

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music – Keyboard NC/PoS:		Year: phase 3 - Year A – Unit 1/3
<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 play songs on the djembe, glockenspiel, keyboard, guitar and use body percussion (See musicianship curriculum)• Know how to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch (See singing curriculum)• Know how to improvise and compose music (See composition curriculum)• Know how to listen with attention to detail• Know how to use and understand guitar tab and frets (See musicianship curriculum)• Know how to appreciate and understand songs (See listening curriculum)		
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• Know how to play two songs on the keyboard (Twinkle twinkle little star and Jingle bells)• Know how use their voices with increasing accuracy, fluency, control and expression (Calypso, who says, Carol of the bells)• Know how to improvise and compose music to the rhythm of A, B, A• Know how to listen with attention to detail to the use of instruments.• Know how to use and understand staff notation (Notes: C, d, e, f, g, a)• Know how to appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians (Turangalila Symphony and The Old Chisholm Trail)		
Key Vocabulary Fiddle, three part round		
Recommended resources: <ul style="list-style-type: none">• Keyboards for individual practice and performance.• Sheet music for songs like "Twinkle Twinkle Little Star" and "Jingle Bells."• YouTube videos for listening (e.g., "The Old Chisholm Trail," "Carol of the Bells").• Percussion instruments for rhythm-based activities		
Curriculum connections: RE <ul style="list-style-type: none">• Phase 1 Christianity – Builds on children’s learning about the religious holiday of Christmas and the songs that are traditionally sung. Geography <ul style="list-style-type: none">• Phase 3 Year A North America – The children listen to a song that originates in North America, which they learn about in geography. History <ul style="list-style-type: none">• Exploring the development of music from the Medieval era to the 20th century		
Careers opportunities:		

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- Music teachers, particularly keyboard or guitar instructors.
- Professional musicians (keyboardists, guitarists, vocalists).
- Composers and arrangers for keyboard-based compositions.
- Sound engineers and producers, especially in pop and traditional music genres.
- Music critics and journalists, particularly for keyboard and instrumental music.

Session 1:

Recap prior learning

Remind the children that we have played the keyboard before in LKS2, they learned to play: There's a hole in my bucket, Sally on the seesaw, Baby shark, Mary had a little lamb, Humpty dumpty and Row row row your boat. Children to choose one to play.

AfL

Can the children find middle 'c'?

Can they remember how to hold their hands?

Listening

Listen to Turangalila Symphony by Olivier Messiaen

The *Turangalila-Symphonie* is the only symphony by Olivier Messiaen (1908–1992). It was written for an orchestra of large forces from 1946 to 1948 on a commission by Serge Koussevitzky in his wife's memory for the Boston Symphony Orchestra. Along with the *Quatuor pour la fin du temps*, the symphony is one of the composer's most notable works.

History of music: This is another song from the 20th century, this song was originally composed 35 years before For the Beauty of the Earth by John Rutter which is a 20th century song listened to in LKS2 year A summer. (Add this song/composer to the history timeline)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Practise singing calypso, originally learnt in LKS2 and ensure all children can sing it fluently.

Musicianship

Remind the children of the layout of the keyboard.

Show correct hand position and finger numbers.

Practise playing the notes: C, d, e, f, g, a. Discuss the difference in pitch.

Practise playing them in random orders: e.g. ccgg, aag, ffee, ddc, ggff,

Vocabulary:

Session 2:

Recap prior learning

Remind the children that we have played the keyboard before in LKS2, they learned to play: There's a hole in my bucket, Sally on the seesaw, Baby shark, Mary had a little lamb, Humpty dumpty and Row row row your boat. Children to choose one to play.

AfL

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Can the children find middle 'c'?

Can they remember how to hold their hands?

Listening

Listen to Turangalila Symphony by Olivier Messiaen

Here we will listen to a section of the symphony as the whole piece is about 80 minutes long. This version is conducted by Sir Simon Rattle.

What instruments can you see/hear? (French horn, trumpet, trombone, tuba, violin, viola, cello, double bass, solo piano, ondes martenot [This will need explaining these are very rare and it was the first "eclectic" instrument to be used in this way in an orchestra], maracas, oboe, flute, bassoon, drums, cymbals and a range of keyboards that add tinkling sounds)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Practise singing calypso, originally learnt in LKS2 and ensure all children can sing it fluently. It should now be sung as a three part round (The round is a song form in which three to five voices simultaneously sing a simple melody in unison or octaves starting at different times, often with each performer beginning two measures after the previous singer.)

Musicianship

Review layout of keyboard and hand position. Recap playing c, d, e, f, g and a in random combinations of four notes.

Practise playing the following combinations of notes ccgg, aag and ffee. 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 'Twinkle twinkle little star'. Start with the first few notes then build up. (Begin with using labelled staff notation but begin to teach the children to work out what the notes are) When practised, have some children play the line on their own as a solo, ensure the children are happy to do this.

Vocabulary: three part round

Session 3:

Recap prior learning

Remind the children that we have played the keyboard before in LKS2, they learned to play: There's a hole in my bucket, Sally on the seesaw, Baby shark, Mary had a little lamb, Humpty dumpty and Row row row your boat. Children to choose one to play

AfL

Can the children find middle 'c'?

Can they remember how to hold their hands?

Can they find the notes: c, d, e, f, g, a?

Listening

Listen to Turangalila Symphony by Olivier Messiaen

Listen for the wood block knocking at the beginning. Is this a steady beat? Does everyone play to the steady beat? (No – very rhythmical and off beat)

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Listen to the melody played 6s-20s ending with a cymbal crash. Listen for it repeating, can you hear when the rhythm changes? (Repeats 20-34s then changes at 36s when the piano becomes more prominent for a few seconds before the pitch increases)
This section repeats again near the end of the excerpt at 2m17.

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Practise singing calypso as a three part round.

Begin to learn who says by Selena Gomez.

Musicianship

Review layout of keyboard and hand position. Recap playing c, d, e, f, g and a in random combinations of four notes.

Recap playing the first line of 'Twinkle twinkle little star'. Practise the different groups of notes for the second line then put them together. (Begin with using labelled staff notation but begin to teach the children to work out what the notes are) Play line one and two altogether. When practised, have some children play the lines on their own as a solo, ensure the children are happy to do this.

Vocabulary:

Session 4:

Recap prior learning

Remind the children that we have played the keyboard before in LKS2, they learned to play: There's a hole in my bucket, Sally on the seesaw, Baby shark, Mary had a little lamb, Humpty dumpty and Row row row your boat. Children to choose one to play.

AfL

Can the children find middle 'c'?

Can they remember how to hold their hands?

Can they find the notes: c, d, e, f, g, a?

Listening

Listen to Turangalila Symphony by Olivier Messiaen

Listen from 40s through to just after 1m7, what happens at that point? (At 47 seconds the stings introduce a different theme and then at 1m7 the original tune/them comes back with the brass. The instruments create a dramatic feeling)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Practise singing calypso as a three part round.

Continue to learn who says by Selena Gomez.

Musicianship

Review layout of keyboard and hand position. Recap playing c, d, e, f, g and a in random

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combinations of four notes.

Recap playing the first two lines of 'Twinkle twinkle little star'. Practise adding the last line onto the end of it, it is the same as line one. (Begin with using labelled staff notation but begin to teach the children to work out what the notes are) When practised, have some children play the lines on their own as a solo, ensure the children are happy to do this.

Vocabulary:

Session 5:

Recap prior learning

We have learnt to play twinkle twinkle, have the children play it a table group at a time.

AfL

Can they find the notes: c, d, e, f, g, a?

Can the children play twinkle twinkle?

Listening

Listen to Turangalila Symphony by Olivier Messiaen

Listen to the melody played at 1m07-1m11, can you hear it repeat? How many times? (1m11-1m16, 1m16-1m21, twice (three in total) It starts again before changing part way though)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Practise singing calypso as a three part round.

Continue to learn who says by Selena Gomez.

Musicianship

Review layout of keyboard and hand position. Recap playing c, d, e, f and g in random combinations of four notes.

Practise playing the following combinations of notes eee, egcd. 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 'jingle bells'. Start with the first few notes then build up. (Begin with using labelled staff notation but begin to teach the children to work out what the notes are) When practised, have some children play the line on their own as a solo, ensure the children are happy to do this.

Composing

Vocabulary:

Session 6:

Recap prior learning

Play the first line of jingle bells.

AfL

Can they find the notes: c, d, e, f, g, a?

Can the children play twinkle twinkle?

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Listening

Listen to Turangalila Symphony by Olivier Messiaen

How does the excerpt end? (lots of cymbal crashes and the piano creates a high pitched tinkling sound)

What is the mood/tone that is created by this piece of music? (it is a lively, energetic yet very dramatic piece of music)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Sing calypso as a three part round.

Sing who says by Selena Gomez.

Musicianship

Review layout of keyboard and hand position. Recap playing c, d, e, f and g in random combinations of four notes.

Play the first line of jingle bells.

Practise playing the following combinations of notes ffff, feee, edde. Ensure the children can play them seamlessly increasing the speed as you go along. Say as you play.

If the children are confident, play second line of 'jingle bells'. Start with the first few notes then build up. (Begin with using labelled staff notation but begin to teach the children to work out what the notes are) Play both lines together. When practised, have some children play the line on their own as a solo, ensure the children are happy to do this.

Vocabulary:

Session 7:

Recap prior learning

Play the second line of jingle bells.

AfL

Can they find the notes: c, d, e, f, g, a?

Can the children play twinkle twinkle?

Listening

Listen to The Old Chisholm Trail

"The Old Chisholm Trail" is a cowboy song first published in 1910 by John Lomax in his book Cowboy Songs and Other Frontier Ballads. The song dates back to the 1870s, when it was among the most popular songs sung by cowboys during that era. Based on an English lyrical song that dates back to 1640, "The Old Chisholm Trail" was modified by the cowboy idiom. It has been recorded by the world's most popular Western singers, including Harry McClintock, Gene Autry, Roy Rogers, Bing Crosby, Randy Travis, and Michael Martin Murphey.

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Sing calypso as a three part round.

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Sing who says by Selena Gomez.

Begin to learn Carol of the bells - Mykola Leontovich

Musicianship

Review layout of keyboard and hand position. Recap playing c, d, e, f and g in random combinations of four notes.

Play the first and second line of jingle bells.

Practise playing the following combinations of notes eee, egcd. Ensure the children can play them seamlessly increasing the speed as you go along. Say as you play.

If the children are confident, play third line of 'jingle bells'. Start with the first few notes then build up. (Begin with using labelled staff notation but begin to teach the children to work out what the notes are) Play all three lines together. When practised, have some children play the line on their own as a solo, ensure the children are happy to do this.

Vocabulary:

Session 8:

Recap prior learning

Play the third line of jingle bells.

AfL

Can they find the notes: c, d, e, f, g, a?

Can the children play Jingle bells?

Listening

Listen to The Old Chisholm Trail

How does the song start? (It has 10 seconds of instrumental music before the singer starts, this piece of music is then repeated at 53 seconds, 1m44s and 2m36s)

What can you hear? (Fiddle and singer)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Sing calypso as a three part round.

Sing who says by Selena Gomez.

Continue to learn Carol of the bells - Mykola Leontovich

Musicianship

Review layout of keyboard and hand position. Recap playing c, d, e, f and g in random combinations of four notes.

Play the first and second line of jingle bells.

Practise playing the following combinations of notes ffff, feee, ggfd. Ensure the children can play them seamlessly increasing the speed as you go along. Say as you play.

If the children are confident, play fourth line of 'jingle bells'. Start with the first few notes then build up. (Begin with using labelled staff notation but begin to teach the children to work out what the notes are) Play all four lines together. When practised, have some children play the line on their own as a solo, ensure the children are happy to do this.

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Vocabulary: fiddle

Session 9:

Recap prior learning

Play the fourth line of jingle bells.

AfL

Can they find the notes: c, d, e, f, g, a?

Can the children play Jingle bells?

Listening

Listen to The Old Chisholm Trail

What do you notice about the pattern of the lyrics? Consider the verse, chorus, repeated sections etc. (There are two lines of verse before they sing the repeated chorus, 'Come a ti yi yippee, come a ti yi yea')

What do you notice about the pitch and tempo of the song? (It stays the same throughout)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Sing calypso as a three part round.

Sing who says by Selena Gomez.

Practise Carol of the bells - Mykola Leontovich

Musicianship

Practise playing 'Jingle bells' and recap 'Twinkle twinkle'. As they get more confident more children may wish to perform the songs as solos or in small groups.

Vocabulary:

Session 10:

Recap prior learning

Find the notes c-g.

AfL

Can the children identify the structure of jingle bells?

Can they compose their own music using the same structure?

Listening

Listen to The Old Chisholm Trail

Listen to the piano version - <https://www.youtube.com/watch?v=-cmYTjKNH80>

Compare and contrast the two versions of the song (Some examples: Different verses but same chorus/same lyrical pattern, piano instead of fiddle, both male singers [Why do you think it is usually a male singer? Cowboys were traditionally men], starts with a short instrumental, has some short instrumental parts throughout, not as long as the other version, this one is shorter than the other one)

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Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Sing calypso as a three part round.

Sing who says by Selena Gomez.

Sing Carol of the bells - Mykola Leontovich

Composing

Look at the form of twinkle, twinkle (the children learned to play this in the autumn term). It is in ternary form, this is a three-part musical form in which the first and third parts are identical and the middle part consists of contrasting material in a different key (A, B, A). The children should write down the staff notation for their composition that matches the same form as twinkle twinkle then practise it. Continue next week.

Vocabulary:

Session 11:

Recap prior learning

Play the each line of jingle bells.

AfL

Can the children identify the structure of jingle bells?

Can they compose their own music using the same structure?

Listening

Listen to The Old Chisholm Trail

Listen to the guitar version - https://www.youtube.com/watch?v=JnS9_-FFsRc

Compare and contrast the two versions of the song (Consider similar ideas as in the last point)/0..2.12

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Sing calypso as a three part round.

Sing who says by Selena Gomez.

Sing Carol of the bells - Mykola Leontovich

Composing

Look at the form of twinkle, twinkle (the children learned to play this in the autumn term). It is in ternary form, this is a three-part musical form in which the first and third parts are identical and the middle part consists of contrasting material in a different key (A, B, A). The children should write down the staff notation for their composition that matches the

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same form as twinkle twinkle then practise it. Continue next week.

Vocabulary:

Session 12:

Recap prior learning

Play the each line of jingle bells.

AfL

Can the children identify the structure of jingle bells?

Can they compose their own music using the same structure?

Listening

Listen to The Old Chisholm Trail

How does the song end? (It has the same piece of instrumental music from the start at the end the song from 3m16s)

Singing

Warm up with one of the following songs: yonder she comes, in harmony, sailor went to sea.

Sing calypso as a three part round.

Sing who says by Selena Gomez.

Sing Carol of the bells - Mykola Leontovich

Composing

Look at the form of twinkle, twinkle (the children learned to play this in the autumn term). It is in ternary form, this is a three-part musical form in which the first and third parts are identical and the middle part consists of contrasting material in a different key (A, B, A). The children should write down the staff notation for their composition that matches the same form as twinkle twinkle then practise it. Children to share their compositions with the rest of the class. Give constructive feedback to each other.

Vocabulary:

Future learning this content supports:

In Phase 3 year A spring the children will learn London bridge is falling down and London's burning on the keyboard which use the same notes and some additional notes, introducing playing a full octave.

In year 7 the model music curriculum suggests children should compose chord sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord.