

An Introduction to The Keyboard



Relevant KS3 Level descriptors;

Level 3

You can.....

- Perform simple parts rhythmically
- Improvise a repeated pattern.
- Recognise different musical elements.
- Make improvements to your work.

Level 5

You can.....

- Perform more difficult parts from memory and from notations.
- You are aware of the importance or your role within an ensemble – such as taking the lead, taking a solo and/or providing rhythmical support.
- Compose using different musical devices such as melody, rhythms, chords and structures.
- Refine and improve your performances and compositions through structured practice routines.

Level 4

You can.....

- While performing, maintain your own part with an awareness of others.
- Improvise melodic and rhythmic phrases as part of a group performance.
- Compose by developing your ideas within musical structures.
- Suggest improvements to your own and other pupils' work.

Level 6

You can.....

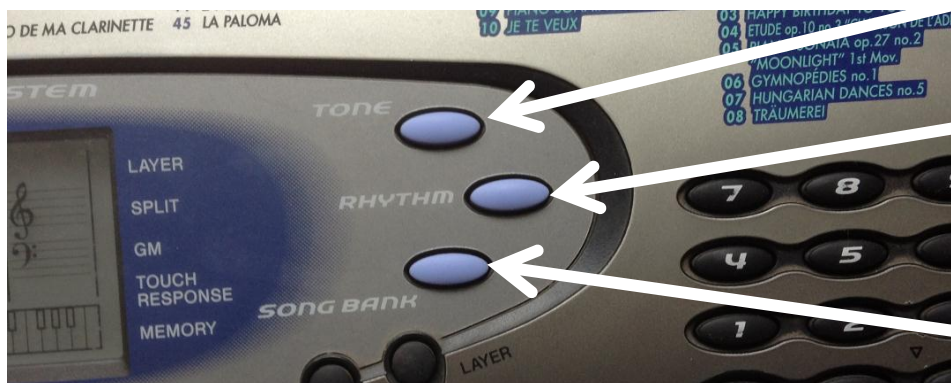
- When performing, select and make expressive use of tempo, dynamics, phrasing and timbre.
- Make subtle adjustments to fit your own part within a group performance.
- Improvise in different styles.
- Use relevant notations to plan compositions.
- Compose in different genres and styles sustaining and developing musical ideas.
- Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard.

The Tasks

Playing Task 1 (famous tunes)	<input type="checkbox"/>	L3	Performance task	<input type="checkbox"/>	L3	The Major Scale Play C or G	<input type="checkbox"/>	L3/4
Looking at semi-tones	<input type="checkbox"/>	L3	Composing Task	<input type="checkbox"/>	L3-5	Tea and Coffee (Rhythms and Rests)	<input type="checkbox"/>	L3
Playing Task 2 (pops)	<input type="checkbox"/>	L4	The Blues piece	<input type="checkbox"/>	L3-5	The Project	<input type="checkbox"/>	L3-5

Lesson 1 – The keyboard

L.O. In this lesson students will become familiar with the keyboards in the music rooms.....



Tone = the sound it makes, for example a violin, guitar, flute, etc

Rhythm = the drum beat and backing chords (if selected), such as Reggae, Blues etc

Song Bank = famous tunes, such as "Happy Birthday" etc)

Task A On your keyboard find and write down the numbers for the following instruments. Where there are several options (e.g. piano), put down the number for your *favourite*. The last option is for your favourite sound on the keyboard;

Violin		Flute	
Organ		Harp	
Piano		Percussion	
Clarinet		Cello	
Horn		Harpsichord	
Trumpet		Telephone	
Synthesizer		<i>My favourite is;</i>	

L2

Task B On your keyboard find and write down the numbers for the following rhythms. Then find your four favourite rhythms;

Blues		?	
Rock		?	
Waltz		?	
March		?	

L2

NB: Remember to keep your keyboard selected to "NORMAL" so that you can play all the notes, including the ones on the far left (the lowest notes).



Remember to keep the volume down on the keyboard to protect your ears and allow others to hear their keyboards!

Task C Now that you have experimented with the sounds from your keyboard, can you answer the following questions;

- a) If you want to play notes of **high** pitch (high notes, like the flute) which part of the keyboard do you need to play? (LEFT or RIGHT) _____ **L3**
- b) If you want to play notes of **low** pitch (low notes, like the Tuba) which part of the keyboard do you need to play? (LEFT or RIGHT) _____ **L3**
- c) If you play *lots* of notes at the same time does the music sound SIMPLER or MORE CONFUSING? _____ **L3/4**

Playing Task 1 Now you are to start your own music task! Don't worry yet about reading the notes using real music notation, just try the following tunes and see if you can recognise them;

NB; An arrow up or down tells you whether to play a note higher (to the RIGHT) or lower (to the LEFT)

1. E ↑ A A G G E E ↑ A A G G E ↓ C D **L3**

2. C E D F E G E C C E D F E C **L3**

3. E E F G G F E D C C D E E D D E E F G G F E D C C D E D C C **L3**

Choose one to perform to your teacher! (L3)

4. G A B A B C B A G A B A G B A **L3**

5. C D E F G A F F E D C C ↓ G C D ↑ G ↓ C D **L3**

Self-Evaluation

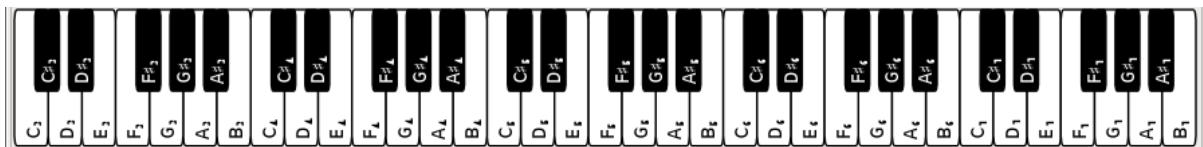
I can select the instrument (tone) that I need to use. **L2**

I understand the music alphabet of notes. **L3**

Lesson 2 – The Basics

L.O. Learning the basics of playing the piano, including the C major scale.

The Musical alphabet; ABCDEFGABCDEFGABCDEFGAB....



← Lower notes

Higher Notes →



This note is called "Middle C" and is usually near the middle of the keyboard

Treble clef
Music 5-line STAVE

This is a bar-line

Let's try Eastenders;

This is the time signature



C D E F G A F

Experiment with using different fingers in your right hand to play this tune. Unless you have 6 fingers you will need to repeat certain fingers! Does 1 2 3 1 2 3 1 feel the easiest?



NB: Thumb is 1!

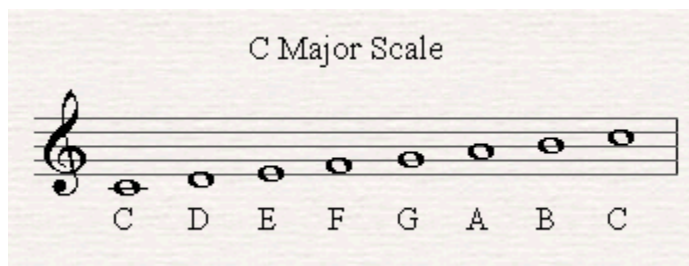


Self-Evaluation

I can play Eastenders. L3

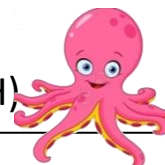
Do you notice that the notes go up in what is called a "Scale"?

Let's now try a scale of C major (that means it starts and ends on the note C);



RH 1 2 3 1 2 3 4 5

This is an 'octave'; this means it is 8 notes from C to C. To do this successfully we need to adopt the fingering shown for your RIGHT HAND (RH)



Self-Evaluation

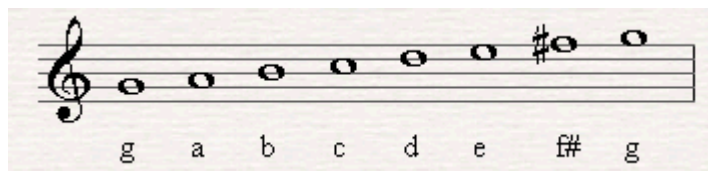
I can play C Major scale ascending (going up)

 L3

I can play C Major scale descending (going down)

 L4

Did you notice C Major only uses white notes? All other scales use mixtures of white and black keys. Not all pieces of music are in C Major, so let's try learning G Major scale;



Right hand; 1 2 3 1 2 3 4 5

Notice there is an F-sharp (F#). This is the black note to the RIGHT of the F. Notice the fingering is the same as C Major scale.



Self-Evaluation

I can play G Major scale ascending.

 L4

I can play G Major scale descending.

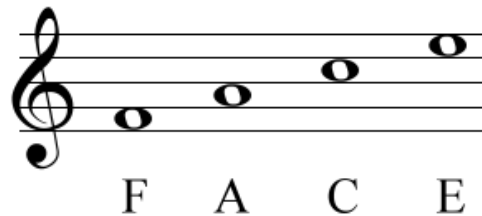
 L4

Can you perform one of these scales to your teacher? L3/4

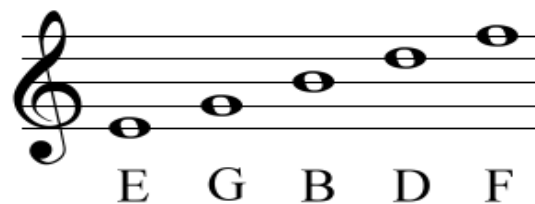
Lesson 3 – The Notes

So far we have learned to play the C Major scale and looking at the notes that they relate to on the treble clef music staff. Now we need to learn to recognise all the notes on the music that we read. To do this there are a few ways of remembering them;

Notes IN-between the 5 lines of the staff spell the word FACE;



Notes sitting ON the 5 lines can be remembered by a few words;



Remember; FACE has 4 letters and there are four gaps in-between the lines of the staff.

Every Green Bus Drives Fast
Every Good Boy Deserves Football
Every Green Bogie Deserves Flicking

Task

What words do these notes spell? (L4)

-----/-----/-----/-----/

-----/-----/-----/-----/

-----/-----/-----/-----/

-----/-----/-----/-----/

Lesson 3a – The Semitones

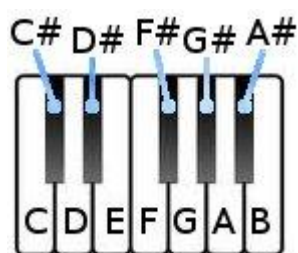
When you look at a guitar you see lots of ‘frets’ that separate every



note. Each note is the smallest music interval used in most classical and pop music, called “semitones”. On the piano these intervals are the very next note, whether white or

black. The use of semitones in music is very effective, especially in film music.

Let’s look at SHARPS. These are the very next note HIGHER on the right. Do you recognise these famous tunes using semitones?

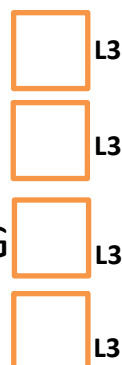


1 C# D D# E F# G D# E F# G ↑C B

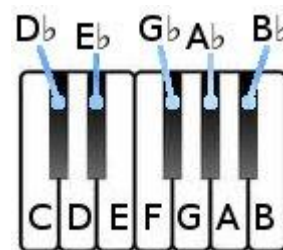
2 C# D C# D C# D C# D C# D.....

3 C↑F# G C F# G C E F# A G E C A F#F#F# G

4 E D# E D# E B D C A



A FLAT is the opposite to a sharp. It’s the very next note to the LEFT on a keyboard, and sounds LOWER. Think of a flat tyre making your car go lower!



Composing Task

Now; you are to create your own piece of music in small groups using SEMITONES which is MOOD MUSIC – that means it is very expressive: maybe a haunted house; or a dead body; or a very windy evening. You choose the occasion! Write the note names down so that you don’t forget them! (L3-L5)

Lesson 4 – I've Got Rhythm



Did you know the word RHYTHM doesn't have any vowels?

So far we have looked at notes on the keyboard, which is the music element of PITCH. In Lesson 1 we learned to play some basic tunes but they didn't really show us whether the notes last a short or long time;

G A B A BC BA G AB AG BA

Luckily, music notation can tell us exactly how long to play notes for!













G A B A BC BA G AB AG BA

Notice that some notes are filled in and others are hollow. The one at the end doesn't even have a stem. These are note DURATION. Also, some stems go up and others down, depending if they are lower or higher on the staff. Makes it look neat!

Self-Evaluation

How many different types of note durations can you spot in the tune above?



-  4 beats 
-  2 beats 
-  1 beats 
-  ½ beat 
-  ¼ beat 

Try this rhythm;



Self-Evaluation

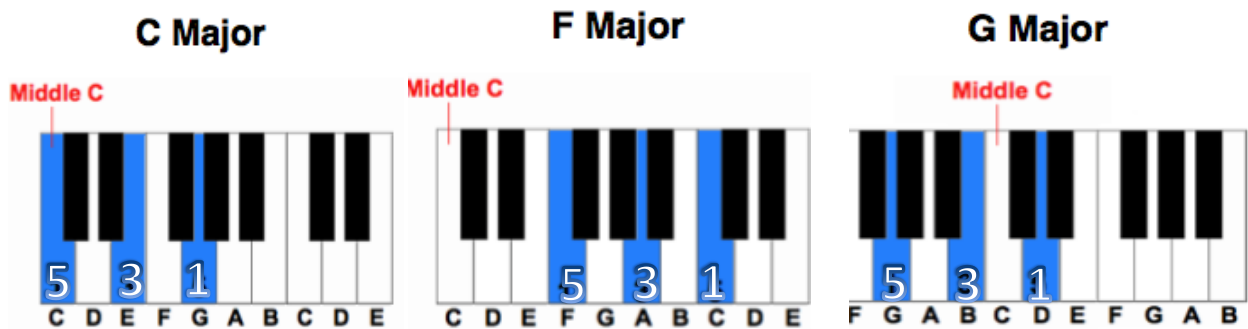
I can play this rhythm in time

Silence, known as RESTS, are shown as  for 1 beat and  for ½ beat.

Lesson 5 – Now just add Chords

CHORDS are **two** or **more** notes played **together** on the keyboard, usually with your left hand, which ‘hold’ the music together. They make it easier to understand the melody.

A basic 3 note chord is a “**TRIAD**”. It is made from the 1st, 3rd and 5th note of the scale. Practice these chords;



Remember to play the chords with your **left hand**. The “key” note (C, F, G) is always with your 5th finger!

Self-Evaluation

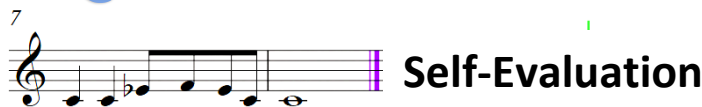
I can play these three chords well with my left hand

 L3

Let’s learn a basic Blues piece using these chords



Hint; if there is a FLAT in a bar, any more of the same note will always have that flat unless you see a “**♮**” sign to ‘cancel’ it!



I can play both hands together!

 L4/5

The Project! Select one of the pieces to play (additional sheets) L3-5