

First Access Music Education (FAME) Scheme of Work - Keyboard

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, increasing self-confidence, creativity and giving a sense of achievement.

Severn Arts FAME projects include the key aspects of the National Curriculum and Model Music Curriculum: singing, listening, performing and composing.

By the end of a full year of keyboard FAME pupils will have experienced some or all of the following:

- Enjoyed and engaged with a range of meaningful and musical experiences.
- Learnt how to control their sounds and play at least four different pitched notes.
- Participated in informal performances.
- Been introduced to a wide range of instruments.
- Listened to and evaluated a variety of musical sounds, live and recorded.
- Developed good vocal skills through singing, this may include Sparkyard resources.
- Improved their sense of pitch through careful listening.
- Developed a knowledge and understanding of the history and social context of the music they have listened to and played.
- Developed a love of music, refining their individual taste and gaining the confidence to be creative musicians with strong aural skills.
- Been exposed to the following interrelated dimensions of music:
 - Rhythm, metre and tempo
 - Pitch and melody
 - Structure and form
 - Harmony and texture
 - Dynamics e.g., loud (*forte*), quiet (*piano*)
 - Articulation (smooth and detached notes)
 - Instruments and playing techniques
 - Semibreves, minims, crotchets, quavers and the equivalent rests
 - Time signatures of 2/4, 3/4 and 4/4
 - Contrasting tempi: fast (*allegro*), slow (*adagio*)
 - Read standard musical notation
- Improvised or composed in a creative way.
- Used call and response and question and answer.

Most pupils will also be able to:

- Confidently play 3 – 5 notes with good posture and technical control.
- Use the voice function on the keyboard.
- Recognise different keyboard instruments and musical genres.
- Recognise brass, woodwind, string and percussion instruments.
- Listen to and appraise a piece of music and discern different musical features.
- Use correct and appropriate musical vocabulary.
- Understand pulse (beat), rhythm and pitch.
- Interpret more complex rhythmic patterns.
- Develop a basic level of musical literacy.
- Compose and improvise, understanding call and response and question and answer.

Some pupils will also be able to:

- Play 5 notes or more on the keyboard with accuracy and fluency.
- Play a simple melody with left hand chords.
- Play a simple melody with a backing accompaniment.
- Recognise many different instruments and genres.
- Critically appraise pieces of music.
- Understand texture, timbre, form and structure.
- Read and play music notation without any prompts.
- Compose and improvise freely.

All learning and progress will be dependent on several factors, including the pupils' prior experience, the age of the class, differentiation levels within the class and the length of the project.

Stage 1

The first stage of learning the keyboard will focus on middle C, learning how to shape the right hand correctly, with good posture, and looking after the keyboard. The pupils will then use different voices and may begin to learn left hand one finger chords, adding then to the right hand melodies. A focus on aural learning is key at this early stage. Pupils will learn middle C, D E within 6 - 10 tunes, and will be introduced to music notation. The objectives outlined below are not exhaustive but give some indication of what a class should be able to achieve.

Learning objectives

General musicianship:

- Keep a steady beat.
- Develop an aural awareness of the pieces being learnt through listening, appraising and playing.
- Understand basic note values (durations): crotchet = 1 beat, quaver, = $\frac{1}{2}$ beat, minim = 2 beats, semibreve = 4 beats and the corresponding rests.
- Read basic music notation: the musical stave, treble clef, bars and bar lines, time signatures, the notes C, D and E.
- Appraise pieces of music and relate facts about the music or how a piece might make one feel.
- Practice beginning and ending a piece together by watching the leader.

Instrument specific:

- Know that the keyboard comes from the keyboard family.
- Name and recognize other keyboard instruments.
- Begin to establish a good hand position and posture.
- Use the voice function.
- Look after the keyboard.
- Play the notes C, D and E.
- Begin playing with a backing accompaniment, being ware of tempo.
- Begin left hand C chord.

Cross-curricular skills:

- Listening:
 - Listen to their own sound and others' when playing.
 - Listen to and act on instructions from the teacher.
 - Understand call and response and question and answer.
- Self-control:
 - Play the instrument only when told to do so.
 - Play the instrument in an appropriate manner and as instructed.
- Reading:
 - Grasp the basics of musical literacy.
 - Track music throughout a performance.
 - Respond to written note durations and pitches.
- Multi-tasking:
 - Play the keyboard.
 - Watch the teacher.
 - Read from the screen or sheet.
- Coordination:
 - Read the score and immediately translate this into the correct note.
- Watching:
 - Respond to a conductor or leader regarding tempo, dynamic and other musical features.
 - Respond to a conductor or leader to start or end a piece together.
- Teamwork:
 - Play as a group.
 - Fully engage in other musical activities, some pieces and songs may include two parts.
- Confidence:
 - Be prepared to try something new.
 - Do not be afraid of errors.

Listening:

Pupils will be introduced to a variety of musical genres which will develop their knowledge and understanding of the origins, traditions, history and social context of the music.

Stage 2

This stage will build on techniques established in the first half term. Increasing the range of notes to F and G will enable pupils to tackle more challenging repertoire. Greater differentiation will be required, but building the self-confidence of all pupils is important. Aural learning will still be the

primary means of reproducing pieces for some pupils, but others will become more confident with reading from a musical score. Producing a good sound with the appropriate technique remains a key area of study. The objectives outlined below are by no means exhaustive but give some indication of what a class should be able to achieve.

Learning objectives

General musicianship:

- Clap and sing the rhythms of the pieces being learnt.
- Develop further aural awareness of the pieces being learnt through singing.
- Read basic rhythms in simple time (crotchet or 2 quavers=1 beat, minim=2 beats, dotted minim=3 beats, semibreve= 4 beats) with more accuracy.
- Learn about dynamics e.g. piano (p) = quiet, mezzo-forte (mf) = moderately loud, forte (f) = loud.
- Appraise pieces of music and relate facts about the music or how a piece might make one feel.
- Learn about performance skills, including good posture, following a conductor, maintaining discipline during a performance.
- Practice beginning and ending a piece together by watching the leader or conductor.

Instrument specific:

- Know that the keyboard comes from the keyboard family.
- Name and recognize other keyboard instruments.
- Maintain a good hand position and posture.
- Be more confident using the voice function.
- Look after the keyboard.
- Play the notes C, D, E, F, G.
- Be more confident playing with a backing accompaniment.
- Begin F and G chords.

Cross-curricular skills:

- Multi-tasking: play the keyboard whilst watching the teacher / conductor.
- Reading: understand the parameters of musical notation.
- Coordination: begin playing with both hands whilst reading / thinking the tune in their head.
- Listening: to their own sound and those of the rest of the class.
- Confidence: having a go at learning and trying something new.
- Helping others: try out new tasks with partners.

Listening:

Pupils will be introduced to a variety of musical genres which will develop their knowledge and understanding of the origins, traditions, history and social context of the music.

Improvising:

- Improvise on the instrument using a range of pitches.
- Increase interest with different dynamics, articulations and rhythms.

- Make use of musical features including smooth (legato) and detached (staccato) playing.

Stage 3

The third stage continues with the building and consolidation of techniques and skills established in the first two stages. The focus is still on expanding and mostly securing the students' register of an octave. Greater differentiation is required as the music becomes more complex. A focus on aural learning is still key at this stage, building confidence with two hands before moving on to more challenging concepts. All learnt repertoire is recapped and refined. The objectives outlined below are by no means exhaustive but give some indication of what the average class may be able to achieve within this third stage.

Learning objectives

General musicianship:

- To be able to clap and sing the rhythms of the pieces being learnt.
- To develop an aural awareness of the pieces they are learning through singing and playing.
- To read basic rhythms - crotchet=1 beat, minim=2 beats, (dotted minim=3 beats), semibreve= 4 beats, quavers (1/2 beat) semiquavers (1/4 beat) with accuracy.
- To listen to and appraise pieces of music and explain either facts about the music or how the piece made them feel.
- To master performance skills.

Instrument specific:

- To learn about other families of instruments – brass, strings, woodwind and percussion.
- To start playing pieces with more than one chord.
- To play the notes of a C major scale.
- To play the chords of C, F and G.
- To play with confidence and begin composing.

Cross-curricular skills:

- Multi-tasking: through playing the keyboard and watching the teacher at the front.
- Reading: understanding notation. This may include bass clef.
- Coordination: Playing a right hand melody with left hand chords to a backing accompaniment.
- Listening: To their own sound and those of their class when playing.
- Confidence: Having a go at learning and trying something new.
- Supporting peers to try out new tasks.

Listening:

Pupils will be introduced to a variety of musical genres which will develop their knowledge and understanding of the origins, traditions, history and social context of the music.

Composing:

- Capture and record creative ideas using notation.
- Pentatonic scale, 12 bar blues.
- Adding melodies to single cords or a chord progression.
- Explore developing knowledge of musical components by composing music to create a specific mood.