

Objectives:

To develop individual performance through the use of electronic keyboards

ACTIVITIES	OUTCOMES
<p>Lesson 1</p> <ul style="list-style-type: none"> • Procedure for getting out/ putting away, preparation of keyboards • Setting up keyboards • Allow a short period of time for free experimentation • Discuss findings – essence of keyboard is melody + accompaniment • Two main functions are Voice (Timbre) and Style (Rhythm). Voice and style are the words used on the keyboard • Use of headphones – one per pupil • Allow plenty of time to pack up to establish ‘tidy,’ careful habits <p>Lesson 2</p> <ul style="list-style-type: none"> • Recap on style and voice – what their functions are • Worksheet on above (see unit 1 worksheet on voices) • Discussion of preferred styles, demonstration with reasons why preferred <p>Lesson 3</p> <ul style="list-style-type: none"> • Recap on what we have found about the keyboard so far (Rhythms and voices) • Choose an appropriate voice (something simple like piano) • Look at the set up of the black and white keys • Talk about what the notes are called – first 7 letters of the alphabet in order • Where c comes – work out the others 	<ul style="list-style-type: none"> • Pupils learn rules relating to use of keyboard • Pupils understand how music is made on keyboard • Pupils begin to explore a variety of sounds on keyboard <ul style="list-style-type: none"> • Pupils can navigate around keyboard • Pupils explore preferred voices and styles • Pupils begin a dialogue about use of different voices and styles <ul style="list-style-type: none"> • Pupils learn correct names for notes <ul style="list-style-type: none"> • Pupils explore melody using white notes only • Pupils explore melody using black notes only • If they are to repeat it it must be simple or notated

- **Play a tune, write it down? Use whatever notation is appropriate**

Lesson 4

- **PREPARATION – tune the Yamaha Portastation up a minor third**
- **Today we are going to continue our Rock n Roll – 12 bar Blues theme**
- **Where do we start? (Bass line)**
- **Demonstrate how we play the bass-we can set it to play chords even though we just use one finger (E flat, A flat, B flat)**
- **Practice the bass**
- **Show how we can put a melody over the top using only the black notes**
- **Experiment with the melody line using headphones**
- **One at a time without headphones have a go at playing with the bass line**
- **Comments, appraisal**
- **Next lesson we shall build on this learning and produce a composition that we can record**

Lesson 5

- **Steps 1-6 as in lesson 4**
- **How can we turn this into a composition (do the solo players play one at a time or together? Does the bass part play all the time?)**
- **This could develop into a substantial composition**
- **This could be recorded for appraisal**

- Pupils learn the 12 bar blues chord sequence
- Pupils hear the notes of the Blues scale that go with these chords

- Pupils order chords and combine with melody to produce a composition
- Pupils record their performances

Lesson 6

- **Can we keep the same chords but alter the mood of the music by using other rhythmic styles**
- **Use this lesson to explore what happens when you take the chords into other styles**
- **If you produce any effects that you are pleased with record these compositions**

Extension

- **Allow pupils to choose tones/ rhythms from the teachers list**
- **Allow pupils a completely free choice of tones/ rhythms**

- Pupils learn how mood of a composition can be altered by changing voices and rhythmic styles

- Pupils use skills learnt to produce more extended 12 bar blues compositions that may have recognisable form and structure