

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music – Keyboard      Year: phase 2- Year A – Unit 3/3	
NC/PoS: <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music.</li></ul>	
Expected Prior Learning (what pupils already know and can do) <ul style="list-style-type: none"><li>• Know how to play two songs on the keyboard (Mary had a little lamb and baby shark)</li><li>• Know how to improvise and compose music to create sequences of 2-, 3- or 4-beat phrases</li><li>• Know how to listen with attention to detail to pitch.</li><li>• Know how to use and understand staff notation (notes: c, d, e, f, g)</li><li>• Know how to appreciate and understand two songs (Hallelujah from messiah and tropical bird)</li><li>• Have an understanding of the history of music (Baroque era)</li></ul>	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none"><li>• Know how to play two songs on the keyboard (Humpty dumpty and Row row row your boat)</li><li>• Know how to improvise and compose music to create sequences of 2-, 3- or 4-beat phrases</li><li>• Know how to listen with attention to detail to mood, tempo and string instruments.</li><li>• Know how to use and understand staff notation (notes: c, d, e, f, g, a)</li><li>• Know how to appreciate and understand two songs (Zorba's Dance (la danse de Zorba) and for the beauty of the Earth)</li><li>• Have an understanding of the history of music (20<sup>th</sup> century)</li></ul>	
Vocabulary Instrumental, verse	
Recommended resources: <ul style="list-style-type: none"><li>• Keyboards for individual practice and performance.</li><li>• Sheet music for songs like "Humpty Dumpty" and "Row Row Row Your Boat."</li><li>• Dot notation apps or tools for composing.</li><li>• YouTube for listening to recommended pieces (e.g., "Zorba's Dance," "For the Beauty of the Earth").</li><li>• Percussion instruments for rhythm-based composition activities.</li></ul>	
Curriculum connections: History <ul style="list-style-type: none"><li>• Phase 2 Year A Romans – The children learn to sing a song about Romans which builds on their prior knowledge learnt in history.</li><li>• Exploring the 20th-century music with composers like John Rutter</li></ul> Geography <ul style="list-style-type: none"><li>• Phase 2 Year A Europe/Greece – The children listen to a song that originates from Greece which links to their geography work.</li><li>• Songs like "Just Like a Roman" tie in with phase 2 geography and history topics</li></ul>	
Career opportunities:	

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- Music teachers, particularly keyboard or piano instructors.
- Choir directors and vocal coaches.
- Sound engineers and music producers working with digital tools and recording studios.
- Composers and arrangers, including those for educational music content.
- Musicians performing in ensembles, including keyboardists and vocalists.
- Music critics and journalists.

### Session 1:

#### Recap prior learning

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Remind the children that they learnt two more songs on the keyboard.

#### AfL

Can the children play baby shark on the keyboard?

Can the children play Mary had a little lamb on the keyboard?

Can they do this with increasing confidence and less reliance on the sheet music?

#### Listening

Zorba's dance - Mikis Theodorakis

"Zorba's Dance" is an instrumental by Greek composer Mikis Theodorakis. The song and dance featured in the 1964 film *Zorba the Greek*, for which Theodorakis wrote the soundtrack and became renowned around the world. It is now commonly played and danced to in Greek tavernas. The film's track has since been recorded as a standalone song by many different musicians from around the world. The dance accompanied by the music of "Zorba's Dance" has been named "sirtaki". It was created specifically for the film rather than a traditional form of dance. The name suggests it was created based on "syrto", a type of dance where the dancers drag their feet instead of hopping, however, the dance incorporates both a slower style hasapiko dance, and a faster one hasaposerviko. The dance has become a popular form of Greek dance.

#### Singing

Learn new song - Hey ho nobody home

A traditional English song

<https://youtu.be/zqM5Xt9osdY>

#### Musicianship

Find c, d and e on the keyboard. Practice playing the 3 notes in turn, 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. Practise playing the first line of humpty dumpty.

#### Composing

Have the children create their own rhythms using the 3 notes.

Vocabulary: instrumental

### Session 2:

#### Recap prior learning

Remind the children of the correct hand position and where to find the notes c, d, e.

Remind the children that they learnt two more songs on the keyboard in the spring term.

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### AfL

Can the children play baby shark on the keyboard?

Can the children play Mary had a little lamb on the keyboard?

Can they do this with increasing confidence and less reliance on the sheet music?

### Listening

Zorba's dance - Mikis Theodorakis

What type of instrument can you hear? (String instruments) The bouzouki, also spelled buzuki or buzuci, is a musical instrument popular in Greece. It is a member of the long-necked lute family, with a round body with a flat top and a long neck with a fretted fingerboard.

### Singing

Practise - Hey ho nobody home

A traditional English song

<https://youtu.be/zqM5Xt9osdY>

Learn Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

### Musicianship

Find c, d and e on the keyboard then find f and g. Practice playing the 5 notes in turn, 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.

(Do the composition here)

Show the children the sheet music for humpty dumpty. Recap the top line, say as you play the notes. Learn the second line.

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

### Composing

Have the children create their own rhythms using the 5 notes.

Vocabulary:

### Session 3:

#### Recap prior learning

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall the first and second line of humpty dumpty.

### AfL

Can the children identify the ascending and descending pitch of the 5 notes?

### Listening

Zorba's dance - Mikis Theodorakis

How does the song start (at 14seconds)? (Starts slowly with a simple tune, a repeated part, then more notes are added to create a build-up of sounds at 26s and 55s etc)

### Singing

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Practise - Hey ho nobody home

A traditional English song

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Learn Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### Musicianship

Practice playing the 5 notes in turn (c-g), 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 humpty dumpty. Recap the first and second line, say as you play the notes. Learn the third line (note the three 'a' notes, have the children move or stretch their hand slightly so their little finger plays the 'a' note.).

When practised, have some children play the line 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 correct hand position and where to find the notes c, d, e, f and g. Recall the first, second and third line of humpty dumpty.

#### AfL

Can the children identify the ascending and descending pitch of the 5 notes?

#### Listening

Zorba's dance - Mikis Theodorakis

What do you notice about the tempo of the song? (It gets faster and faster as the song goes on slowing down for some sections before speeding up again)

#### Singing

Practise - Hey ho nobody home

A traditional English song

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Learn Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### Musicianship

Practice playing the 5 notes in turn (c-g), 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 humpty dumpty. Recap the first, second and third line, say as you play the notes. Learn the fourth line.

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

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

Vocabulary:

### Session 5:

#### Recap prior learning

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall how to play all of humpty dumpty.

#### AfL

Can the children identify the ascending and descending pitch of the 5 notes?

#### Listening

Zorba's dance - Mikis Theodorakis

How does the song end? (It builds up in tempo then has a definitive 'crash' sound to end the song where everyone plays the same beat altogether, sounds like a symbol)

#### Singing

Practise - Hey ho nobody home

A traditional English song

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

#### Musicianship

Practice playing the 5 notes in turn (c-g), 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 humpty dumpty. Begin to practise playing the whole song from start to finish. When practised, have some children play the song on their own as a solo, ensure the children are happy to do this.

Vocabulary:

### Session 6:

#### Recap prior learning

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall how to play all of humpty dumpty.

#### AfL

Can the children identify the ascending and descending pitch of the 5 notes?

Can the children use the sheet music to play humpty dumpty?

#### Listening

Zorba's dance - Mikis Theodorakis

What type of mood/feeling does the song give? (Exciting, upbeat, makes you want to dance. If you are in Greece this song is often played in the tavernas and people will get

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

up to dance together)

### Singing

Practise - Hey ho nobody home

A traditional English song

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### Musicianship

Practice playing the 5 notes in turn (c-g), 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 row row row your boat. Practise playing cccde and edefg which make up the first line.

Vocabulary:

### Session 7:

#### Recap prior learning

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall how to play all of humpty dumpty.

#### AfL

Can the children identify the ascending and descending pitch of the 5 notes?

Can the children use the sheet music to play humpty dumpty?

#### Listening

For the Beauty of the Earth - John Rutter

Rutter is a composer of pieces for Choir including many Carols. Rutter composed the anthem in 1978.[4] He dedicated the composition to Rosemary Heffley and the Texas Choral Directors Association

History of music: This song is from 1984 and is part of the 20<sup>th</sup> Century era of music. It was recorded 243 years after the Hallelujah from messiah and 104 years after Morning mood. (Add this song/composer to the history timeline)

### Singing

Practise - Hey ho nobody home

A traditional English song

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### **Musicianship**

Show the children the sheet music for row row row your boat. Recap playing cccde and edefg which make up the first line. Then practise ccc, ggg, eee, ccc and gfedc, these make up the second line, ensure the children are playing in time. Have some children perform some of the notes for the class.

Vocabulary:

### **Session 8:**

#### **Recap prior learning**

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall how to play the first line of row row row your boat.

#### **AfL**

Can the children identify the ascending and descending pitch of the 5 notes?  
Can the children use the sheet music to play humpty dumpty?

#### **Listening**

For the Beauty of the Earth - John Rutter

How does the music begin? What instruments can you hear? (It begins with an introduction with the orchestra playing mostly strings with important parts for flute and harp.) The first Verse of the anthem is sung by upper voices alone with the light accompaniment. Can you hear the phrases/musical sentences? Listen to the final phrase and hear the rhythmic pattern of the words (this is borrowed from popular music)

#### **Singing**

Practise - Hey ho nobody home

A traditional English song

Begin to practise it as a 2 part round

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### **Musicianship**

Show the children the sheet music for row row row your boat. Recap playing cccde and edefg which make up the first line. Then practise ccc, ggg, eee, ccc and gfedc, these make up the second line, ensure the children are playing in time. Practise playing the whole song altogether, some children may be confident enough to sing as they play, otherwise they should say the notes as they play. Have some children perform the song for the class.

Vocabulary:

### **Session 9:**

#### **Recap prior learning**

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall how to play row row row your boat.

### AfL

Can the children identify the ascending and descending pitch of the 5 notes?

Can the children use the sheet music to play row row row your boat?

### Listening

For the Beauty of the Earth - John Rutter

At 1 minute the next verse begins - how is this different? (Includes lower, male voices)

Can you hear new instruments joining with the 2nd verse 1min? (drums playing a rhythm - like popular music) Do you hear the same melody again? (1m47s verse 3 start with the melody being sung by the lower (male) voices and this is decorated by some phrases in the upper voices. This is the 3rd time we've heard the same melody but each time it's differently decorated or accompanied.)

### Singing

Practise - Hey ho nobody home

A traditional English song

Begin to practise it as a 2 part round

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### Musicianship

Practise playing the whole song altogether, some children may be confident enough to sing as they play, otherwise they should say the notes as they play. Have some children perform the song for the class. Song children could play the song while the other children sing the song, then swap.

Vocabulary: verse

## Session 10:

### Recap prior learning

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall how to play row row row your boat.

### AfL

Can the children identify the ascending and descending pitch of the 5 notes?

Can the children use the sheet music to play row row row your boat?

### Listening

For the Beauty of the Earth - John Rutter

How would you describe the tempo, dynamics and expressive tone of the piece? (It's marked happily, has a gentle tone, a moderate tempo not too fast but not too slow. The dynamics range from quiet to moderately loud but never very loud.)



### **Singing**

Practise - Hey ho nobody home

A traditional English song

Begin to practise it as a 2 part round

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### **Musicianship**

Continue to practise playing the whole song altogether, some children may be confident enough to sing as they play, otherwise they should say the notes as they play. Have some children perform the song for the class.

### **Composing**

Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Have a brief look at the different ways the notes are arranged and used in row row row your boat and have the children create their own bars to compose their own sound taking inspiration from it. Continue next week.

Vocabulary:

### **Session 11:**

#### **Recap prior learning**

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall the different notes they are using to create their own compositions.

#### **AfL**

Can the children identify the ascending and descending pitch of the 5 notes?

Can the children use the sheet music to play 'humpty dumpty' and 'row row row your boat'?

#### **Listening**

For the Beauty of the Earth - John Rutter

How does the music end? (It slows down, repeats some of the final phrases and a snippet of the introduction – slowly)

### **Singing**

Practise - Hey ho nobody home

A traditional English song

Begin to practise it as a 2 part round

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### **Musicianship**

Play 'humpty dumpty' and 'row row row your boat'.

### **Composing**

Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.

Have a brief look at the different ways the notes are arranged and used in row row row your boat and have the children create their own bars to compose their own sound taking inspiration from it. The children should practise their compositions.

Vocabulary:

### **Session 12:**

#### **Recap prior learning**

Remind the children of the correct hand position and where to find the notes c, d, e, f and g. Recall the different notes they are using to create their own compositions.

#### **AfL**

Can the children identify the ascending and descending pitch of the 5 notes?

Can the children use the sheet music to play 'humpty dumpty' and 'row row row your boat'?

#### **Listening**

For the Beauty of the Earth - John Rutter

Who is this music for? (It for choirs to sing possibly in church for services it's written in praise of God for religious use but it can also be listened to in its own right.) What is it about the way the music is written (its tempo, is dynamics) that make it suitable for a religious use?

#### **Singing**

Practise - Hey ho nobody home

A traditional English song

Begin to practise it as a 2 part round

<https://youtu.be/zqM5Xt9osdY>

Practise Long live - Taylor Swift

Pop song

<https://www.youtube.com/watch?v=RFT14vz6ids>

Practise Just like a roman – sing up

<https://www.singup.org/free-resources/songs-for-learning/7-11>

### **Musicianship**

Play 'humpty dumpty' and 'row row row your boat'.

### **Composing**

Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

Have a brief look at the different ways the notes are arranged and used in row row row your boat and have the children create their own bars to compose their own sound taking inspiration from it. – The children should now perform their compositions to the rest of the class.

Vocabulary:

Future learning this content supports:

In phase 3 the children will continue to use the notes learnt here and will add more notes as well.

In phase 3 the children will sing more 2 part songs.