



Subject: Music	Year Group: 7	Unit: Keyboard Skills
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## Unit objectives: (NC Statements)

- Understand how the classroom keyboard is used and played
- Practising 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 various times and places.

## Context for study:

This will be their first experience of using keyboards. This unit will feed forward into all subsequent performance and composition units.

## Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know that a keyboard is similar to a piano and is played in the same way (dec)
- To know that a keyboard is an electrical instrument (dec)
- To know that a keyboard must be plugged in to work (dec)
- To know that there are white keys and black keys (dec)
- To know that the keys on a piano respond directly to the stave pitches (previously learnt) (disc)
- To know that the keys follow a pattern (pro)
- To know that the pattern is a 7 white note 12 pitch pattern (pro)
- To know that the black keys follow a 2/3 note pattern (dec)
- To know that you can find C to the left of the 2 black keys (dec)
- To know that the pitch names go alphabetically to the right (dec)
- To know that the pitches get higher to the right (dec)
- To know that the pitches get lower to the left (dec)
- To know that the pitch names go anti-alphabetically to the left (dec)
- To know that the correct posture is elbows and wrist on a level (pro)
- To know that the correct posture includes sitting upright (pro)
- To know that the graphic images on stave relate directly to musical instruction (pro)
- To know that the fingers on each hand are numbered 1 through five from thumb to pinkie (dec)
- To know that Middle C is the C in the MIDDLE of the keyboard (dec)
- To know that the thumbs should be placed on middle C (pro)
- To know that the hand positions should remain with thumb on Middle C unless a hand position change is required (pro)

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To know that warm up should be performed before serious practise (pro)  
 To know several simple warmups (pro)  
 To know how to practise/rehearse (disc)

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Keyboard assessment

Literacy and Oracy development opportunities:

*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*

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 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 names.

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

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	<p>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.</p> <p>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.</p> <p>“MIDDLE C” – The white note to the left of two black notes normally found in the centre of a piano or keyboard.</p> <ul style="list-style-type: none"><li>• Context e.g., the purpose of keyboard music through different periods of musical history.</li><li>• 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.</li></ul>
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