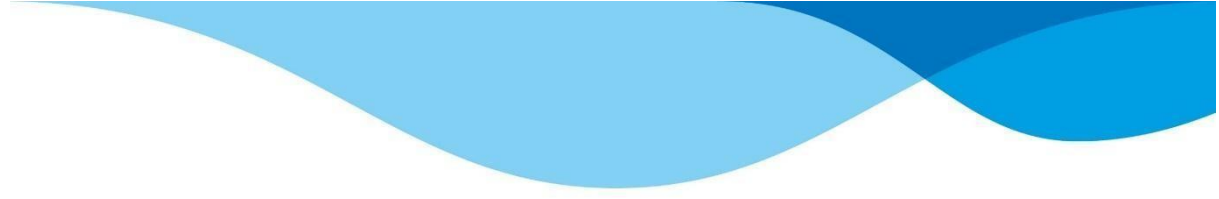


## YEAR 7 PERFORMANCE STUDIES (MUSIC)

### WHOLE CLASS SINGING

#### SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Practical hands-on approach to singing in the classroom that provides learnings strategies for exploring with students what their voices can do and applying this to a series of exciting listening and performing activities.</p> <p>Singing in school dramatically improves self-esteem (particularly for vulnerable and children with special educational needs), helps students to be more calm and focused and increases enjoyment and engagement in class.</p> <p>Students will be encouraged to take part in vocal warmups, tongue twisters and breathing activities to develop understanding of vocal skills. Some students may be anxious or shy to sing. Tasks are differentiated to allow for all students to take part and be engaged in whole class activities. Some students may be ready to take leading parts for extra challenge.</p> <p>Students to explore vocal range, melodic and structural devices of popular songs.</p> <p>Learning and developing an awareness of musical elements of pulse, pitch, rhythm, articulation, dynamics, and timbre will contribute to development of an aural perception of the music being performed as well as evaluating performances. Whole class singing relates to playing instrumental accompaniments and developing musical and performance ideas with understanding of how to achieve a quality class performance.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> <li>1) <b>Whole class singing</b> Rule The World, A Thousand Years, Rude</li> <li>2) <b>Vocal technique</b> - correct technique and use of breath.</li> <li>3) <b>Expression awareness</b> - being able to sing confidently, with control and accuracy.</li> </ol> <p>These are the three key areas that enable students to achieve a high-quality performance. Development of these skills lay the foundation to move onto composing and reading music notation. Once acquired, these skills feed into years 8 and 9 by providing transferable skills that are a necessity for the learning of other instruments and composing.</p>	<ol style="list-style-type: none"> <li>1. <b>Alto</b> - Lower female voice.</li> <li>2. <b>Soprano</b> - Higher female voice.</li> <li>3. <b>Tenor</b> - Higher male voice.</li> <li>4. <b>Bass</b> - Lower male voice.</li> <li>5. <b>Pitch</b> - High or low.</li> <li>6. <b>Structure</b> - How song is organised.</li> <li>7. <b>Expression</b> - Personal response to music.</li> <li>8. <b>Triplet</b> - Three notes played in the time of two notes.</li> <li>9. <b>Melody</b> - Main tune.</li> <li>10. <b>Tonality</b> - Happy or sad.</li> <li>11. <b>A capella</b> - Singing without instruments.</li> <li>12. <b>Bridge</b> - Contrasting section.</li> <li>13. <b>Sharp</b> - Moves the note semitone higher.</li> <li>14. <b>Triad</b> - Chord with 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup>.</li> <li>15. <b>Conjunct</b> - Moves in steps.</li> <li>16. <b>Disjunct</b> - Moves in leaps.</li> </ol>



Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more confident vocalists in the following ways:</p> <ol style="list-style-type: none"> <li>1) <b>Utilising backing tracks</b> (all the performing resources will use backing tracks with lyrics to lower the anxiety around singing and allow all to take part).</li> <li>2) <b>Range of pieces</b> (some students may be familiar to some of the songs, songs will be taught in sections to make it accessible to all).</li> <li>3) <b>Leading parts</b> (some students may be ready to take on leading parts in whole class singing).</li> </ol> <p>The scheme of learning caters for all abilities through the three music specific differentiation strategies above. There is a range of abilities in a music class, therefore support and challenge in this scheme of learning allows all abilities to progress. Higher achievers may take leading roles or perform solo, whilst lower achievers can focus on correct posture and breathing and increase difficulty once this is achieved. All activities will be a whole class based to enable students to feel comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own musical ability.</p>	<p><b>Social Issues</b></p> <ul style="list-style-type: none"> <li>● Being able to work as a team</li> <li>● Communication</li> <li>● Respecting and empathy towards others</li> </ul> <p><b>Wider world learning</b></p> <ul style="list-style-type: none"> <li>● Singing fosters language acquisition and development</li> <li>● Singing can inspire students to do their own songwriting</li> <li>● Students will listen to performances by different singers</li> </ul>	<p>Students will have the opportunity to further their skills at the weekly after-school club which is provided free of charge by the Music department (every Thursday).</p> <p>Students have the opportunity to have 1:1 or duo vocal lessons which are provided by the Norfolk Music Hub or private tutors.</p> <p>Students will have the opportunity to perform in school venues.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>“If you cannot teach me to fly, teach me to sing.” - J.M.Barrie, Peter Pan</p> <p>Music is a sociable subject and students will benefit from increased literacy, intellectual and creative growth as well as improved social skills and confidence which can lead to higher academic achievement in the future.</p> <p>In addition to the above, the performance studies values are key in vocal skills, for example:</p> <ul style="list-style-type: none"> <li>● Inspiration: Hearing a piece performed by professional musicians and being able to sing it as a whole class.</li> <li>● Excellence: Solo and leading performing opportunities.</li> <li>● Respect: Respecting individual performances within the class, accepting that everyone can sing at different level.</li> <li>● Determination: Improving your skills and mastering your voice.</li> </ul>	<p>Students will be able to access subject specific vocabulary and key words (highlighted in the lesson resources).</p> <p>Students will learn through different rhythmic patterns, various tempos (beats per minute), breathing in/out on eight beats.</p> <p>Verse/Chorus – song’s narrative element (literacy).</p>	<p><b>Not everyone can sing.</b> With positive motivation and inspiring environment, anyone can learn to sing.</p> <p><b>Breathing exercises are waste of time.</b> Relaxed and controlled breathing helps to find optimum breath for singing.</p> <p><b>If you can’t sing on key, you’re tone deaf and it’s hopeless.</b> Only about 4 percent of the population is actually tone deaf, but most people can develop and improve their perception of pitch in time.</p>
<p><b>Assessment timeline:</b></p>		
<p>At the beginning of the scheme of learning, students will engage in a simple warm-up exercises and explore vocal ranges. This will enable the teacher to recognize the more capable and offer them more leading/solo tasks to work with so they can progress at the correct level. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (for example a student may be ready to perform solo. The teacher will use backing tracks with lyrics so students can learn the words in sections. This will allow students to see and listen to the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be based on HEAD/HANDS/HEART concept to assess the practical skills, effective attitude towards learning and theoretical knowledge.</p>		
<p><b>Home learning/extra-curricular</b></p>		
<ul style="list-style-type: none"> <li>● Some students may be ready to take on leading/solo parts.</li> <li>● Music after-school club on Thursdays.</li> </ul>		
<p><b>Feedback</b></p>		

Feedback from the teacher in music lessons will be purely verbal and specific to the lesson objective. Teachers will observe students rehearsing/performing in every lesson. **The teacher should aim to provide one piece of feedback on rehearsing/performing every lesson for every child. This will vary due to the size of classes.**

Due to the nature of whole class singing, peer feedback will be incorporated frequently. Often students are feeding back to their own group/partner and this provides an excellent opportunity for them to give details on what went well and what could be improved.

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													