

# MUSIC – Y7

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 JAN - FEB	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>TOPIC (S)</b>  <b>Chords and Singing</b>	Objective: Intro - Introduce students to group singing, and the process and effect of warming up the voice.	Objective; Pitch - Explore pitch through the use of more warm ups, incorporating scales and arpeggios, incorporating piano skills already developed	Objective: Explore accompaniment of vocal parts, using skills developed in previous keyboard unit	Objective: Record chords to chosen song using bandlab/garageband	Objective: Record melody part to chosen song, also looking at exploring the idea of harmony	Objective: Assessed performances.
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>• Introduction to key considerations of Vocal Music – breathing, pitching, tuning, diction, part-singing, listening</li> <li>• Basic understanding of anatomical process of breathing and singing apparatus – i.e. lungs, diaphragm, and vocal cords</li> <li>• Techniques to warm up and care for the voice, and the rationale behind them</li> <li>• Listening skills, relative to both self and others</li> <li>• Basic understanding of part singing</li> <li>• Application of all of these skills through performance, with aspects of arrangement</li> <li>• Performance skills, diction, and confidence building</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	Formative teacher assessment - verbal	Recordings – peer assessment	Formative teacher assessment - verbal	Formative teacher assessment - verbal	Formative teacher assessment - verbal	Video recording/Self-assessment
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Use of examples of different types of singer – pop, rock, classical, opera</li> <li>• In-depth exploration of techniques to aid process used by singers in performance</li> <li>• Understanding of song structure aids basic understanding of pop music as a musical form</li> </ul>					
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Students spend time every lesson singing together, requiring high levels of mutual respect</li> <li>• Students will be working in pairs and/or small groups, requiring everyone to have a fair and equal role in participation</li> <li>• Singing is a personal act, so students will require tolerance, compassion, and support for their peers in order to thrive as a group</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Donna Frazier and Roger Love – <i>Set Your Voice Free</i></li> <li>• Rockschool – <i>Vocals Grade 1 – 8</i></li> <li>• Tc-Helicon – <i>The Ultimate Guide to Singing</i></li> </ul>					
<b>Key Vocabulary</b>	Singing Breathing Pitch Diction Unison Round Harmony Warm Up					
<b>Cross-curricular links</b>	English – Use of diction exercises, word games, and tongue-twisters Science – Basic understanding of human biological processes involved in singing MFL – Diction and projection exercises aid with speaking					
<b>Careers</b>	How do singers use their voices to form their own careers in a variety of musical fields?					

