

Scheme of Work

Unit No. K1 Title : Basic Keyboard Skills

Year : 7

Aim	To understand the basic principles of electronic keyboard functions and keyboard technique and to use them effectively in composing and performing music.
Required resources	Keyboards. Unit booklet, Unit worksheets
Optional resources	
Differentiation	Extension work is available for pupils who complete the work quickly. This is usually the case with pupils who have already had some tuition at the piano.
Cross curricular elements	AON : Relating pitch to fingers used at the keyboard. Comm : Evaluation of own and others' compositions by appraising work. IT : Scoring of theme, Use of Effects processor to process microphone sound WWO : Throughout unit IOLP : Self evaluation of work and of 1 st performances so that editing and refining can take place effectively. PS : Composition tasks given in the form of problems to be solved.
Assessment arrangements	Assessment will require pupils to compose a melody using the keyboard techniques used in this unit.
Expectations	Most pupils will : Create and perform melodies that have coherency and completeness. They will understand the functions of the keyboard, including styles, voices and rhythmic devices. They will understand the principles of staff notation. Some pupils will not have made so much progress and will : Create basic melodies. They will have limited understanding of the keyboard functions. They will have some limited understanding of staff notation. Some pupils will have progressed further and will : Take a lead in creating and performing and provide suggestions for others. They will have a complete understanding of staff notation. They compose complex melodies using a variety of melodic and rhythmic devices.
Summary of learning points	Basic keyboard functions (voices and styles) Finger positioning at the keyboard Notes of the treble clef and their positions at the keyboard

1	<p>Allow the students to get to know the keyboards by experimenting with the functions and having hands on experience of the different keyboards in the lab. The worksheet has lots of activities based on understanding the concept of style (rhythm) and voice (timbre). When explaining the keyboards to the classes, make sure that you use these terms (style and voice) since this is what they are called on the keyboards. They will also need instruction on care of headphones and general class behaviour. Allow plenty of time to pack up, since good habits need to start now!</p>
2	<p>Card 1 Make sure the students know which is their right hand! Run through the fingering system for the keyboard. Stress the importance of clear, slow playing.</p> <p>Card 2 Ensure pupils begin with the simple exercises and progress to the more difficult ones later. The work is differentiated so it does not matter how far they get with the work. On the difficult exercises, certain terms will need to be understood e.g. contrary motion and similar motion</p>
3	<p>Card 3 This is an introduction to notation. Stress that there will be a test on note names in a few weeks and to learn the notes as they play them. On their worksheet they should write down the fingers they would use to play the exercises.</p>
4	<p>Card 4 This is the same as card 3, except they should alter the rhythm of the notes. All the exercises here are actual melodies.</p> <p>1-Doh a deer 2-Mary had a little lamb 3-Dixie 4-3 blind mice 5-Eastenders 6-Row row row your boat 7-Yankee Doodle 8-Frere Jaques 9-Old McDonald</p>
5	<p>Card 5 This is a composition based on the material covered in this unit. There are many hints on the card about basic keyboard composition. Make sure that some kind of form is used e.g. A B or A B A to give the piece some cohesion. Encourage students to write down the piece in some way on their sheet. Evaluation and discussion</p>
6	<p>Card 5 - editing and refining of composition and assessment.</p>