## Whole Class Ensemble Teaching (WCET) Term 1: Keyboard. Week by week summary. (AG adapted NR).

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| **Week** | Learning Objective **Pupils should learn…………..** | Summary of Teaching activities | **Notes for class teacher – suggestions for support etc** |
| **Meeting**  1 & 2 |  | Set up meeting with class teacher.  Discuss focus for the term/planning - activities/resources/class teacher role/assessment etc.  Provide school with class list for planning/assessment. Arts Award Booklet to be completed by children as teachers discuss.  Meet class and play warm up games/songs *(Joe and Button Factory). Sing March with numbers.* | Class teacher to prepare pupils, find out which pupils play instruments already.  Fill in class names on record sheet.  . |
| 3 | * *Moving to pulse* * Finding C * Key word **Pulse** | **Starter**  *Joe and Button Factory.* Keeping the pulse  *Sing March with finger numbers.*  **Main activities**  Finding C.  March. Sing and play (use finger names)  What is a March?  (Good RH hand position. Copy phrases of March)  *Differentiation - HA – Extra parts 1,2,3.*  **Plenary**  Play March as whole piece with backing. *(Style 78).*  Recap pulse | Class teacher to join in activities and support pupils as required.  Establish setting up / clearing away routine  *Support LA to access work.* |
| 4 | * *Moving to pulse* * Finding C * Key words **Pulse Rhythm** | **Starter**  *Joe and Button Factory.* Keeping the pulse  *1 2 3 4 Mary at the Cottage Door.* Clapping the rhythm.  *Sing March with numbers.*  **Main activities**  Finding C.  March. Sing and play (use finger names) *HA – extra parts 1 2 3.*  What is a March?  (Good RH hand position. Copy phrases of March)  **Plenary**  Play March as whole piece with backing. *(Style 78).*  Recap pulse | Class teacher to join in activities and support pupils as required.  Establish setting up / clearing away routine  *Support LA to access work.* |
| 5 | * *To know the difference between pulse and rhythm* * *To be able to combine pulse and rhythm* * Hand shape * Finding C * Key words **Pulse Rhythm Pitch** | **Starter**  *Joe and Button Factory* – recap Pulse  *1 2 3 4 Mary at the Cottage Door* – clap rhythm  *Combine rhythm and pulse in groups.*  **Main activities**  New Word Pitch - Moving up and Down - Moving my step and leap  New - Once a Man Fell in a Well - sing finger numbers and play  *Differentiation – HA use LH in unison / do contrary version with LH*  School March. Sing and play *in parts, combining HA and tutti.*  **Plenary**  Perform Once a Man  Recap key words | Reinforce expectations of using keyboard.  Class teacher supports with hand position etc. & making sure all pupils involved in activities  *Support LA to access work.* |
| 6 | * *To be able to combine pulse and rhythm* *with confidence* * *To be able to sing and play a five note ascending and descending phrase accurately* | **Starter** *1 2 3 4 Mary at the Cottage Door* – clap rhythm  *Combine rhythm and pulse in groups.*  *Sing Elevator song using words.*  **Main activities** *Sing Elevator song using finger numbers. Play Elevator song. Differentiation – HA – play contrary motion version.*  **Plenary** *Revise all that has been done this half term. Vocabulary - pulse, rhythm, pitch. Play through tunes learned; March, Once a Man, Elevator song.* | Reinforce expectations of using keyboard.  Class teacher supports with hand position etc. & making sure all pupils involved in activities  *Support LA to access work.* |
| 7 | * *To be able to move in time to ‘Walk’ and ‘Jogging’.* * Hand shape * Finding C * Key words **Pulse Rhythm and Pitch** | **Starter**  *Walk actions; jogging actions; switch between the two.*  **Main activities** *Sing March of the Thumbs using finger numbers. Play March of the Thumbs using RH and LH first half only.*  *Differentiation – HA – begin to play Old MacDonald using LH & RH.*  **Plenary**  *Revise Walk and Jogging. T to clap a rhythm and Ch to describe it in terms of Walk and Jogging.* |  |
| 8 | * *To be able to move in time to Walk, Jogging and Stride* * *To be able to use b*oth hands separately in succession * Root position both thumbs on C * Key words **Pulse Rhythm and Pitch Bar** | **Starter**  *Walk actions; jogging actions; switch between the two. Introduce Stride action. Switch between Walk and Jogging; Walk and Stride.*  **Main activities** *Sing March of the Thumbs using finger numbers. Play March of the Thumbs using RH and LH all of it. Numbers to be written on white board as a memory prompt.*  *Differentiation – HA – continue to learn Old MacDonald using LH & RH.*  **Plenary**  *Revise Walk, Jogging and Stride. T to clap a rhythm and Ch to describe it in terms of Walk, Jogging and Stride.* | *Assessment – is able to play simple RH tunes in time to a steady pulse* |
| 9 | * *To be to clap Walk, Jogging and Stride in response to stick notation* * *To be able to use b*oth hands separately in succession * Using different timbres for Old Macdonald   Key words **Timbre Pulse Rhythm Pitch Bar** | **Starter** *Walk, Jogging, Stride actions, switching between them. Introduce stick notation for each. (Single note on a card). T says a rhythm using WJS words, Ch clap.*  **Main Activity** *All sing Old MacDonald. HA ch to play melody learned. MA, LA ch to find animal sound effects to play in EIEIO / animal sound sections.*  **Plenary**  Perform Old Macdonald *with different groups providing the sound effects.* | *Assessment – is able to play simple RH tunes in time to a steady pulse* |
| 10 | * *To be to clap Walk, Jogging and Stride in response to stick notation* * Listening to different keyboard instruments   Key words **Improvisation**  **Timbre Bar Rhythm** | **Starter** *Recap Walk, Jogging, Stride. T says a rhythm using WJS and Ch clap it. Using rhythm cards and KB backing track, clap rhythms.*  **Main activities** *Sing Jingle Bells with words. Sing Jingle Bells with finger numbers. Begin to play first half of tune.*  *Differentiation – HA to play version with RH & LH.*  ***Plenary*** *Play Old MacDonald with HA playing melody, MA LA playing sound effects.* | *Assessment – is able to move between walk, jogging and stride as appropriate, using movement* |
| 11 | * *To be to clap Walk, Jogging and Stride in response to stick notation, using a kb backing track* * *To be able to play a melody in two parts in groups* * *To understand the requirements of performing* | **Starter** *Recap Walk, Jogging, Stride. T says a rhythm using WJS and Ch clap it. Using rhythm cards and KB backing track, clap rhythms.*  **Main activities** *Sing Jingle Bells with words. Sing Jingle Bells with finger numbers. Begin to play first half of tune.*  *Differentiation – HA to play version with RH & LH.*  ***Plenary*** *Play Old MacDonald with HA playing melody, MA LA playing sound effects. Discussion – how to behave in a performance, piece they will play etc.* | *Assessment – is able to move between walk, jogging and stride as appropriate, using movement* |
| 12 | * *To participate in a performance* * *To evaluate their own and others’ performances* | **Starter** *Reminder – how to behave in a concert. Rehearsal of chosen piece.*  ***Main Activities*** *Concert. One of the following pieces depending on group – March or Jingle Bells or Old MacDonald.*  ***Plenary*** *What went well, what we should do next time, well done, Happy Christmas!* |  |

Anna Gash, adapted by Nicola Rose. CLMK.

**Pieces and Songs for Autumn**

Teacher guide. Also see Glossary of Terms (separate document).

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| Week One | **Hi, My name’s Joe.**  Hi, my name’s Joe and I work in a button factory,  Got a wife, one kid, one day the boss said  ‘Joe, are you busy?’ I said no. He said push the button with your right hand.  (Say in time to a steady pulse. Then do action in pulse.  Verse 2 – left hand; v3 – right foot; v4 – left foot; v5 – head; v6 say yes instead of no).  **March**  111- 222- 333- 222-  111- 555- 5432 1--- |
| Week Two | **Once a Man Fell Down a Well**  1234555 once a man fell down a well  123455 splish splash splosh it sounded  1234555 If he had not fallen in  543211 He would not have drowned |
| Week Three | (optional extension piece if needed )  **Elevator Song**  1111 1111 12345  elevator elevator won’t you take me up  5555 5555 54321  elevator elevator won’t you take me down  12345 54321 (*sing the fingers)*  151 *(Choose a floor - so u could and play floor 1 to floor ?)* |
| Week Four | **Both Thumbs on C**  **Thumb March**  1 1 1 1 1 11 1 11 1  Right left right left this is the march of the thumbs X 2  **Warm up**  Right Hand 123454321---- 1234 1234  Left Hand 123454321----- 1234 1234  Right Hand 123454321 1 1\_\_\_\_\_\_\_  Left Hand 1 1  **Yankee Doodle**  (put both thumbs on C)  Right hand 1 1 2 3 1 3 2 1 2 3 1 ­-  Left hand 4 1 241  Right hand 1 2 3 4 3 2 1 1-  Left hand 2 4 3 2 1 -  Chant:  1 2 3 4 Mary at the cottage door,  5 6 7 8 eating cherries off a plate.  (Say rhyme. Tap rhythm with words. Internalise words so tap rhythm only. Change name and food. Can the name and food have the same rhythm? Eg Samantha, banana etc). |
| Week Five | **Old Macdonald**  Right hand 33221  Left hand 1114 33 4  Right hand 33221 1  Left hand 4 1114 334 |
| Week Six | Composition week |
| Week Seven | **Mind the Gap**  3 2 1 3 2 1 3 2 1  then play the black notes  Improvise for four bars..  (count out loud .. 1234 2234 3234 4234 ) |
| Week Eight | **March** - both hands  C G C G C G G C  111- 222- 333- 222- 111- 555- 5432 1--- |
| Week Nine | **Frere Jacque**  CGC CGC C G C (etc)  1 2 3 1 1 2 3 1 3 4 5 3 45 5431 5431 151 151 |
| Week Ten | **Jingle Bells**  333- 333- 3512 3---  4444 4433 333223 2- 5-  333- 333- 3512 3---  4444 43333 5542 1 --- |
|  | Notes for teacher;  Sing song first with words  Then sing song with finger numbers to correct tune, whilst wiggling fingers  (T facing ch, so do with LH and ch do with RH).  Then play on keyboard |

Assessment Sheet – Keyboard term 1

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| Name | RH in time to pulse | Walk, Jogging, Stride | Comment |
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1 = Exceeding Expectation

2 = Expected level

3 = Emerging abilities

Jingle Bells

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

Jingle Bells

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

Jingle Bells

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

Jingle Bells with RH & LH

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

G G G G

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

G G G C

Jingle Bells with RH & LH

3 3 3 - 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 3 2 2 3 2 – 5 –

G G G G

3 3 3 – 3 3 3 - 3 5 1 2 3 - - -

C C C C

4 4 4 4 4 3 3 33 5 5 4 2 1 - - -

G G G C