Keyboard Termly Taster Resource Document

Pages 1 – 2 for teacher reference only.

Page 3 onwards could be photocopied / made available on white board for pupils, as music teacher prefers.

He’s Got the Whole World – week 1

T to play tune in G major (start note D).

Three Blind Mice – weeks 2 and 3

(Quavers underlined lower case letters).

Three blind mice, three blind mice,

One called Ted, two called Fred, Three blind mice.

E D C - E D C –

cc C dd D E D C –

(One of them was called Ted; two of them were both called Fred).

1. Sing with words above.
2. Sing with finger numbers 3 2 1 – etc
3. Discuss rhythmic values walk walk stride etc
4. Play on keyboard using finger numbers.
5. Sing letter names, play on keyboard using letter names (wk 3)

Letter Names Rap – week 3

A B cd E F G A - THESE arethe NAMES ofthe NOTES WE PLAY -

Dalcroze rhythm cards will be needed from week 3 onwards – combinations of walk, jogging, stride, glide, walk rest. See separate document if you don’t have any.

Brother Jackie game: (week 7)

Sing the rhythmic names and do these actions:

The first two bars (all walks) walk the feet in time to rhythm.

Second two bars (walk walk stride), tap knees in time to rhythm.

Next two bars (jogging jogging walk walk) facing partner, pat each other’s hands

Last two bars (walk walk stride) wave in time to rhythm.

Once this is well known, have children in two lines each facing partner. On the last line, one of lines move along to the next partner and the child at the end of the line joins the opposite end. Demonstrate with a few children only the first time and ensure everyone knows who is moving, who is staying still and in which direction to move 😉

Pages 3 – 6 below, photocopy or have available on whiteboard, as you prefer.

Elevator song

Elevator, elevator will you take me up?

Elevator, elevator will you take me down?

C C C C C C C C C D E F G - - -

G G G G G G G G G F E D C - - -

1. Sing the song.
2. Clap the pattern of the words (rhythm) and sing the song.
3. Clap and say the rhythm names walk (1 count) & glide (4 counts).
4. Sing the letter names to the tune (CDEFG).
5. Play on the keyboard.
6. Play the game (example):

Leader: ‘Which floor please?’ Child: ‘Floor 2’.

Leader: ‘Which note is that?’ Child: ‘Note D’.

Repeat the game several times.

Once a Man

Once a man fell in a well, splish, splash, splosh it sounded,

If he had not fallen in, he would have been found-ed.

C D E F G G G - C D E F G - G -

C D E F G G G - G F E D C - C -

1. Sing the song.
2. Clap the pattern of the words (rhythm) and sing the song.
3. Clap and say the rhythm names walk (1 count) & stride (2 counts).
4. Sing the letter names to the tune (CDEFG).
5. Play on the keyboard.

Jackie’s tune

Brother Jackie, brother Jackie, do you sleep, do you sleep?

Listen to the morning bells, listen to the morning bells, ding dang dong, ding dang dong.

C D E C C D E C E F G - E F G –

ggggcc C ggggcc C C G C - C G C –

1. Sing the song.
2. Clap the rhythm and sing the song.
3. Clap and say the rhythm names walk, stride and jogging.
4. Sing the letter names to the tune (CDEFG).
5. Play on the keyboard.
6. In a group write the rhythmic values.

Cobbler, Cobbler

Cobbler, cobbler mend my shoe. Can you get it done in time for half past two?

Half past two is much too late. Can you get it done in time for half past eight?

G G E E G G E - ggggeeee E D C –

G G E E G G E - ggggeeee E D C –

1. Sing the song.
2. Clap the rhythm and sing the song.
3. Clap and say the rhythm names walk, stride and jogging.
4. Sing the letter names to the tune (CDEFG).
5. Play on the keyboard.
6. In a group write the rhythmic values.

Mattachins

C D E E F – F - E D E C D – D –

C D E E F – F - E C D D C – C –

1. Clap the rhythm of the piece.
2. Say the rhythmic names of the piece.
3. Use cards with rhythmic values on to notate the piece.
4. Play on the keyboard.

By the Light of the Moon

C C C D E - D - C E D D C - - -

C C C D E - D - C E D D C - - -

D D D D G - G - G F E D C - - -

C C C D E - D - C E D D C - - -

Don’t just play it! Can you …

* Clap the rhythm of the piece.
* Say the rhythmic names used in the piece (walk …).
* Sing the letter names at the correct pitches.
* Write the rhythm using notation.

I’m Going to a Party

I’m going to a party but I’m not in the mood, I’ll hide out in the kitchen and eat lots of food (sh).

What will you eat? I’ll eat pizza. What will you eat? I’ll eat chips.

What will you eat? I’ll eat chocolate ice-cream. What will you eat? Everything!

G ccddeggg C dd E G ccdd E gg E dd C (sh)

G E G E G E G E G E G E G E G –

G E G E G E ggee G E G E E D C

Don’t just play it!

1. Sing the song.
2. Clap the rhythm and sing the song.
3. Clap the rhythm and say the letter names (walk, jogging, stride).
4. Sing the letter names to the tune (CDEFG).
5. Play on the keyboard.
6. Write the rhythmic values.
7. Make up your own answers to ‘What will you eat?’.
8. Write the rhythmic values for your answers as a group.

  walk

  jog-ging

  stride