# Introducing: The Keyboard! - Teaching Program
## Unit 1 – The Keyboard: An Introduction

Teacher: _____ Class: _____ Date Commenced: ___ / ___ / _____

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| | UNIT 1 – THE KEYBOARD: AN INTRODUCTION | | | | |
| | 'Spelling List' – page 6<br><br>· Throughout Units 1, 2, 3 and 4 the teacher chooses important words to form a spelling list. The list can be compiled from the 'Glossary' on page 136. Students can be assessed on their spelling in Unit 4, page 90 'Spelling Quiz'. | Literacy – Spelling | | | |
| | 'The Keyboard: An Introduction' – pages 7 – 9<br><br>· Students are introduced keyboard instruments.<br>· Teacher demonstrates piano, synthesiser and/or organ.<br>· Teacher plays the CD listening examples and students complete revision questions. Students discuss the different tone colours of the pipe organ, harpsichord, piano and synthesiser. | Literacy - Comprehension 4.7, 4.8 | | | ✔ |


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| | 'The Piano' – pages 10 - 11<br><br>· Teacher demonstrates a piano. If possible, teacher shows students the mechanics of a piano by opening up the piano lid.<br>· Teacher demonstrates the function of the piano's pedals.<br>· Students complete revision questions. | Literacy - Comprehension | | | |
| | 'Keyboard Instrument Research Project' – pages 12 - 13<br><br>· Students research a pipe organ, harpsichord and piano then complete the 'Keyboard Instrument Venn Diagram Template' on page 13. | Literacy - Venn Diagram | | | |



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| | 'Pitch' & 'Musical Alphabet' - pages 14 - 15<br><br>· Teacher introduces the concept of music 'pitch' and explains the musical alphabet.<br>· Teacher explains how each letter of the musical alphabet corresponds to a note on the keyboard.<br>· Teacher explains that pitch ascends from left to right on the keyboard.<br>· Students complete 'Activity' questions. | Literacy - short answers | | | |
| | 'How to Sit at the Keyboard' & 'Right Hand - Where to Put Your Fingers' - page 16.<br>'Middle C' - page 17<br><br>· Students use illustrations to learn how to maintain good posture when playing the keyboard.<br>· Students learn to associate each finger of the right hand with a specific note.<br>· Students locate Middle C on the keyboard and use this as a reference point for all of the performance exercises in Units 1 and 2. | | | | |


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| | 'Exercise 1 - Follow Me' & 'Exercise 2 - Copy Cat' - page 18<br><br>· Students perform 'Exercise 1 - Follow Me' & 'Exercise 2 - Copy Cat' with the CD backing track. In both exercises, students listen to then imitate the notes on the backing track. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | 'Duration', 'Beat', 'Tempo', 'Rhythm' & 'Time Signature' - pages 19 - 20<br>'Crotchet' & 'Minim' - page 21<br><br>· Teacher introduces the concept of music 'duration' by explaining beat, rhythm, bars, bar lines, double bar lines and time signatures.<br>· Teacher uses the CD listening examples to describe beat and tempo. Students clap along to the beat of each listening example.<br>· Students complete 'Rhythm Creation Activity' on page 20.<br>· Teacher explains the use of crotchets to indicate a sound's duration is one beat and the use of minims to indicate a sound's duration is two beats.<br>· Students complete 'Revision Questions'. | Literacy - comprehension<br>4.4, 4.9 | | ✔ | ✔ |



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| | 'Exercise 3 - This is how we like to do it' & 'Exercise 4 - Standing Room Only' - page 22<br><br>· Students learn to perform both exercises with the CD backing track. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | 'Semibreve', 'Repeat Symbol' & 'Exercise 5 - One Step at a Time' - page 23<br>'Exercise 6 – Crusin'' – page 24<br><br>· Teacher explains the use of semibreves to indicate a sound's duration is four beats.<br>· Teacher explains the use of repeat symbols in music.<br>· Students learn to perform 'Exercise 5 – One Step at a Time' & 'Exercise 6 – Crusin'' with the CD backing track. | 4.1, 4.2, 4.3, 4.9, 4.12 | ✔ | | |


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| | 'Quavers' & 'Counting Quavers' – pages 25 – 27<br><br>· Teacher explains the use of quavers indicate a sound's duration is ½ beat. Note: throughout 'Introducing: The Keyboard!' only pairs of quavers joined by a beam are used. Single quavers are described but are not included in any performance activity.<br>· Students learn to clap the crotchet and quaver patterns on page 26.<br>· Students complete 'Revision Questions' on page 27. | Literacy - comprehension 4.1, 4.2, 4.9 | ✔ | | |
| | ASSESSMENT<br>'Listening Task 1' – page 28.<br><br>· Teacher introduces aural dictation by clapping or playing simple rhythm patterns using semibreves, minims, crotchets and quavers. Students attempt to notate the rhythm patterns.<br>· After students have become comfortable notating simple rhythm patterns, students complete 'Listening Task 1'. This task can be used to assess students' understanding of semibreves, minims, crotchets and quavers. | 4.7, 4.8, 4.9, 4.12 | | | ✔ |



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| | 'Revision Worksheet 1' – page 29<br>'Musical Challenge 1' – page 31<br><br>· Students complete the activities. Both activities reinforce students' understanding of duration.<br>· 'Musical Challenge 1' helps reinforce students understanding of duration values in a mathematical context. | Numeracy<br>4.7, 4.8, 4.9 | | | ✔ |
| | ASSESSMENT<br>'Start Repeat Symbol' & 'Performance Task 1' – pages 32 – 33<br><br>· Teacher explains the use of start repeat symbols in music.<br>· Students perform 'Performance Task 1' with the CD backing track. This task assesses students' understanding of the notes Middle C, D, E, F and G using the right hand on the keyboard.<br>· Teacher uses 'Performance Task 1 Marking Guide' to grade students. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |


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| | ASSESSMENT<br>'Composition Task 1' – pages 34 – 36<br><br>· Students use the templates to create a composition using the notes Middle C, D, E, F and G, and semibreve, minim, crotchet and quaver duration values.<br>· Teacher uses 'Composition Task 1 Marking Guide' to grade students. | 4.4, 4.5, 4.12 | | ✔ | |
| | 'Revision Find-A-Word 1' – page 37<br>'Crossword 1' – page 38<br><br>· Students complete 'Revision Find-A-Word 1' and 'Revision Crossword 1' to help reinforce the concepts studied thus far. | Literacy | | | |
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| UNIT 1 COMPLETION DATE | TEACHER'S NAME | TEACHER'S SIGNATURE |
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# Introducing: The Keyboard! - Teaching Program
## Unit 2 – The Treble Clef

Teacher: _____ Class: _____ Date Commenced: ___ / ___ / _____

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| | UNIT 2 – THE TREBLE CLEF | | | | |
| | 'The Notes on the Treble Clef', 'Staff', 'FACE and 'Every Good Boy Deserves Fruit' & 'Treble Clef' – pages 40 – 41<br>'Reading Music' – page 42<br>'Activity – Reading Notation' – page 43<br><br>· Teacher explains the staff and how each line and space represents a note from the musical alphabet. Students learn to use 'FACE' and 'Every Good Boy Deserves Fruit' to assist in finding notes written in the treble clef.<br>· Teacher explains the use of treble clefs in music. Students practise drawing treble clefs on page 42.<br>· Teacher explains how reading music involves understanding a note's pitch and duration. Students complete 'Activity – Reading Notation'. | 4.9 | | | |



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| | 'Stem Direction' – page 44<br>'Activity – Stem Direction and Length' – page 45<br>'Size of Note Heads' – page 46<br><br>· Teacher explains the importance of neatness when writing musical notation. Teacher then explains guidelines for drawing stems and note heads correctly.<br>· Students complete 'Activity – Stem Direction and Length'.<br>· Students complete 'Revision Activity'. | 4.9 | | | |
| | 'Notes Above and Below the Staff' – page 46<br>'Activity – Notes Using Ledger Lines' – page 47<br><br>· Teacher explains that some notes are too high or too low to fit on the staff and as a result, ledger lines are used.<br>· Students complete 'Activity – Notes using Ledger Lines'. | 4.9 | | | |


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| | 'Reading Musical Notation' – page 48<br>'Music Notation Activity' & 'Exercise 7 – Reggae Groove' – page 49<br><br>· Teacher demonstrates where to find the notes Middle C, D, E, F and G on the staff and keyboard.<br>· Students perform 'Exercise 7 – Reggae Groove'.<br>· Students rewrite 'Exercise 7 – Reggae Groove' on the staff using the musical notation. | 4.1, 4.2, 4.3, 4.9, 4.12 | ✔ | | |
| | 'Octave', 'C Major Scale' & 'How do I play 8 notes with 5 fingers' – page 50<br>'Exercise 8 – Step on the Scale' – page 51<br><br>· Teacher explains the word 'octave' and demonstrates a C Major Scale.<br>· Students learn to perform a C Major Scale. Note: the C Major Scale is included to help students understand how to climb up and down the keyboard by tucking the thumb underneath the hand.<br>· Students perform 'Exercise 8 – Step on the Scale' with the CD backing track. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |





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| | 'Verb on the Street' – pages 52 – 53<br>'Why so Tense' – pages 54 – 55<br><br>· Both activities help student develop and maintain their literacy skills in a musical context.<br>· SUGGESTED EXTENSION ACTIVITY – create examples of 'being', 'thinking' and 'feeling' verbs. Students write a paragraph on the theme ' A day in the life of a rock star' focusing on the use of verbs and tense. | Literacy - verbs & tense | | | |
| | 'Exercise 9 - Stretching Out' - page 56<br><br>· Students perform 'Exercise 9 - Stretching Out' with the CD backing track. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | 'Rests' – page 57<br>'Activity – Drawing Rests' – page 58<br>'Musical Challenge 2 – page 59<br><br>· Teacher explains the use of rests in music.<br>· Students complete 'Activity – Drawing Rests' to practise drawing rests.<br>· Students complete 'Musical Challenge 2' to reinforce duration values in a mathematical context. | Numeracy<br>4.9 | | | |


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| | 'Exercise 10 – Time Out to Beatbox' and 'Exercise 11 – Take a Short Rest' – pages 60 – 61<br><br>● Students perform both exercises using the CD backing track. Both exercises feature the use of rests. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | 'Listening Task 2' – pages 62 – 63<br><br>· This task can be used to assess student's understanding of pitch. Teacher introduces pitch discrimination by asking students to identify if a note is higher, lower or the same as another note.<br>· Students identify simple pitch patterns by listening to and then comparing the listening examples with the written examples. | 4.7, 4.8, 4.9 | | | ✔ |
| | ASSESSMENT<br>'Performance Task 2' - pages 64 - 65<br><br>· Students perform 'Performance Task 2' with the CD backing track. This task assesses students' ability to read and perform music written on the treble clef.<br>· Teacher uses 'Performance Task 2 Marking Guide' to grade students. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |



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| | ASSESSMENT<br>'Composition Task 2' - pages 66 - 68<br><br>· Students use the templates to create a composition using the notes Middle C, D, E, F, G, A, B and C, minim and crotchet rests, start and repeat symbols, treble clef and staff.<br>· Teacher uses 'Composition Task 3 Marking Guide' to grade students. | 4.4, 4.5 | | ✔ | |

| ADDITIONS / MODIFICATIONS TO UNIT 2 |
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# Introducing: The Keyboard! - Teaching Program
## Unit 3 – The Bass Clef

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| | UNIT 3 - THE BASS CLEF | | | | |
| | 'What About the Left Hand on the Keyboard?', 'Bass Clef' & 'All Cows Eat Grass and Good Birds Don't Fly Away' - pages 70 - 71<br><br>· Teacher explains the bass clef. Students learn to draw bass clefs on the staff and use 'All Cows Eat Grass' and 'Good Birds Don't Fly Away' to assist in finding notes written in the bass clef.<br>· Students complete 'Revision Quiz' on page 71. | Literacy - comprehension<br>4.9 | | | |
| | 'Activity - Reading Bass Clef' - page 72<br>'Activity - Decode The Notes' - page 73<br><br>· Students practise reading and identifying notes written in both the treble and bass clefs by completing both activities. | Literacy - cloze activity<br>4.9 | | | |



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| | 'Left Hand - Where To Put Your Fingers' - pages 74 - 75<br>'Exercise 12 - Left Hand Jam' - page 75<br>'Exercise 13 - Rockers Unite' - page 76<br><br>· Teacher explains the use of the left hand to play low notes on the keyboard. Students use the illustrations on page 74 to locate the notes Low C, D, E, F and G.<br>· Students perform 'Exercise 12 - Left Hand Jam' and 'Exercise 13 - Rockers Unite' with the CD backing track. Both exercises use the left hand. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | 'Revision Worksheet 2' - page 77 - 78<br><br>· Students complete 'Revision Worksheet 2' to help reinforce the concepts studied in Units 1, 2 and 3.<br>· Questions 9 and 10 require the teacher to perform simple rhythm patterns so that students practise their aural skills. | 4.7, 4.8, 4.9 | | | ✔ |
| | ASSESSMENT<br>'Composition Task 3' - pages 79 - 81<br><br>· Students use the templates to create a composition in the bass clef. The task requires students to use the duration values studied thus far.<br>· Teacher uses 'Composition Task 3 Marking Guide' to grade students. | 4.4, 4.5 | | ✔ | |


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# Introducing: The Keyboard! - Teaching Program
## Unit 4 – Putting It All Together

Teacher: _____ Class: _____ Date Commenced: ___ / ___ / _____

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| | UNIT 4 - PUTTING IT ALL TOGETHER | | | | |
| | 'Great Staff' & 'Playing With Both Hands On The Keyboard' - page 83<br>'Exercise 14 - Did You Hear That?' - page 84<br><br>· Teacher explains why keyboard music is written on the treble and bass clefs. Teacher explains the great staff.<br>· Students are introduced to playing keyboard music with both hands on the keyboard.<br>· Students perform 'Exercise 14 - Did You Hear That?' with the CD backing track. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | 'Activity - Fill In The Blanks' - page 85<br><br>· Students complete the literacy activity to help reinforce the concepts studied thus far. The activity also helps students' understanding of sentence structure by using a word bank to fill in missing words. | Literacy - cloze activity | | | |


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| | 'Exercise 15 - All Together Now' - page 86<br><br>· Students perform 'Exercise 15 - All Together Now' using the CD backing track. This exercise introduces students to playing two notes together on the keyboard. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | '2/4 and 3/4 Time Signatures' - page 87<br>'Whole Bar Rest' - page 87<br><br>· Teacher revises the use of time signatures in music to organise groups of beats into bars. Teacher introduces 2/4 and 3/4 time signatures.<br>· Students learn to clap the 2/4 and 3/4 rhythm patterns on page 87.<br>· Students discuss then complete the 'Revision Question'.<br>· Teacher explains that 'whole bar rests' can be used in any time signature to indicate a whole bar of silence. | Literacy - comprehension<br>4.1, 4.9 | ✔ | | |



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| | 'Exercise 16 - Left Right Left' - page 88<br>'Dotted Minim' - page 88<br>'Exercise 17 - Twilight Dreaming' - page 89<br><br>· Students learn to perform 'Exercise 16 - Left Right Left' with the CD backing track.<br>· Teacher explains the use of dotted minims to indicate a sound's duration is three beats.<br>· Students learn to perform 'Exercise 17 - Twilight Dreaming' with the CD backing track. | 4.1, 4.2, 4.3, 4.9, 4.12 | ✔ | | |
| | 'Spelling Quiz' - page 90<br>'Revision Crossword 2' - page 91<br>'Revision Find-A-Word 2' - page 92<br><br>· Teacher conducts the 'Spelling Quiz' to help develop students understanding of key words identified in the class 'Spelling List' on page 6 and 'Glossary' on page 136. This quiz may be completed at any time.<br>· Students complete 'Revision Crossword 2' and 'Revision Find-A-Word 2' to help reinforce the concepts studied thus far. | Literacy | | | |


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| | ASSESSMENT<br>'Performance Task 3' - pages 93-94<br><br>· Students perform 'Performance Task 3' with the CD backing track. This task assesses students' understanding of the great staff, 4/4 and 3/4 time signatures, the various notes and duration values studied thus far and students' ability to play with both hands on the keyboard.<br>· Teacher uses 'Performance Task 3 Marking Guide' to grade students. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | ASSESSMENT<br>'Music Notation and Listening Task' - pages 95 -99<br><br>· Teacher continues developing students' aural dictation skills by playing simple rhythm and pitch patterns. Students practise notating the patterns.<br>· Students complete 'Music Notation and Listening Task'. This task assesses students' understanding of the duration and pitch concepts covered throughout 'Introducing: The Keyboard!' The task also features a spelling test and requires students to demonstrate their understanding of duration in a mathematical context. | Literacy<br>Numeracy<br>4.7, 4.8, 4.9, 4.12 | | | ✔ |



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# Introducing: The Keyboard! - Teaching Program
## Unit 5 – Extension Pieces
## (Extension Unit)

Teacher: _____ Class: _____ Date Commenced: ___ / ___ / _____

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| | UNIT 5 - EXTENSION PIECES<br>EXTENSION UNIT | | | | |
| | 'Playing Two or More Notes in One Hand' & 'Exercise 18 - Stomp Stomp' - page 101<br>'Exercise 19 - Can You Handle More?' - page 102<br><br>· Teacher explains how to play two or more notes in each hand on the keyboard.<br>· Students perform 'Exercise 18 - Stomp Stomp' and 'Exercise 19 - Can You Handle More?' with the CD backing track. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |
| | '1st Time and 2nd Time Endings' & 'Exercise 20 - Where Are We Now?' - page 103.<br><br>· Teacher explains 1st time and 2nd time endings.<br>· Students perform 'Exercise 20 - Where Are We Now?' with the CD backing track. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |



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| | 'What About The Black Notes?' & 'Sharps and Flats' - page 104<br><br>· Teacher explains the concept of sharp and flat notes and how these notes correspond to the black notes on the keyboard. Note: 'Introducing: The Keyboard!' focuses only on the notes F# and Bb. The teacher may choose to further explain other sharp and flat notes, accidentals and the natural symbol. | 4.9 | | | |
| | 'Exercise 21 - Looking Sharp' - page 105<br>'Exercise 22 - Flat To The Ground' - page 106<br><br>· Students perform 'Exercise 21 - Looking Sharp' with the CD backing track. This exercise features the note F#.<br>· Students perform 'Exercise 22 - Flat To The Ground' with the CD backing track. This exercise features the notes Bb and F#. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |


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| | 'Staccato and Legato' - page 107<br>'Exercise 23 - Jumping Around' - page 108<br>'Exercise 24 - Trick Or Treat' - page 109<br><br>· Teacher explains the expressive techniques 'staccato' and 'legato'.<br>· Students perform 'Exercise 23 - Jumping Around' and 'Exercise 24 - Trick Or Treat' with the CD backing track. Both pieces feature the expressive techniques 'staccato' and 'legato'. | 4.1, 4.2, 4.3, 4.9, 4.12 | ✔ | | |
| | 'Rallentando' & 'Exercise 25 - Sleep Time Is Near' - page 110<br><br>· Teacher explains the expressive technique 'rallentando'.<br>· Students perform 'Exercise 25 - Sleep Time Is Near' with the CD backing track. | 4.1, 4.2, 4.3, 4.9, 4.12 | ✔ | | |
| | 'Listening Task 3' - page 111<br><br>· Teacher revises the expressive techniques staccato, legato and rallentando. Students complete 'Listening Task 3' by listening to the CD examples and identifying the expressive techniques. | 4.7, 4.8, 4.9, 4.12 | | | ✔ |





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| | ASSESSMENT<br>'Performance Task 4' - pages 112 - 114<br><br>· Students perform 'Performance Task 4' with the CD backing track. This task assesses students' understanding of the notes F# and Bb, expressive techniques and students' ability to perform with both hands on the keyboard.<br>· Teacher uses 'Performance Task 4 Marking Guide' to grade students. | 4.1, 4.2, 4.3, 4.12 | ✔ | | |

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