

Key Stage 3 Scheme of Work

Unit No. K2 Title : Chords

Year : 7

Aim	To create variations on given themes
Required resources	Keyboards, Unit booklets, Unit worksheet
Optional resources	
Differentiation	Differentiation will be mainly by outcome. More able students should be encouraged to use more advanced variation techniques such as ornamentation, change of mode etc. Separate extension work should be given to pupils who complete the work early.
Cross curricular elements/Key Skills	AON : Pitch relations to number, such as octave. Beats in bar Comm : Evaluation of own and others' compositions by appraising work. IT : WVO : Throughout unit IOLP : Self evaluation of work and of 1 st performances so that editing and refining can take place effectively. PS : Composition tasks given in the form of problems to be solved.
Assessment arrangements	Assessment should follow card 5. This is a set of tests on using automatic chords.
Expectations	Most pupils will : be able to play manual and automatic chords with relative fluency. They will be able to read chord sequences and play them reasonably accurately. Some pupils will not have made so much progress and will : be able to play manual chords slowly and not necessarily in time to a beat. They will be able to read chord sequences and play them again, not necessarily in time to a beat. Some pupils will have progressed further and will : Play major and minor chords with accuracy and style in both manual and automatic form with both hands. They will use the features of the keyboard with fluency and flair.
Summary of learning points	2 note chords triads Automatic major chords Automatic minor chords

Session 1 Card 1	<p>Begin by explaining the concept of chord. Explain also that chords can be nice (concord) and nasty (discord). 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. The rugrats theme could be played at this stage, which uses consecutive 3rds.</p> <p>5 minute exercise : all pupils try to play the 4 chords Now try it with a style</p> <p>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.</p> <p>Go through the hints section and let the class experiment with their own ideas.</p> <p>Allow 15 minutes at the end of the lesson to have a first performance with appraisals of each others music. Complete performances may not be needed but just enough for the class to suggest ways they might improve the music.</p>
Session 2 Card 1	<p>Revise work done last session and go through chords again.</p> <p>They should now try to improve the work they started in the last session. 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.</p> <p>At end of lesson allow 20 minutes for final performances. Award merits and record if necessary.</p>
Session 3 Card 2	<p>Go through 3 note chords (triads). Get the class to equate tri to mean 3 of something (triangle, tricycle etc.). Demonstrate the chord 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 if the three fingers are held in the same position and moved up to the right, the chord of G is found. Do the same with the chord of Am.</p> <p>At this stage, don't go into why it is called minor. If someone asks, minor sounds sad! Get them all to play the chords one after the other SLOWLY. Go round 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.</p> <p>They can now start to make up their own music using 3 note chords in the same way they did in card 1.</p> <p>1st performances at the end.</p>
Session 4 Card 2	<p>Same drill as session 2</p>
Session 5 Card 3	<p>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.</p> <p>Go through the example and go round making sure everybody can do it.</p> <p>Allow the class to work at their own pace, ticking the box in the worksheet when they can do it.</p>

Session 6 Card 4	<p>Explain the concept of playing minor automatic chords. Make sure everybody can play the example (A minor). Let the class work at their own pace playing minor chords and marking in the worksheet the name of the chord. This shouldn't take the class very long, so move straight onto the next card.</p>
Session 7 Card 5	<p>Some may have started this last session. The class simply have to play the chord sequences. There are hidden tunes occasionally which are :</p> <p>2 - Dream dream dream, (and many others!)</p> <p>5 - Love is all around</p> <p>8 - Yesterday</p>
Session 8 Card 6	<p>Assessment can be done in this session or earlier if ready.</p> <p>This card has longer chord sequences. Encourage them to start using the features of the keyboard such as fills and intro/endings.</p>