**Year: 8**

**Term: 2**

**Project: Keyboard Chords**

**Project Aim:**

This SOW will re-introduce pupils to chords studied in Year 7, through Pop Music.

**Lesson Objective & Assessment Opportunity**

* There is a specific Lesson Objective for each lesson.
* Majority of lessons allow a quick assessment of performance skills.
* The final four lessons require pupils to come up and perform individually to the teacher in order to be ‘ticked’ off before moving onto the next keyboard challenge.

**Resources**

* Teacher choice of popular music for listening exercises
* Teacher to choose a popular song(s) that can be rehearsed and put together for ensemble performance.
* Formal assessment of the Performances can take place in Lessons 5-8. Pupils should be encouraged to be assessed as many times as possible.

|  |
| --- |
| **Lesson Overview** |
| **Lesson 1 – Card 1**  **Learning Objective:**   * To know what 2 note chords are * To compose a piece of music using 2 note chords   **Success Criteria:**  Within your 2-note chord composition, you can:   * Play chords more than once * Play chord in different octave * Use long and short notes * Split chords up * Change the voice on your keyboard   **Success Criteria Grading:**   * BAND 1: I can demonstrate co-ordination on the keyboard * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Starter - Listening**   * <https://www.youtube.com/watch?v=oOlDewpCfZQ> * Play video up until 2:10 (do not go over, as later on some of the songs have rude words!) * Video shows performance of a number for songs that use the same 4 chords. * Talk to pupils about how a small sequence of chords can be used to compose a large number of songs.   **Lesson Content**   * Begin by explaining the concept of chord. * Explain also that chords can be nice (concords) and nasty (discords). Don’t spend too much energy getting them to play with the correct fingers. Technique isn’t what we are teaching in this unit. * Explain that spacing the fingers out a little is all that is needed to play a chord. * 5-minute exercise: all pupils try to play the 4 chords on Card 1. * Demonstrate how the 4 chords can be varied. Something simple like playing them 4 times to a set rhythm will do. Elicit answers from the class on how it can be made more interesting. Go through the hints section and let the class experiment on how it can be made more interesting. * Allow 15 minutes at the end of the lesson to have a first performance with appraisals of each other’s music. Complete performance re not needed but just enough for the class to suggest ways they might improve the music.   **Plenary**   * Pupils to complete strengths & weaknesses on their assessment sheet. |
| **Lesson 2 – Card 1**  **Learning Objective:**   * To know what 2 note chords are * To compose a piece of music using 2 note chords   **Success Criteria:**  Within your 2-note chord composition, you can:   * Play chords more than once * Play chord in different octave * Use long and short notes * Split chords up * Change the voice on your keyboard   **Success Criteria Grading:**   * BAND 1: I can demonstrate co-ordination on the keyboard * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Teacher assessment of performance/composition   **Starter**   * Show pupils keyboard diagrams of chords learnt last week. Pupils to identify the names of each chord.   **Lesson Content**   * Revise work done last lesson and go through the chords again. * Pupils should now try to improve the work they started in last lesson. It might be useful to stop the work about 20 minutes into the lesson and listen to a few at random to make sure everybody is on the right track. * At the end of the lesson allow 20 minutes for the final performances and award achievement points.   **Plenary**   * Pupils to complete strengths & weaknesses on their assessment sheet. * Pupils to assess themselves against grading criteria. |
| **Lesson 3 – Card 2**  **Learning Objective:**   * To know what triads are. * To compose a piece of music using 3 note chords   **Success Criteria:**  Within your 3-note chord composition, you can:   * Change the rhythm/style * Try adding a bass part using octaves * Organise your music using a structure   **Success Criteria Grading:**   * BAND 1: I can demonstrate co-ordination on the keyboard * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Starter**  <https://www.youtube.com/watch?v=K8hHMx5CaSI>   * Play first two chord sequences of song (rest of the video will be used as a starter for later lessons) * Video shows performance of a number for songs that use the same 4 chords. * Talk to pupils about how a small sequence of chords can be used to compose a large number of songs.   **Lesson Content**   * Go through 3 note chords (triads). * Get the class to equate tri to mean 3 of something (triangle, tricycle etc). * Demonstrate the cord of F and why it is called the chord of F (F is the lowest note, the root of the chord – root of a tree is the most important part… without it the tree would fall over). * Explain how these three fingers are held in the same position and moved up to the right, the chord of G is found. Do the same for Am. At this stage do not go into why it is called minor. If someone asks, minor sounds sad! * Get the pupils to play the chords one after the other slowly. * Go around the class checking that they can all do it. * Introduce a style to accompany the chords and ask them to try it with a strong beat. A dance beat will do. * They can now start to make up their own music using 3 note chords in the same way they did in card 1.   **Plenary**   * Pupils to complete strengths & weaknesses on their assessment sheet. |
| **Lesson 4 – Card 2**  **Learning Objective:**   * To know what triads are. * To compose a piece of music using 3 note chords   **Success Criteria:**  Within your 3-note chord composition, you can:   * Change the rhythm/style * Try adding a bass part using octaves * Organise your music using a structure   **Success Criteria Grading:**   * BAND 1: I can demonstrate co-ordination on the keyboard * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Teacher assessment of performance/composition   **Starter**   * Show pupils keyboard diagrams of chords learnt last week. Pupils to identify the names of each chord.   **Lesson Content**   * Revise work done last lesson and go through the chords again. * Pupils should now try to improve the work they started in last lesson. It might be useful to stop the work about 20 minutes into the lesson and listen to a few at random to make sure everybody is on the right track. * At the end of the lesson allow 20 minutes for the final performances and award achievement points.   **Plenary**   * Pupils to complete strengths & weaknesses on their assessment sheet.   Pupils to assess themselves against grading criteria. |
| **Lesson 5 & 6 – Card 3**  **Learning Objective:**   * To know how to use automatic chords on the keyboard   **Success Criteria:**   * Perform a Reggae/Swing/waltz piece on the keyboard using automatic chords   **Success Criteria Grading:**   * BAND 1: I can demonstrate co-ordination on the keyboard * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Teacher assessment of performance   **Lesson Content**   * Explain how to use the auto chord function in minute detail so everybody is very clear how to do it. * The next few cards really depend on a good understanding of this so it is best to get it right now. * Go through the example and go around making sure that everybody can do it. * Allow the class to work at their own pace. * When pupils think they have completed a task, they need to come up to the front of the class and play it to you so you can ‘tick’ them off before moving onto the next task.   **Plenary**   * Pupils to complete strengths & weaknesses on their assessment sheet, making a note of what tasks they have completed. |
| **Lesson 7 & 8 – Card 5**  **Learning Objective:**   * To know how to use automatic chords on the keyboard   **Success Criteria:**   * Perform a Reggae/Swing/waltz piece on the keyboard using automatic chords   **Success Criteria Grading:**   * BAND 1: I can demonstrate co-ordination on the keyboard * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Teacher assessment of performance   **Lesson Content**   * Explain how to use the auto chord function in minute detail so everybody is very clear how to do it. * The next few cards really depend on a good understanding of this so it is best to get it right now. * Go through the example and go around making sure that everybody can do it. * Allow the class to work at their own pace. * When pupils think they have completed a task, they need to come up to the front of the class and play it to you so you can ‘tick’ them off before moving onto the next task.   **Plenary**  Pupils to complete strengths & weaknesses on their assessment sheet, making a note of what tasks they have completed. |