

## KS3 Music- Keyboard 1

### Summer 2022

In this unit students will learn about keyboard music. Students will learn how to listen, appraise and respond keyboard music and they will also learn how perform keyboard music with a solo and ensemble context displaying increasing accuracy, fluency, control and expression. Students will understand staff and graphic score notation in order to perform different keyboard pieces. Also, they explore, identify and appreciate a range of keyboard music from across different genres.

Key composers and genres:

Baroque - JS Bach

Classical - Mozart

Romantic - Chopin

20<sup>th</sup> Century and Contemporary - Debussy & Einaudi

	<u>B2 P step 5-6</u>	<u>B2 P step 7-8</u>	<u>B2 NC Step 1</u>	<u>B2 NC Step 2</u>	<u>B2 NC Step 3</u>
<b>Theme-Use of Keyboard</b>					
<b><u>Subject specific knowledge</u></b>	<p>Understands that a keyboard needs to be turned on to work.</p> <p>Understands that volume changes how loud or quiet something is.</p> <p>Understands that buttons on a keyboard can change how things sound.</p>	<p>Understands that a keyboard needs to be turned on to work.</p> <p>Understands that volume changes how loud or quiet something is.</p> <p>Understands that buttons on a keyboard can change how things sound.</p> <p>Understands that all wires need to be connected for a keyboard to work.</p> <p>Understands that electronic equipment has different parts.</p>	<p>Understands that a keyboard needs to be turned on to work.</p> <p>Understands that volume changes how loud or quiet something is.</p> <p>Understands that buttons on a keyboard can change how it is used/sounds.</p> <p>Understands inputting numbers can change the use of the keyboard.</p> <p>Understands that all wires need to be connected for a keyboard to work.</p> <p>Understands that electronic equipment has different parts.</p>	<p>Understands that a keyboard needs to be turned on to work.</p> <p>Understands that volume changes how loud or quiet something is.</p> <p>Understands that tempo is how fast or slow something is.</p> <p>Understands that buttons on a keyboard can change how it is used/sounds.</p> <p>Understands inputting numbers can change the use of the keyboard.</p> <p>Understands that all wires need to be connected for a keyboard to work.</p> <p>Understands that electronic equipment has different parts.</p>	<p>Understands that a keyboard needs to be turned on to work.</p> <p>Understands that volume changes how loud or quiet something is.</p> <p>Understands that tempo is how fast or slow something is.</p> <p>Understands that buttons on a keyboard can change how it is used/sounds.</p> <p>Understands inputting numbers can change the use of the keyboard.</p> <p>Understands that all wires need to be connected for a keyboard to work.</p> <p>Understands that electronic equipment has different parts.</p> <p>Understands that a drum beat can be used to accompany a melody.</p>
<b><u>Subject specific skills</u></b>	Is able to identify and make appropriate use of the following parts of an electronic keyboard:	Is able to identify and make appropriate use of the following parts of an electronic keyboard:	Is able to identify and make appropriate use of the following parts of an electronic keyboard:	Is able to identify and make appropriate use of the following parts of an electronic keyboard:	Is able to identify and make appropriate use of the following parts of an electronic keyboard:

	<p>On / off button Volume control</p> <p>Is able to identify the button for changing voices.</p>	<p>On / off button Volume control</p> <p>Is able to identify the button for changing voices and input numbers independently.</p> <p>Is able to use + and - keys to navigate sounds.</p> <p>Is able to select appropriate sounds from the keyboard.</p> <p>Is able to troubleshoot why keyboard may not be working (switch is not on, leads are out at the back-will need assistance to correct leads).</p> <p>Is able to identify the difference between headphones and power lead.</p>	<p>On / off button Volume control</p> <p>Is able to identify the button for changing voices and input numbers in independently.</p> <p>Is able to use + and - keys to navigate sounds.</p> <p>Is able to select appropriate sounds from the keyboard.</p> <p>Is able to troubleshoot why keyboard may not be working (switch is not on, leads are out at the back-will need assistance to correct leads).</p> <p>Is able to identify the difference between headphone and power lead.</p> <p>Is able to identify the button for starting a drumbeat on the keyboard.</p> <p>Is able to identify the button for changing drumbeats and input numbers in independently.</p>	<p>On / off button Volume control</p> <p>Is able to identify the button for changing voices and input numbers in independently. Can also use + and - keys to navigate sounds.</p> <p>Is able to select appropriate sounds from the keyboard.</p> <p>Is able to troubleshoot why keyboard may not be working (switch is not on, leads are out at the back-will need assistance to correct leads).</p> <p>Is able to identify the button for starting a drumbeat on the keyboard.</p> <p>Is able to identify the button for changing drumbeats and input numbers in independently.</p> <p>Is able to change tempo of drumbeat using numbers.</p> <p>Is able to turn touch on / off and understands what it does.</p>	<p>On / off button Volume control</p> <p>Is able to identify the button for changing voices and input numbers in independently.</p> <p>Is able to use + and - keys to navigate sounds.</p> <p>Is able to select appropriate sounds from the keyboard.</p> <p>Is able to troubleshoot why keyboard may not be working (switch is not on, leads are out at the back-will need assistance to correct leads).</p> <p>Is able to identify the button for starting a drumbeat on the keyboard.</p> <p>Is able to identify the button for changing drumbeats and input numbers in independently.</p> <p>Is able to change tempo of drumbeat using numbers.</p> <p>Is able to turn touch on / off and understands what it does.</p> <p>Is able to turn on and make use of single fingered chords in conjunction with a keyboard drumbeat.</p> <p>Is able to control the tempo using manual input.</p>
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**Theme-Listening and appraising keyboard music.**

<p><b><u>Subject specific knowledge</u></b></p>	<p>Understands that music can make us feel different emotions due to: Volume (dynamic) Speed (tempo)</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo Melody</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo Melody</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo Melody</p>
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	<p>Understands what a piano sounds like.</p> <p>Understands there are different genres of keyboard music.</p>	<p>Understands what a piano sounds like.</p> <p>Understands there are different genres of keyboard music.</p> <p>Understands that pitch is how high or low something is.</p> <p><b>To use all keywords appropriately.</b></p>	<p>Understands what a piano sounds like.</p> <p>Understands there are different genres of keyboard music.</p> <p>Understands that pitch is how high or low something is.</p> <p>Understands that dynamics are how loud or quiet something is.</p> <p><b>To use all keywords appropriately.</b></p>	<p>Timbre Structure</p> <p>Understands that there are different genres of keyboard music.</p> <p>Understands that pitch is how high or low something is. Understands that dynamics are how loud or quiet something is.</p> <p>Understands that a crescendo means getting louder and diminuendo means getting quieter.</p> <p><b>To use all keywords appropriately.</b></p>	<p>Timbre Structure</p> <p>Understands that there are different genres of keyboard music.</p> <p>Understands that pitch is how high or low something is.</p> <p>Understands dynamics are how loud and quiet something is.</p> <p>Understands that a crescendo means getting louder and diminuendo means getting quieter.</p> <p>Understands that music is made up of different phrases.</p> <p><b>To use all keywords appropriately.</b></p>
<b><u>Subject specific skills</u></b>	<p>Is able to use simple criteria to describe music (happy, sad, fast and slow).</p> <p>Is able to identify the sound of a piano when played against another instrument.</p> <p>Is able to identify a genre of piano music when given a choice of two answers.</p>	<p>Is able to use simple criteria to describe music (happy, sad, scared and relaxed).</p> <p>Is able to discuss dynamics, tempo in order to justify their decisions.</p> <p>Is able to identify the sound of a piano when played against another instrument.</p> <p>Is able to accurately use the words high and low to describe notes that they hear.</p> <p>Is able to describe a sequence of notes (i.e. high, low, low).</p> <p>Is able to identify a genre of piano music from a choice of 3 answers.</p>	<p>Is able to use simple criteria to describe music (happy, sad, scared, relaxed and angry).</p> <p>Is able to discuss dynamics, tempo, and melody in order to justify their decisions.</p> <p>Is able to identify the sound of a piano when played against another instrument.</p> <p>Is able to accurately use the words high and low to describe notes that they hear.</p> <p>Is able to describe a sequence of notes (i.e. high, low, low). Is able to identify a genre of piano music from a choice of answers.</p>	<p>Is able to use simple criteria to describe music (happy, sad, scared, relaxed, angry, romantic and frantic).</p> <p>Is able to discuss dynamics, tempo, melody and timbre in order to justify their decisions.</p> <p>Is able to identify the sound of a piano when played against another instrument.</p> <p>Is able to describe a sequence of notes according to their pitch.</p> <p>Is able to identify a genre of piano music from a choice of answers.</p> <p>Is able to identify the difference between loud /</p>	<p>Is able to use simple criteria to describe music (happy, sad, scared, relaxed, angry, romantic and frantic).</p> <p>Is able to identify the sound of a piano in a piece of music.</p> <p>Is able to describe a sequence of notes according to their pitch.</p> <p>Is able to identify a genre of piano music.</p> <p>Is able to identify the difference between loud / quiet piano notes and silence.</p> <p>Is able to recognise crescendo and diminuendo in a piece of piano music. Is able to state the mood of a piece of piano music with the</p>

			Is able to identify the difference between loud / quiet piano notes and silence.	quiet piano notes and silence.  Is able to recognise crescendo and diminuendo in a piece of piano music.  Is able to state the mood of a piece of piano music with the aid of a prompt sheet.	aid of a prompt sheet.  Is able to pin point which phrases are similar in a piece of piano music.
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**Theme-Controlling sounds through performance**

<b><u>Subject specific knowledge</u></b>	<p>Understands that different keys represent different notes.</p> <p>Understands that music can be performed as part of a group.</p>	<p>Understands that different keys represent different notes.</p> <p>Understands that music can be performed as part of a group and as a solo.</p> <p>Understands that notes can be different lengths.</p> <p>Understands that a crotchet is 1 beat.</p> <p>Understands that music has a pulse.</p>	<p>Understands that different keys represent different notes.</p> <p>Understands that notes have names.</p> <p>Understands that music can be performed as part of a group and as a solo.</p> <p>Understands that notes can be different lengths.</p> <p>Understands that a crotchet is 1 beat.</p> <p>Understands that music has a pulse.</p>	<p>Understands that different keys represent different notes.</p> <p>Understands that notes have names.</p> <p>Understands that music can be performed as part of a group and as a solo.</p> <p>Understands that a crotchet is 1 beat.</p> <p>Understands that a quaver is half a beat.</p> <p>Understands that music has a pulse.</p> <p>Understands that music can contain rests.</p> <p>Understands that music can contain rests.</p> <p>Understands an octave is 8 notes.</p> <p>Understands that music can be split into bars.</p> <p>Understands that music can be split into bars.</p> <p>Understands the concept of a treble clef.</p>	<p>Understands that different keys represent different notes.</p> <p>Understands that notes have names.</p> <p>Understands that music can be performed as part of a group and as a solo.</p> <p>Understands the value of quavers, crotchets and minims.</p> <p>Understands that music has a pulse.</p> <p>Understands that music can contain rests.</p> <p>Understands an octave is 8 notes.</p> <p>Understands that music can be split into bars.</p> <p>Understands the concept of a treble clef.</p> <p>Understands that a keyboard can be played with 2 hands.</p>
<b><u>Subject specific skills</u></b>	Is able to play read a colour coded piece of music notation in order to play a short piece of keyboard music.	Is able to play read a colour coded piece of music notation in order to play a short piece of keyboard music.	Is able to play read a colour coded piece of music notation in order to play a short piece of keyboard music.	Is able to play read a colour coded piece of music notation in order to play a short piece of keyboard music.	<p>Is able to play read a notated piece of music in order to play a short piece.</p> <p>Is able to play the keyboard at the same time as another</p>

	<p>Is able to play the keyboard at the same time as another student.</p> <p>Is able to repeat a simple keyboard rhythm.</p>	<p>Is able to play the keyboard at the same time as another student.</p> <p>Is able to repeat a simple keyboard rhythm.</p> <p>Is able to play a keyboard solo.</p> <p>Is able to imitate the playing of long and short and quiet and loud notes on the keyboard.</p> <p>Is able to rehearse a keyboard line over and over in order to refine performance.</p> <p>Is able to read and perform simple crotchet (colour coded) based music showing an awareness of pulse.</p>	<p>Is able to play the keyboard at the same time as another student.</p> <p>Is able to repeat a simple keyboard rhythm.</p> <p>Is able to play a keyboard solo.</p> <p>Is able to imitate the playing of long and short and quiet and loud notes on the keyboard.</p> <p>Is willing to rehearse a keyboard line over and over in order to refine performance.</p> <p>Is able to read and perform simple crotchet based music showing an awareness of pulse.</p> <p>Is able to identify middle C on the keyboard and perform crotchet based keyboard music ranging from middle C-G.</p>	<p>Is able to play the keyboard at the same time as another student.</p> <p>Is able to repeat a simple keyboard rhythm.</p> <p>Is able to play a keyboard solo.</p> <p>Is able to rehearse a keyboard line over and over in order to refine performance.</p> <p>Can read and perform simple crotchet based (colour coded) music showing an awareness of pulse.</p> <p>Is able to identify middle C on the keyboard and perform crotchet and quaver based keyboard music ranging from middle C-C (octave above).</p> <p>Is able to read and perform quavers / crotchet rest with a degree of accuracy.</p> <p>Is able to identify bars and treble clef in a piece of music.</p> <p>Is able to use keyboard touch in order to control dynamics.</p>	<p>student.</p> <p>Is able to read, play and repeat simple keyboard rhythms.</p> <p>Is able to play a keyboard solo.</p> <p>Is willing to rehearse a keyboard line over and over in order to refine performance.</p> <p>Is able to read and perform simple crotchet, quaver and minim based music showing an awareness of pulse.</p> <p>Is able to identify middle C on the keyboard and perform crotchet, quaver and minim based keyboard music ranging from middle C-C (octave above).</p> <p>Is able to read and perform quaver, crotchet and minim rests with a high degree of accuracy and consistency.</p> <p>Is able to identify bars and a treble clef in a piece of music.</p> <p>Is able to use keyboard touch in order to control dynamics.</p> <p>Is able to play a simple left hand pad to accompany right performance.</p>
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**Personal development**

Problem solving-

Linked to composing to a specific criteria / identifying and correcting errors.

Teamwork-

Linked to the leadership and collaboration work involved with the group compositions and performances.

Self-management

Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.

Communication skills-

Asking appropriate questions and listening to responses when troubleshooting ICT issues.

Self-belief-

Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback.

### **Suggested activities**

Listening and comparing music from different genres.  
Research key composers and genres.  
Play sound lotto.  
Rhythm games.  
Colour coding music and keys on a keyboard.  
Teaching different notes.  
Playing scales.  
Performing different pieces.  
Exploring the different buttons and sounds on a keyboard.  
Learning how to turn on and plug in the keyboard.  
Exploring different drum beats.  
Performing melodies on top of beats.  
Copying rhythms.

### **Online resources**

[www.flowkey.com/en/piano-composers](http://www.flowkey.com/en/piano-composers)

Baroque - JS Bach,

Classical - Mozart

Romantic - Chopin

20th Century and Contemporary - Debussy

<https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>

<https://pianohut.co.uk/learn-to-play-the-keyboard-beginners-guide/>

### **Evidencing Work**

All work sheets need to be printed off (where appropriate levelled in accordance with the rubric), students need to self-assess and work needs to be put in student folders.

Practical activities need to be evidenced with an individual picture feedback sheet (see example in curriculum folder).

Save any individual Book Creator activities/files to a student folder.

Live performances need to be recorded and formatted within Book Creator.