

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music – Keyboard Year: phase 2 - Year A – Unit 1/3	
NC/PoS:	
<ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music.	
Expected Prior Learning (what pupils already know and can do)	
<ul style="list-style-type: none">• Know how to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch (See singing curriculum)• Know how to play songs on the djembe, glockenspiel and use body percussion (See musicianship curriculum)• Know how to listen to live and recorded music and make simple comments on the voices and music (See listening curriculum)• Know how to use a variety of instruments to add music to a story or scene (See composition curriculum)	
End Points (what pupils MUST know and remember)	
<ul style="list-style-type: none">• Know how to play two songs on the keyboard (There's a hole in my bucket and Sally on the seesaw)• Know how to improvise and compose music using the notes c, d and e.• Know how to listen with attention to detail to pitch, dynamics and tempo.• Know how to use and understand staff notation (notes: c, d, e)• Know how to appreciate and understand two songs (Morning mood and I feel good)• Have an understanding of the history of music (Romantic era)	
Key Vocabulary	
Middle c, romantic era, forte, piano, crescendo, decrescendo, e major, funk, soul, stick notation, ascending, descending, minim, crotchet, crotchet rest and paired quavers	
Recommended resources:	
<ul style="list-style-type: none">• Keyboards• Online sheet music resources• Links for listening to recommended pieces (e.g., "Morning Mood," "I Feel Good").• Classroom percussion instruments (tambourines, shakers).	
Curriculum connections:	
<ul style="list-style-type: none">• RE – Phase 1 Christianity – Builds on children's learning about the religious holiday of Christmas and the songs that are traditionally sung.• Phase 2 - Perform, compose, and understand musical notation• History (musical eras)• Phase 2 - Music composition	
Career opportunities:	
<ul style="list-style-type: none">• Music teachers• Music therapists• Directors• Conductors• Sound engineers• Producers	

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- Composers
- Musicians
- Solo artists
- Ensemble performers
- Music critics
- Journalists

Session 1:

Recap prior learning

Remind the children of their learning from KS1 on the glockenspiel, this work will support them when they are playing the keyboards. Recall the different notes and songs that they played.

AfL

Can the children recall the notes c, d, e? (These were the notes used the most and will be the first ones they find on the keyboard)

Listening

Listen to Morning mood - Edvard Grieg: Peer Gynt

The piece depicts the rising of the sun during Ibsen's play, which finds Peer Gynt stranded in the Moroccan desert after his companions took his yacht and abandoned him there while he slept.

History of music: This song is from 1875 and is part of the romantic era which spanned from 1780 to 1910 and was developed from the classical period. (Add this song/composer to the history timeline)

Singing

Begin to learn one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Learn Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Musicianship

Explain the layout of the keyboard.

Show correct hand position and finger numbers.

Find middle 'c'.

Practise playing the note 'c': c, c, c, c

Practise playing the note 'd': d, d, d, d

Practise playing the note 'e': e, e, e, e

Discuss the difference in pitch.

Practise playing them in random orders: e.g. ccde, cdde, cdee etc

Vocabulary: middle c, romantic era

Session 2:

Recap prior learning

Remind the children of their use of the notes c, d and e.

AfL

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Can the children find middle 'c'?

Can they hold their hands in the correct position?

Can they identify the way the pitch changes as the different keys are hit on the keyboard?

Listening

Listen to Morning mood - Edvard Grieg: Peer Gynt

How does the song start? (Starts soft with a single instrument and gets slightly louder)

Describe the dynamics of the song? (gets louder and quieter throughout – crescendo and decrescendo)

Why do the artists choose to make the song louder and quieter?

Singing

Begin to learn another one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Continue to learn Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=z0LTvvVwDeE> – up to 42s

Learn Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Musicianship

Review layout of keyboard and hand position. Recap playing c, d and e and random combinations of the three notes.

Practise playing the following combinations of notes c, d, e and c, c, d. Ensure the children can play them seamlessly increasing the speed as you go along. Say as you play.

If the children are confident, play first line of 'Sally on the seesaw'. Start with the first few notes then build up. (Begin with using dot notation (as used in KS1) then show the children the sheet music – use this <http://www.ambrosepianotabs.com/page/lesson2> to support teaching the note names (minim, crotchet, crotchet rest and paired quavers) and to show what the bars, time signatures and bars are) When practised, have some children play the song on their own as a solo, ensure the children are happy to do this.

Vocabulary: crescendo, decrescendo, minim, crotchet, crotchet rest and paired quavers

Session 3:

Recap prior learning

Remind the children of the notes we played last lesson and the first line of sally on the seesaw.

AfL

Can the children find middle 'c'?

Can they hold their hands in the correct position?

Can they identify the way the pitch changes as the different keys are hit on the keyboard?

Listening

Listen to Morning mood - Edvard Grieg: Peer Gynt

What instruments can you hear?

(flutes, oboes, clarinets, bassoons, horns, trumpets, timpani, and string)

Singing

Begin to learn another one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Continue to learn Calypso by Jan Holdstock
Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Learn Happy by Pharrell Williams
Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Musicianship

Review layout of keyboard and hand position. Recap playing c, d and e.

Recap playing the first line of 'Sally on the seesaw'. Continue to learn the rest of the song – it is very repetitive, the line 2 and 3 are almost the same as line 1. (Begin with using dot notation then show the children the sheet music) When practised, have some children play the song on their own as a solo, ensure the children are happy to do this.

Vocabulary:

Session 4:

Recap prior learning

Remind the children of the key notes and the first lines of sally on the seesaw.
Recap the use of dot notation and the similarity to sheet music.

AfL

Can the children find middle 'c'?

Can they hold their hands in the correct position?

Can they identify the way the pitch changes as the different keys are hit on the keyboard?

Listening

Listen to Morning mood - Edvard Grieg: Peer Gynt

What happens at 48s to 1m? (The volume/dynamics increases dramatically)

What happens at 1m15-1m18? (The volume drops from very loud to barely there in a decrescendo)

Singing

Begin to learn another one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock
Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Learn Happy by Pharrell Williams
Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Musicianship

Review layout of keyboard and hand position. Recap playing c, d and e.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Recap playing the first line of 'Sally on the seesaw'. Continue to learn the rest of the song. When well practised get each table to play the tune for the other children to listen to. (The children should now aim to use the sheet music, however the dot notation may be used for any children who still need it) When practised, have some children play the song on their own as a solo, ensure the children are happy to do this.

Vocabulary: decrescendo

Session 5:

Recap prior learning

Remind the children of how to play the song sally on the seesaw and discuss the origins of the 2 songs being learnt.

AfL

Can the children find middle 'c'?

Can they hold their hands in the correct position?

Can they use the dot notation to play sally on the seesaw?

Listening

Listen to Morning mood - Edvard Grieg: Peer Gynt

What does the music express? (Cheerful, uplifting) It's played in e major.

Singing

Begin to learn another one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Learn Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Musicianship

Play 'Sally on the seesaw'. Have each table practise then perform the song as a group to the rest of the class. Allow any willing soloists to have a go as well.

Vocabulary: e major

Session 6:

Recap prior learning

Remind the children of how to play the song sally on the seesaw and discuss the origins of the 2 songs being learnt.

AfL

Can the children find middle 'c'?

Can they hold their hands in the correct position?

Can they begin to use the sheet music to play sally on the seesaw?

Listening

Listen to Morning mood - Edvard Grieg: Peer Gynt

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

How does the song end? (It increases in volume then fades out quickly, crescendo then decrescendo)

Singing

Begin with one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Practise Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Musicianship

Practice playing the 3 notes in turn (c-e), ascending and descending, discuss the changes in pitch. Say random notes for the children to play to develop their speed of recognition of each of the notes.

Show the children the sheet music for 'There's a hole in my bucket'. Learn the top line, a few notes at a time, say as you play the notes.

When practised, have some children play the line as a group or on their own as a solo, ensure the children are happy to do this.

Vocabulary: ascending, descending

Session 7:

Recap prior learning

Remind the children of the two songs they were learning to sing last half term and their origins and the song they listened to. Remind the children that they were beginning to learn there's a hole in my bucket.

AfL

Can the children find middle 'c'?

Can they hold their hands in the correct position?

Can they play the first line of there's a hole in my bucket?

Listening

Listen to I feel good – James Brown

James Brown was an American singer. The song was first recorded for the album Out of Sight and then released in an alternate take as a single in 1965, it was his highest-charting song. Its rhythm is a twelve-bar blues with a brass-heavy instrumental arrangement.

History of music: This song is from 1964, this song was released 89 years after morning mood. (Add this song/composer to the history timeline)

Singing

Begin with one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock

Caribbean folk song

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Practise Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Learn Joy to the world

Isaac Watts and G.F. Handel

<https://youtu.be/30OaM6b48k8>

Musicianship

Practice playing the 3 notes in turn (c-e), ascending and descending. Say random notes for the children to play to develop their speed of recognition of each of the notes.

Show the children the sheet music for 'There's a hole in my bucket'. Recap the top line, say as you play the notes. Learn the second line, again a few notes at a time.

When practised, have some children play the line as a group or on their own as a solo, ensure the children are happy to do this.

Vocabulary: funk, soul

Session 8:

Recap prior learning

Remind the children of the two songs they were learning to sing last half term and their origins and the new song they began to learn last week. Remind the children that they were beginning to learn there's a hole in my bucket.

AfL

Can the children play the first two lines of there's a hole in my bucket?

Listening

Listen to I feel good – James Brown

Listen to the recorded version of the song -

<https://www.youtube.com/watch?v=OFJp1xLFNFY>

What can you hear? (Male voice, trumpet, drum, saxophone)

How does the song start? (Starts with a shout of 'whoa' and a beat of the drum, then the singer alternates with a repeated melody from the trumpet [na, na, na, na, na])

Is this repeated anywhere? (Yes) Ask the children identify this.

Listen to the instrument playing at 45s-48s, what do you notice?

(The pitch gets higher)

Singing

Begin with one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Practise Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Learn Joy to the world
Isaac Watts and G.F. Handel

<https://youtu.be/30OaM6b48k8>

Musicianship

Practice playing the 3 notes in turn (c-e), ascending and descending. Say random notes for the children to play to develop their speed of recognition of each of the notes.

Show the children the sheet music for 'There's a hole in my bucket'. Recap the first and second line, say as you play the notes. Play the whole song altogether.

When practised, have some children play the line as a group or on their own as a solo, ensure the children are happy to do this.

Vocabulary:

Session 9:

Recap prior learning

Recap the new song that they have started to sing and the structure of there's a hole in y bucket which they should now be familiar with.

AfL

Can the children play there's a hole in bucket?

Listening

Listen to the song again and listen for where the pitch of James Brown's voice changes, either higher or lower.

At 57s, when he sings 'arms' he drags the word out and his voice gets higher as he reaches the end of the word.

At 1m8 he does the same again with the word 'feel'.

At 1m10 his voice drops as he sing sugar and spice.

At 1m41, when he sings 'And when I hold you in my arms', his pitch spikes up at 'when I hold' then drops as he finishes 'arms'.

Singing

Begin with one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock
Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Practise Happy by Pharrell Williams
Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Practise Joy to the world
Isaac Watts and G.F. Handel

<https://youtu.be/30OaM6b48k8>

Musicianship

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Practise playing 'There's a hole in my bucket' and recap 'Sally on the seesaw'. As they get more confident more children may wish to perform the songs.

Vocabulary:

Session 10:

Recap prior learning

Recap playing there's a hole in my bucket and singing the three songs that have been learnt.

AfL

Can the children use the dot notation or sheet music to play there's a hole in my bucket independently?

Listening

Listen to I feel good – James Brown

Listen to the orchestral version of the song

What do you notice after he sings the 'I feel good' at 3/4s?

(The female vocalist echoes him)

Can you spot any other time that this happens throughout the song? (9s, 15s, 20s, 26s, 31s, 33s, 53s, 1m4, 1m5, 1m46, 1m51, 1m57, 1m58, etc)

What happens at 1m8-1m30s? (Saxophone solo, this was done by Maceo Parker who was born February 14, 1943 and is an American funk and soul jazz saxophonist)

Singing

Begin with one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Practise Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Practise Joy to the world

Isaac Watts and G.F. Handel

<https://youtu.be/30OaM6b48k8>

Musicianship

Play 'there's a hole in my bucket' and 'Sally on the seesaw', then move onto the composition as the main part of the lesson.

Composing

Structure musical ideas to create music that has a beginning, middle and end. Watch the short clip of the flying fish (watch with no audio) and identify the beginning (the fish taking off), the middle (the fish flying) and the end (the fish crashing into the building). Using the keyboard and the notes c, d and e the children should create three short lines of music to match the video. They can work in pairs or small groups. The children should record their composition using either dot notation or stick notation. They should then

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

continue to practise their composition. Continued over three lessons.

<https://www.youtube.com/watch?v=EJ8UL2Kx7io> up to 26s.

Vocabulary: stick notation

Session 11:

Recap prior learning

Remind the children that they began to create their own composition to the short clip of the flying fish.

AfL

Can the children record their own ideas using stick notation?

Can they read and play their own music?

Listening

Listen to I feel good – James Brown

Listen to the two versions again, what is the same and what is different?

(The live version has a faster tempo, the recorded version only has the male singer, the live version has a female vocalist as well echoing him, the saxophone solo is longer in the live version)

Singing

Begin with one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Practise Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Practise Joy to the world

Isaac Watts and G.F. Handel

<https://youtu.be/30OaM6b48k8>

Musicianship

Play 'there's a hole in my bucket' and 'Sally on the seesaw', then move onto the composition as the main part of the lesson.

Composing

Structure musical ideas to create music that has a beginning, middle and end. Watch the short clip of the flying fish (watch with no audio) and identify the beginning (the fish taking off), the middle (the fish flying) and the end (the fish crashing into the building). Using the keyboard and the notes c, d and e the children should create three short lines of music to match the video. They can work in pairs or small groups. The children should record their composition using either dot notation or stick notation. They should then continue to practise their composition.

<https://www.youtube.com/watch?v=EJ8UL2Kx7io> up to 26s.

Vocabulary:

Session 12:

Recap prior learning

Remind the children that they began to create their own composition to the short clip of the flying fish.

AfL

Can the children record their own ideas using stick notation?

Can they read and play their own music?

Can they perform on their own or as a group to an audience?

Listening

Listen to I feel good – James Brown

What is the theme of the song? (feeling good, positive, upbeat)

How does the music convey this general theme? (Loud 'whoa' at the start and throughout gives off an excited vibe, the lyrics are positive, 'nice like sugar and spice', the music is catchy and makes you want to dance along, in the live version the instrument players are moving their bodies where they stand, the trumpet player even twizzles his trumpet around (1m46s), James Brown is almost dancing with his microphone stand and the female singer is dancing and waving her arms around.)

Singing

Begin with one of the warm up songs: Ah poor bird, Hey ho nobody home, Hello, it's good to see you, Penguin song.

Practise Calypso by Jan Holdstock

Caribbean folk song

<https://www.youtube.com/watch?v=zoLTvvVwDeE> – up to 42s

Practise Happy by Pharrell Williams

Soul/pop

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

Practise Joy to the world

Isaac Watts and G.F. Handel

<https://youtu.be/30OaM6b48k8>

Musicianship

Play 'there's a hole in my bucket' and 'Sally on the seesaw', then move onto the composition as the main part of the lesson.

Composing

Structure musical ideas to create music that has a beginning, middle and end. Watch the short clip of the flying fish (watch with no audio) and identify the beginning (the fish taking off), the middle (the fish flying) and the end (the fish crashing into the building). Using the keyboard and the notes c, d and e the children should create three short lines of music to match the video. They can work in pairs or small groups. The children should record their composition using either dot notation or stick notation. They should then continue to practise their composition and perform to the rest of the class. Choose 1 or 2 from each class to perform in assembly.

<https://www.youtube.com/watch?v=EJ8UL2Kx7io> up to 26s.

Vocabulary:

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Future learning this content supports:

Phase 2 Year A spring continues to use the notes c, d and e and adds the notes f and g.

In Phase 2 year A spring, the children will sing the warm up songs, Hey ho nobody home/ ah poor bird, as a partner song.

Calypso by Jan Holdstock is used again in Phase 3 when the children sing it as a round.