



**Subject: Music**

**Module 1 Performing: keyboard to concert**

| Overarching Topic:                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                         |
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| <p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>  | <p>Elton John, Freddie Mercury, Billy Joel, Bill Bailey. They all started somewhere and that place was the piano. Fundamental to understanding music, accessible and differentiated with ease, the keyboard inspires all students to perform whilst learning to read music from the outset; Continuing to cultivate the spirit of Bowie, all Ravens Wood students end their Transition term with a magical Christmas concert, bringing their performance skills to life through a massed choir and creating a memorable experience unique to RWS Year 7.</p> <p>‘Lean on me’ (keyboard study piece) introduces basic hand positions and white notes on the piano and gets the students singing as a class group; Tasks introduce the initial elements ‘Pitch, Rhythm, Tempo and Dynamics’ through playing and performing; Music literacy (notation) opens up the world of written music giving a vital new string to the students’ bows. Ensemble performance engenders unity, shared experience and reinforces the community of Ravens Wood.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                 | Critical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Core                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pinnacle                                                                                                                                                                                                                                                                                                                                |
| <p><b>The Big Questions</b><br/>(What questions will students be able to answer upon mastery of the topic?)</p> | <p>Which side of the keyboard is low/high?<br/>What are the notes on the keyboard?<br/>Where are the notes on the keyboard?<br/>How do I use and number my fingers for playing the keyboard; what is technique?<br/>What do pitch, duration, tempo and dynamics mean?<br/>What is a note head, bar, phrase, treble clef?<br/>What does middle C look like on music?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>How are the notes on the keyboard grouped?<br/>Can I draw and label treble clef lines and spaces (E-G-B-D-F &amp; FACE)?<br/>Can I use correct hand position at the keyboard (technique)?<br/>How do I explore playing with my left hand?<br/>What are melody and bass?<br/>Define and draw basic rhythm notation.<br/>What do music symbols mean: time signature and tie?<br/>What is effective practice; what does it sound like to be fluent and accurate?</p> | <p>Can I (fluently) read and apply music notation plus some Italian terms (legato, staccato, andante, forte, piano)?<br/>Can I play with two hands together?<br/>Can I play scales, chords and arpeggios?<br/>What are texture and voicing on the keyboard?<br/>How do you compose a new section but keep the overall song similar?</p> |
| <p><b>The Key Skills/ Techniques</b></p>                                                                        | <p><b>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                 | <p><b>Skill/Technique</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>How will this skill be developed?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                 | <p>Performing: Clapping, singing and playing the keyboard</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Recognising rhythm aurally; singing<br/>Independent practise weekly including study pieces, exercises, aural skills<br/>Differentiated sheets/scores</p>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |
| <p>Exploring written music</p>                                                                                  | <p>Recognising notation via differentiated weekly exercises<br/>Training aural skills weekly via short exercises.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                         |

