

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

Subject: Music – Keyboard      Year: Phase 3 - Year A – Unit 2/3	
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 (Twinkle twinkle little star and Jingle bells)</li><li>• Know how use their voices with increasing accuracy, fluency, control and expression (Calypso, who says, Carol of the bells)</li><li>• Know how to improvise and compose music to the rhythm of A, B, A</li><li>• Know how to listen with attention to detail to the use of 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 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)</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 (London bridge is falling down and London's burning)</li><li>• Know how use their voices with increasing accuracy, fluency, control and expression (Beautiful, rewrite the stars and Viking rock)</li><li>• Know how to improvise and compose music to the rhythm of A, B, A, B</li><li>• Know how to listen with attention to detail to the pitch, dynamics and tempo.</li><li>• Know how to use and understand staff notation (Notes: C, d, e, f, g, a, b, c, d)</li><li>• 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 (O Fortuna and I just died in your arms)</li><li>• Have an understanding of the history of music (Modern classical era)</li></ul>	
Key Vocabulary	
Semibreves, monophonic, homophonic, standing ovation, bridge	
Recommended resources:	
<ul style="list-style-type: none"><li>• Keyboards for individual practice and performance.</li><li>• Sheet music for songs like "London Bridge Is Falling Down," "Jingle Bells," and "Beautiful."</li><li>• YouTube videos for listening (e.g., "I Just Died in Your Arms," "O Fortuna").</li><li>• Percussion instruments for rhythm-based activities and compositions</li></ul>	
Curriculum connections:	
History	
<ul style="list-style-type: none"><li>• Phase 3 Year A Vikings – The children learn a song about Vikings which builds on their prior knowledge learnt in history.</li><li>• Exploring the development of music from Medieval times to modern classical and pop</li></ul>	

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

### Careers opportunities:

- Music teachers, particularly keyboard or piano instructors.
- Professional musicians (keyboardists, vocalists, guitarists).
- Composers and arrangers for keyboard and guitar music.
- Sound engineers and producers working in studios or live events.
- Music critics and journalists focusing on classical, pop, and other music genres.

### Session 1:

#### Recap prior learning

Remind the children that we have played the keyboard before in LKS2, and that we continued last term learning twinkle twinkle and jingle bells.

#### AfL

Can the children find middle 'c'?

Can they remember how to hold their hands?

Can they play twinkle twinkle and jingle bells?

#### Listening

Listen to O fortuna – Carl Orff

History of music: "O Fortuna" is a medieval Latin Goliardic poem which is part of the collection known as the Carmina Burana, written early in the 13th century. It is a complaint about Fortuna, the inexorable fate that rules both gods and mortals in Roman and Greek mythology.

In 1935–36, "O Fortuna" was set to music by German composer Carl Orff as a part of "Fortuna Imperatrix Mundi", the opening and closing movement of his cantata Carmina Burana. It was first staged by the Frankfurt Opera on 8 June 1937. This was during the modern classical era. The Modern Period in Western music history lasted from approximately 1890 to 1945. As with Romanticism, Modernism is both a historical time period as well as a philosophical aesthetic.

"O Fortuna" topped The People's Classical Chart in 2009 as the most-played classical music of the previous 75 years in the United Kingdom. (Add song/composer to the history timeline)

#### Singing

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

Begin to learn beautiful by Christina Aguilera

#### 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. cdeg, cdfg, ffee, cefg

Vocabulary:

### Session 2:

#### Recap prior learning

Remind the children that we have played the keyboard before in LKS2, and that we

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

continued last term learning twinkle twinkle and jingle bells.

### AfL

Can the children find middle 'c'?

Can they remember how to hold their hands?

Can they play twinkle twinkle and jingle bells?

### Listening

Listen to O fortuna – Carl Orff

How does the song start? ("O Fortuna" opens at a slow pace with thumping drums and energetic choir that drops quickly into a whisper)

Describe the rest of the song (It builds slowly in a steady crescendo of drums and short string and horn notes peaking on one last long powerful note and ending abruptly)

This music has 3 semibreves in each bar so it is equally balanced. The piece is also syncopated, the composer has done this to displace the beats.

### Singing

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

Continue to learn beautiful by Christina Aguilera

### 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 gagf, efg, def. 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 'London bridge is falling down'. 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: semibreves

### Session 3:

#### Recap prior learning

Remind the children that we have played the keyboard before in LKS2, and that we continued last term learning twinkle twinkle and jingle bells. Remind the children that last week we started to learn London bridge is falling down.

### 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 O fortuna – Carl Orff

What can you hear? (Vocals [male and female singing in Latin], flutes, oboes, clarinets, tubas, horns, trumpet, trombone, cymbals, piano, violins, viola, cello bassoons and contrabassoon.)

Lyrical translation (<https://www.debisimons.com/an-introduction-to-carmina-burana/>)

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

What is the texture of the piece? (The texture of the piece consists of the vocal parts being monophonic and the accompaniment being homophonic.)

### **Singing**

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

Continue to learn beautiful by Christina Aguilera

Begin to learn rewrite the stars by Zac Efron and Zendaya

### **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 gagf, efg. Ensure the children can play them seamlessly increasing the speed as you go along. Say as you play.

If the children are confident, play the second line of 'London bridge is falling down'. 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: monophonic, homophonic

### **Session 4:**

#### **Recap prior learning**

Remind the children that last week we started to learn the first two lines of London bridge is falling down.

#### **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 O fortuna – Carl Orff

Describe the tempo of the piece of music (It opens at a slow pace, then doubles in speed and builds slowly in a steady crescendo of drums and short string and horn notes peaking on one last long powerful note and ending abruptly.)

#### **Singing**

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

Practise beautiful by Christina Aguilera

Continue to learn rewrite the stars by Zac Efron and Zendaya

#### **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 two lines of 'London bridge is burning down'. (Begin with using labelled

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

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. After some practise the children may be able to sing along, if not, have half sing and half play. If they repeat the two lines the children can sing the next verse as the tune is the same.

Vocabulary:

### Session 5:

#### Recap prior learning

We have learnt to play 'London bridge is falling down', 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 'London bridge is falling down'?

#### Listening

Listen to O fortuna – Carl Orff

Can you hear how the phrases (musical sentences) and how they answer each other in couples? Can you hear that the whole thing is repeated much louder?

Can you hear when the louder, powerful section begins as it builds to the end of the piece? (2m45s)

#### Singing

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

Practise beautiful by Christina Aguilera

Continue to learn rewrite the stars by Zac Efron and Zendaya

Begin to learn Viking rock from sing up (Make links to the history curriculum)

#### Musicianship

Review layout of keyboard and hand position. Practise playing the full octave from d-d in random combinations of four notes. Although the notes in this song may seem simple this is the first time the children have played the keyboard through a full octave and they need to concentrate on which 'd' they will need to play.

Practise playing the following combinations of notes dd, ggdd, ggaa, bbaa. 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 'London's burning'. 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:

### Session 6:

#### Recap prior learning

We have learnt to play 'London bridge is falling down', have the children play it a table group at a time. Remind the children they started to learn the first line of London's

burning.

**AfL**

Can they find the notes: d-d?

Can the children play London bridge is falling down?

**Listening**

Listen to O fortuna – Carl Orff

What is the tone/mood of the piece? (Powerful, dramatic, emotional. The loud dynamics make it powerful. Look at the people in the audience, they can feel the emotion and it shows on their faces, see the woman in tears at 3m30? See the standing ovation?

Imagine being in the audience and experiencing that piece of music live)

**Singing**

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

Practise beautiful by Christina Aguilera

Practise rewrite the stars by Zac Efron and Zendaya

Continue to learn Viking rock from sing up (Make links to the history curriculum)

**Musicianship**

Review layout of keyboard and hand position. Practise playing the full octave from d-d in random combinations of four notes. Although the notes in this song may seem simple this is the first time the children have played the keyboard through a full octave and they need to concentrate on which 'd' they will need to play.

Recap playing the first line.

Practise playing the following combinations of notes bbd, dd, ddc, bbba, gg. Point out that this is not the 'c' they have played in the past. Ensure the children can play them seamlessly increasing the speed as you go along. Say as you play.

If the children are confident, play the second line of 'London's burning'. 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: standing ovation

**Session 7:**

**Recap prior learning**

We have learnt to play 'London bridge is falling down', have the children play it a table group at a time. Remind the children they started to learn the first two lines of London's burning.

**AfL**

Can they find the notes: d-d?

Can the children play London bridge is falling down?

**Listening**

Listen to I just died in your arms - Cutting crew

"(I Just) Died in Your Arms" is the debut single by the English pop rock band Cutting

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

Crew, released in July 1986 as a single from their debut studio album, *Broadcast*. The song was written by frontman Nick Van Eede, produced by Terry Brown, John Jansen and the band, and mixed at Utopia Studios in London by Tim Palmer.

The power ballad is the band's biggest hit, peaking at number one in the United States, Canada, Norway, and Finland, and reaching the top five in Germany, Ireland, the UK, South Africa, Sweden, and Switzerland.

### **Singing**

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

Practise beautiful by Christina Aguilera

Practise rewrite the stars by Zac Efron and Zendaya. Sing as a two part/duet, separate the children in to two groups, can be boys and girls or other fair division of the class.

Practise Viking rock from sing up (Make links to the history curriculum)

### **Musicianship**

Review layout of keyboard and hand position. Practise playing the full octave from d-d in random combinations of four notes. Although the notes in this song may seem simple this is the first time the children have played the keyboard through a full octave and they need to concentrate on which 'd' they will need to play.

Recap playing the first and second line.

When practised, have some children play the line on their own as a solo, ensure the children are happy to do this. After some practise the children may be able to sing along, if not, have half sing and half play.

Vocabulary:

### **Session 8:**

#### **Recap prior learning**

We have learnt to play 'London bridge is falling down', have the children play it a table group at a time. Remind the children they started to learn the first two lines of London's burning.

#### **AfL**

Can they find the notes: d-d?

Can the children play London bridge is falling down?

#### **Listening**

Listen to I just died in your arms - Cutting crew

How does the song start? (Starts with an instrumental, violins then the male vocals start)

At 3m9-3m23 there is an instrumental solo, what instrument is being played? (Guitar)

Can you hear where the other instrumental parts are? (30-40s, 1m40-1m50, 3m55-end)

#### **Singing**

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

Practise beautiful by Christina Aguilera

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

Practise rewrite the stars by Zac Efron and Zendaya. Sing as a two part/duet, separate the children in to two groups, can be boys and girls or other fair division of the class.

Practise Viking rock from sing up (Make links to the history curriculum)

### **Musicianship**

Review layout of keyboard and hand position. Practise playing the full octave from d-d in random combinations of four notes. Although the notes in this song may seem simple this is the first time the children have played the keyboard through a full octave and they need to concentrate on which 'd' they will need to play.

Recap playing the first and second line.

When practised, have some children play the line on their own as a solo, ensure the children are happy to do this. After some practise the children may be able to sing along, if not, have half sing and half play.

Vocabulary:

### **Session 9:**

#### **Recap prior learning**

Play We have learnt to play 'London bridge is falling down', have the children play it a table group at a time. Remind the children they have learned London's burning.

#### **AfL**

Can they find the notes: d-d?

Can the children play London's burning?

#### **AfL**

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

Can the children play Jingle bells?

#### **Listening**

Listen to I just died in your arms - Cutting crew

Clap along to the pulse of the song.

Describe the tempo – It starts quite slow then gets a little bit quicker but it's not a fast song

Describe the pitch – It has quite a low pitch with a few higher notes.

Describe the dynamics – the dynamics are fairly steady however there are some louder and quieter sections, the chorus tends to be a little louder.

#### **Singing**

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

Practise beautiful by Christina Aguilera

Practise rewrite the stars by Zac Efron and Zendaya. Sing as a two part/duet, separate the children in to two groups, can be boys and girls or other fair division of the class.

Practise Viking rock from sing up (Make links to the history curriculum)



### **Musicianship**

Practise playing 'London's burning' and recap 'London bridge is falling down'. As they get more confident more children may wish to perform the songs as solos or in small groups. After some practise the children may be able to sing along, if not, have half sing and half play.

Vocabulary:

### **Session 10:**

#### **Recap prior learning**

Play We have learnt to play 'London bridge is falling down', have the children play it a table group at a time. Remind the children they have learned London's burning.

#### **AfL**

Can they find the notes: d-d?

Can the children play London's burning?

#### **Listening**

Listen to I just died in your arms - Cutting crew

What is the structure of the song? (Intro, verse 1, chorus, verse 2, chorus, bridge, guitar solo, chorus - <https://genius.com/Cutting-crew-i-just-died-in-your-arms-lyrics>)

#### **Singing**

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

Practise beautiful by Christina Aguilera

Practise rewrite the stars by Zac Efron and Zendaya. Sing as a two part/duet, separate the children in to two groups, can be boys and girls or other fair division of the class.

Practise Viking rock from sing up (Make links to the history curriculum)

#### **Composing**

Model writing simple notation showing how the song is built. Start with the first line, opening phrase (A). Then do the same for the second phrase the answering phrase (B). Then repeat the opening phrase (A) then do the final phrase (B). Children then create their own rhythmic patterns for fit this structure.

A - There's a hole in my bucket

B - Dear Liza, dear Liza.

A - There's hole in my bucket,

B - Dear Liza, a hole.

<https://www.bethsnotesplus.com/2013/07/theres-hole-in-bucket.html>

Teaches rhythm structure.

The children should begin to practise their composition.

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

Vocabulary: bridge

### Session 11:

#### Recap prior learning

We have learnt to play 'London bridge is falling down', and 'London's burning'.

#### AfL

Can the children identify the structure of there's a hole in my bucket?

Can they compose their own music using the same structure?

#### Listening

Listen to I just died in your arms - Cutting crew

Watch the song being played on a digital piano to discover the notational breakdown of each part of the song, listen to it with and without the vocals

(<https://www.hooktheory.com/theorytab/view/cutting-crew/i-just-died-in-your-arms>)

#### Singing

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

Practise beautiful by Christina Aguilera

Practise rewrite the stars by Zac Efron and Zendaya. Sing as a two part/duet, separate the children in to two groups, can be boys and girls or other fair division of the class.

Practise Viking rock from sing up (Make links to the history curriculum)

#### Composing

Model writing simple notation showing how the song is built. Start with the first line, opening phrase (A). Then do the same for the second phrase the answering phrase (B). Then repeat the opening phrase (A) then do the final phrase (B). Children then create their own rhythmic patterns for fit this structure.

A - There's a hole in my bucket

B - Dear Liza, dear Liza.

A - There's hole in my bucket,

B - Dear Liza, a hole.

<https://www.bethsnotesplus.com/2013/07/theres-hole-in-bucket.html>

Teaches rhythm structure.

The children should now practise their composition.

Vocabulary:

### Session 12:

#### Recap prior learning

We have learnt to play 'London bridge is falling down', and 'London's burning'.

**AfL**

Can the children identify the structure of there's a hole in my bucket?  
Can they compose their own music using the same structure?

**Listening**

Listen to I just died in your arms - Cutting crew  
What is the tone/mood of the song? (Passionate, air of desperation)

**Singing**

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

Practise beautiful by Christina Aguilera

Practise rewrite the stars by Zac Efron and Zendaya. Sing as a two part/duet, separate the children in to two groups, can be boys and girls or other fair division of the class.

Practise Viking rock from sing up (Make links to the history curriculum)

**Composing**

Model writing simple notation showing how the song is built. Start with the first line, opening phrase (A). Then do the same for the second phrase the answering phrase (B). Then repeat the opening phrase (A) then do the final phrase (B). Children then create their own rhythmic patterns for fit this structure.

A - There's a hole in my bucket

B - Dear Liza, dear Liza.

A - There's hole in my bucket,

B - Dear Liza, a hole.

<https://www.bethsnotesplus.com/2013/07/theres-hole-in-bucket.html>

Teaches rhythm structure.

The children should now be able to perform their composition for each other.

**Vocabulary:**

Future learning this content supports:

In phase 3 year A summer the children will learn Happy birthday and if you're happy and you know it on the keyboard which use the same notes and some additional notes, including f#.

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.