

Music Department

Year: 7

Topic: Voices

Learning Journey

Prior learning:

Musical Literacy – Students have learnt about rhythmic notation.

Performance Skills – Students have performed a piece of Samba Music as a whole class and in groups.

Listening/Analysis – Students have answered rhythmic dictation questions. They have listened to and appraised different rhythmic features of Samba Music that have incorporated the Elements of Music (specifically tempo and texture).

Composition – Students have composed their own pieces of Samba Music in groups.

Learning sequence – Voices							Endpoint
Main learning steps	Introducing SATB voices.	Vocal Warm-ups.	Learning the class song.	Learning about vocal textures.	Refining the performance of the class song.	Rehearsal in Hewett Hall.	Opportunity to perform as part of the Year 7 Sharing Evening / Christmas Concert.
		Various ‘fun’ warm-ups used to encourage a relaxed posture, good breathing technique engaging the diaphragm, projection,	Students learn an unfamiliar song in unison by copying the teacher, as the song is broken down into individual phrases. The focus is on ensuring that pitches, rhythms and lyrics are accurate.	Students learn about unison, solo, call and response, canon / round, and homophonic (singing in harmony) vocal textures. They listen to and identify each	Students perform their class song and then make suggestions about what they should do to improve the performance as a class.	Students learn about performance etiquette by performing their class song to other Year 7 classes. They also sing the Year 7 song as a Year group.	Each class performs their class song for parents, carers and teachers. The year group

		diction, and an involvement in performing.		type. They recap the class song learnt last lesson, but this time with additional vocal textures. They also learn the Year 7 song.	Suggestions might include adding dynamics, extra percussion instruments, improving the harmonies, etc.		performs the Year 7 song.
Assessment	Students listen to excerpts of each voice and identify.	Students perform vocal warm-ups.	Students perform the class song in unison once all the individual phrases have been put together again.	Students perform the class song with additional vocal textures added (eg. harmonies or call and response sections). They perform the Year 7 song as a class.	Students perform the class song with improvements. Song is recorded and played back for peer evaluation. Students also perform Year 7 song as a class and make improvements.	Formative Assessment – Students perform their class song and receive verbal feedback about improvements.	Public performance opportunity.

Where will we use these ideas again:

Musical Literacy – Students will continue to identify different textures in music.

Performance Skills – Students will continue to develop performance skills, both as a soloist and as members of an ensemble in all future topics.

Composition

Listening and analysis – Students will continue to listen to and appraise music, including vocal music throughout KS3.