- Know the enharmonic names for the black keys on a keyboard and apply these when performing.
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Some Pupils will: (working beyond):

- Investigate and explore more advanced functions on a keyboard e.g. recording and playback, using different tracks to record and layer a piece, adding effects, MIDI etc.
- Perform on the keyboard from treble clef staff notation with confidence using both the left and right hands.
- Play left hand chords in a variety of styles e.g. arpeggios, broken chords, Alberti Bass.
- Perform more advanced additional pieces fluently with accuracy of rhythm and pitch.

Language for Learning/Glossary

Through the activities in this unit, pupils will be able to understand, use and spell correctly words relating to:

Sounds:

SCALE – The highness or lowness of a sound or musical note.

MELODY/THEME – The main “tune” of a song or piece of music. The melody or theme often varies in pitch and “good melodies” have an organised and recognisable shape.

KEYBOARD CHORDS – There are numerous ways to play chords on a keyboard, including the “single finger” chord function where a chord is sounded by the player just pressing a single note and the keyboard automatically “filling in” the notes of the chord. Other ways to play chords include triads, broken chords, arpeggios, or Alberti bass.

OCTAVE – Notes with the same letter name/pitch are said to be an OCTAVE apart (e.g. C to C)

Processes:

LAYOUT OF A PIANO/KEYBOARD – The way in which the keys are laid out, most easily identified by the grouping of black notes in “twos” and “threes” going up a piano or keyboard.

TREBLE CLEF – A symbol found at the beginning of a stave to show high-pitched notes and is usually used for the right hand on a piano or keyboard to play the melody and also used by high pitched instruments such as the flute and violin. The treble clef fixes the note “G” on the second line up from the bottom of the stave.

TREBLE CLEF STAFF NOTATION – Music which is written down on a stave or staff using notes, clefs and other musical signs and symbols.

STAVE/STAFF – The five lines where musical notes are written. The position of notes on the stave or staff shows their pitch (how high or low a note is). The stave is made up of 5 LINES and 4 SPACES, plus extra notes which can be added above or below (e.g. “Middle C”) the stave.

BLACK KEYS/SHARPS/FLATS – Arranged in groups of twos and threes going up a piano or keyboard, each black key is known as a sharp and a flat: enharmonic note name.

WARM-UPS – Exercises, such as scales, completed by pianists and keyboard players before playing or practicing ensuring that the fingers are supple and ready to play: similar to an athlete warming-up before sport.

LEFT HAND (LH)/RIGHT HAND (RH) – Abbreviations used by pianists to indicate which hand is to be used. The right hand normally plays the melody with the left hand providing an accompaniment.

KEYBOARD FUNCTIONS – The range of electronic functions found on a keyboard e.g. backing/rhythm track, record and playback, demo, pitch bend, effects, multitrack; these vary with the make and model.

FINGERING (1-5) – A method of numbering the fingers with 1 being the thumb and 5 the little finger which is symmetrical on the left and right hands.

“MIDDLE C” – The white note to the left of two black notes normally found in the centre of a piano or keyboard.

Context e.g. the purpose of keyboard music through different periods of musical history.

Speaking and listening – through activities pupils could: discuss and question what they are learning and how it is relevant in other contexts or

when using different variables; discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.

Future Learning Pupils could go on to:

- Further develop their keyboard skills and become confident performers.
- Perform in a variety of styles e.g. two-part pieces.
- Perform keyboard duets.
- Work towards a “Graded” piano exam piece.
- Creating an in-depth research project on one keyboard instrument (e.g. harpsichord, organ, piano, accordion, synthesiser, clavichord, celesta etc.) containing pictures, information and how the instrument works. This could be presented to the rest of the class at the start or end of lessons.

Enrichment Learning could be enriched through:

- Inviting a pianist to perform to the class/school
- Attending a recital of a variety of piano pieces in different styles.
- Inviting a composer of DJ who uses a keyboard or synthesiser as part of their music into school for a live performance.

Lesson By Lesson Guide

Unit 2 Learning to Play

Task Introduction to Standard Notation	Differentiated Learning Objective	Assessment Opportunities Assessment Criteria	Resources
<p>Lesson 1: Teach how the stave works for the treble clef FACE in the SPACE Every Good Boy Deserves Football Ledger Lines</p> <p>Task: Name the notes /30 - Peer or self mark</p> <p>Draw the named notes</p> <p>Competition: Make words out of music notes A B C D E F G - Can they find a 7 letter word? Who can make a list of the most words? etc</p>	<p>All students will be able to remember the sayings to identify the notes of the stave and begin to apply this knowledge when identifying the notes.</p> <p>Some students will be able to</p> <p>Few students will be already be able to read notation</p>	<p>Students will be able to give answers to questions.</p> <p>Students have 'mini' tests to show their understanding of notation. Marks will be recorded.</p>	<p>Google Slide: Unit 2 Learning to play.</p> <p>Keyboard Whiteboard</p>
<p>Lesson 2:</p> <p>Recap the notes of the stave from lesson 1</p> <p>Set up the practical task using the keyboard performance course booklets:</p> <ol style="list-style-type: none"> 1. Individual work 2. Work out the notes 3. use the given rhythm 4. Keep to a steady beat 5. Rehearse 6. Ask to be assessed 	<p>All students will be able to identify the letters to be performed, however will make mistakes in the rhythm and/or not keep to a steady beat</p> <p>Some students will perform with more accuracy but there will be occasional slips in pitch, rhythm or steady beat.</p> <p>Few students will be able to perform with complete accuracy</p>	<p>Students will be working at their own speed.</p> <p>At least one assessment should happen every lesson.</p>	<p>Google Slide: Unit 2 Learning to play.</p> <p>Keyboard Whiteboard</p> <p>Keyboard performance course booklets</p>

Students all begin at the start.	and fluency, any mistakes are corrected on a repeat.		
Lesson 3, 4, 5, 6 (&7): Students continue working through the keyboard performance course. Assessments occur when required. <ol style="list-style-type: none"> 1. Individual work 2. Work out the notes 3. use the given rhythm 4. Keep to a steady beat 5. Rehearse 6. Ask to be assessed 	<i>*Students who already learn the Keyboard/piano will move with speed through these tasks and will be able to move to both hands with a beat.*</i>		Google Slide: Unit 2 Learning to play. Keyboard Whiteboard