



Year 7 Music Curriculum- All Voices Count

Ad Astra

Prior Learning									
In KS1/2 students apply and develop a broad range of musical skills, which include singing, listening and performance. They have learned in some instances how to apply this knowledge to their own and to others' work.									
We will be learning about...									
During this unit of work, we will be studying a music topic called All Voices Count. We will be exploring the voice through singing a wide range of different types and styles of songs, developing your ability to sing music in two (or more) parts, as a whole class performance and small ensemble groups.									
We will develop our learning by studying the following each week:								RAG Rate	
<p><u>Week 1 Key Learning</u></p> <ul style="list-style-type: none"> <u>Knowledge:</u> Introduction to the music course and learning key facts about the human voice and its anatomy. <u>Knowledge:</u> Learning Journey Overview and 'The Bigger Picture'. <u>Skills:</u> Take part in warm up exercises, games, and tongue twister task. <p><u>Week 2 Key Learning</u></p> <ul style="list-style-type: none"> <u>Retrieval Knowledge:</u> Review- our vocal anatomy and warm up activities. <u>Knowledge:</u> Understanding basic musical elements such as dynamics, timbre, and texture and how these apply to vocals. <u>Skills:</u> Complete listening activity of Valerie and whole class singing activity. <p><u>Week 3 Key Learning</u></p> <ul style="list-style-type: none"> <i>Awe and Wonder Activity</i> <u>Knowledge:</u> Exploring different vocal registers and voice types. <u>Skills:</u> Understanding what voice types we have and listening to different types of voices. <u>Skills:</u> Exploring vocal registers, tones and pitches through theory work and practical singing activities. <p><u>Week 4 Key Learning</u></p> <ul style="list-style-type: none"> <u>Retrieval Knowledge:</u> Review- voice classifications in order from lowest to highest and complete vocal knowledge theory assessment. <u>Knowledge:</u> Exploring different vocal techniques and be able to understand graphic scores. <u>Skills:</u> Exploring singing task Valerie- whole class activity. <p><i>Theory Assessment</i></p> <p><u>Week 5 Key Learning</u></p> <p><i>CTG work (Closing the Gap)</i></p> <ul style="list-style-type: none"> <u>Knowledge:</u> Discuss breathing techniques. <u>Skills:</u> Exploring by listening to examples of contemporary Vs musical theatre, commenting on similarities and differences. <u>Skills:</u> Rehearsal time- class singing practice of Valerie and start a second song. <p><u>Week 6 Key Learning</u></p> <p><i>Practical Assessment</i></p> <ul style="list-style-type: none"> <u>Retrieval Knowledge:</u> Review- class performance of Valerie and Three Little Birds. <u>Knowledge:</u> Exploring notation- looking at the shape of a melody and understanding the basics of following notation. <u>Skills:</u> Complete class performance of Valerie- refer to assessment criteria. <p><u>Week 7 Key Learning</u></p> <p><i>CTG work (Closing the Gap)</i></p> <ul style="list-style-type: none"> <u>Knowledge:</u> Vocal review of work to date- listening back to performances. <u>Skills:</u> Exploring advanced vocal skills through new songs focusing on techniques learnt to date. <u>Skills:</u> Exploring session skills, playback, and improvisation. 									
Key Vocabulary									
Solo	Unison	Pitch	Octave	Dynamics	Texture	Timbre	Vocal Range	Harmony	A Capella
Future Learning									
Year 8: Saharan Sounds-focusing on rhythms from around the world.	Year 9: What Makes A Good Song? - focusing on performance and composition skills.	GCSE Music: AOS1- My Music.	<u>Careers:</u> singer, music director, orchestrator, pianist, audio engineer, music producer, lyricist, record producer, conductor and many more....						
Enrichment Activities									
In Year 8, learning could be enriched through:									
Joining an extra-curricular club such as: keyboard club or choir. <input type="checkbox"/>	Attending a recital or music concert. <input type="checkbox"/>	Watching a live performance of a musician. <input type="checkbox"/>	Listening to a composer. <input type="checkbox"/>	Perform in a show or assembly. <input type="checkbox"/>	Learning a new instrument through the Instrumental lesson scheme. <input type="checkbox"/>				



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Enrichment Opportunities:

During your child's time at Lode Heath School, your child will have the opportunities to work individually, in small or large groups and as part of a whole class during musical performances.

Your child will also have the option to take up a musical instrument of their choice. We currently have a wide range of visiting music teachers from the Solihull Music Service.

For more details please visit: [Solihull Music Service | solihull.gov.uk](http://solihull.gov.uk)

Homework guidance:

Students will receive 1 fortnightly homework activity. These will be a combination of retrieval, knowledge, and research tasks. Failure to complete a homework task will result in a 25-minute detention.

How can you help?

Please support your child with their musical education by encouraging them to listen to a wide repertoire of music and by encouraging them to attend extra-curricular clubs within school and outside school through the Solihull Music Centre. If your child plays an instrument, please encourage your child to practise regularly.

Your child will be required to name a musical instrument performing. If your child does not play a musical instrument in a band or an orchestra this is extremely difficult. The best way to learn is to go to www.dsokids.com and here you can listen to all of the different orchestral instruments and learn what they sound like.