

KS3 Music- Vocal Music - singing/rapping

In this unit pupils will: In this unit students will learn about the musical aspects of singing. Students will learn how to listen, appraise and respond to vocal music and they will also learn how perform vocal music within a group context. Students will explore different types of vocal music including singing, rapping and world music e.g. African chants.

Keywords:

Volume, speed, dynamic, tempo, melody, timbre, structure, melody, sound, conductor, pitch, instrument, rhythm

	<u>B2 P step 5-6</u>	<u>B2 P step 7-8</u>	<u>B2 NC Step 1</u>	<u>B2 NC Step 2</u>	<u>B2 NC Step 3</u>
Theme-Listening and appraising vocal music.					
<u>Subject specific knowledge</u>	<p>Understands that music can make us feel different emotions due to: Volume (dynamic) Speed (tempo)</p> <p>Understands that there are different genres of vocal music.</p> <p>Understands that male and female voices sound different.</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo</p> <p>Understands that there are different genres of vocal music.</p> <p>Understands that male and female voices sound different.</p> <p>Understands that vocal music can be performed as a solo or ensemble.</p> <p>Understands all keywords and how to use them appropriately.</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo Melody</p> <p>Understands that there are different genres of vocal music.</p> <p>Understands that male and female voices sound different.</p> <p>Understands that vocal music can be performed in multiple parts.</p> <p>Understands all keywords and how to use them appropriately.</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo Melody Timbre Structure</p> <p>Understands that there are different genres of vocal music.</p> <p>Understands that male and female voices sound different.</p> <p>Understands that vocal music can be performed in multiple parts.</p> <p>Understands all keywords and how to use them appropriately.</p>	<p>Understands that music can make us feel different emotions due to: Dynamic Tempo Melody Timbre Structure</p> <p>Understands that there are different genres of vocal music.</p> <p>Understands that male and female voices sound different.</p> <p>Understands that vocal music can be performed in multiple parts.</p> <p>Understands all keywords and how to use them appropriately.</p>
<u>Subject specific skills</u>	Is able to use simple criteria to describe music (happy, sad, fast and slow).	Is able to use simple criteria to describe music (happy, sad, scared and relaxed). Is able to discuss dynamics, tempo in order to justify their decisions.	Is able to use simple criteria to describe music (happy, sad, scared, relaxed and angry). Is able to discuss dynamics, tempo, and melody in order to justify their decisions.	Is able to use simple criteria to describe music (happy, sad, scared, relaxed, angry, romantic and frantic). Is able to discuss dynamics, tempo,	Is able to use simple criteria to describe music (happy, sad, scared, relaxed, angry, romantic and frantic).

	<p>Is able to identify female and male voices when offered a choice.</p> <p>Is able to identify the genre of music when offered a choice - e.g. singing, rap or chant.</p>	<p>Is able to identify female and male voices.</p> <p>Is able to identify a solo voice or ensemble.</p> <p>Is able to identify the genre of music e.g. singing, rap or chant.</p> <p>Is able to identify their favourite song.</p>	<p>Is able to identify the beginning, middle and end of a song.</p> <p>Is able to identify the genre of music e.g. singing, rap or chant.</p> <p>Is able to identify their favourite song and explain why.</p>	<p>melody and timbre in order to justify their decisions.</p> <p>Is able to identify the beginning, middle and end of a song.</p> <p>Is able to identify the genre of music e.g. singing, rap or chant.</p> <p>Is able to identify their favourite song and explain why including musical elements.</p>	<p>Is able to identify their favourite song and explain why including musical elements</p> <p>Is able to discuss dynamics, tempo, melody and timbre in order to justify their decisions.</p> <p>Is able to identify the structure of different songs.</p> <p>Is able to discuss the lyrics to a song.</p> <p>.Is able to identify the genre of music e.g. singing, rap or chant.</p>
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Theme-Composing and Performing Vocal Music

<u>Subject specific knowledge</u>	<p>Understands that the voice is an instrument.</p> <p>Understands that a conductor starts and stops the music.</p> <p>Understands that songs can have accompaniment.</p>	<p>Understands that the voice is an instrument.</p> <p>Understands that a conductor starts and stops the music.</p> <p>Understands that music can be sung in multiple parts.</p> <p>Understands that songs can have accompaniment.</p>	<p>Understands that the voice is an instrument.</p> <p>Understands the role of a conductor.</p> <p>Understands that music can be sung in multiple parts.</p> <p>Understands that songs can have accompaniment.</p>	<p>Understands that the voice is an instrument.</p> <p>Understands the role of a conductor.</p> <p>Understands that music can be sung in multiple parts.</p> <p>Understands the importance of posture.</p> <p>Understands that songs can have accompaniment.</p>	<p>Understands that the voice is an instrument.</p> <p>Understands the role of a conductor.</p> <p>Understands that music can be sung in multiple parts.</p> <p>Understands the importance of posture.</p> <p>Understands that songs can have accompaniment.</p>
<u>Subject specific skills</u>	<p>Is able to attempt to copy a short melody using their voice.</p> <p>Is able to participate in a group performance.</p> <p>Is able to start singing when the music starts.</p> <p>Is able to stop singing when the music finishes.</p> <p>Is able to start and stop performing with a signal from a conductor.</p>	<p>Is able to copy the rhythm of a melody accurately.</p> <p>Is able to attempt to copy the pitch of a melody.</p> <p>Is able to perform as part of a group containing more than one part e.g. a round.</p> <p>Is able to perform a solo.</p> <p>Is able to follow signals given by a conductor e.g. start, stop, loud, quiet</p>	<p>Is able to speak different rhythms.</p> <p>Is able to sing the correct rhythm and pitch of a small step melody.</p> <p>Is able to perform as part of a group containing more than one part accurately. e.g. round, different harmonies</p> <p>Is able to follow signals given by a conductor e.g. start, stop, loud, quiet, fast, slow</p>	<p>Is able to perform as part of a group containing more than one part. e.g. round, different harmonies</p> <p>Is able to follow 2 signals given by a conductor e.g. start, stop, loud, quiet, fast, slow</p> <p>Is able to show an awareness of pitch when following the shape of a melody whilst singing.</p>	<p>Is able to perform as part of a group containing more than one part maintaining the correct pitch. e.g. round, different harmonies</p> <p>Is able to follow signals given by a conductor e.g. start, stop, loud, quiet, fast, slow</p> <p>Is able to sing the correct pitch when singing a melody containing small steps and leaps.</p> <p>Is able to sing with control of volume.</p>

	Is able to create an accompaniment to a song using unpitched instruments.	Is able to create an accompaniment to a song using pitched and unpitched instruments.	Is able to stand up straight with the correct posture for most of a song. Is able to create an accompaniment using syllable and/or simple rhythms e.g. crotchet and quaver.	Is able to sing the correct pitch when singing a small step melody. Is able to sing with the correct posture. Is able to breathe at the end of a phrase when singing. Is able to create a short, vocal melodic pattern. Is able to create an accompaniment using simple rhythms e.g. crotchet, quavers, semi-quavers	Is able to sing the same melody starting on different notes. Is able to read different rhythms e.g. crotchet, quavers, semiquavers, minims, semi-breve Is able to create an accompaniment using different rhythms. Is able to sing with the correct posture. Is able to create a short, vocal melodic pattern. Is able to add words to a melody they have written.
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Personal development

Problem solving-

Linked to composing to a specific criteria / identifying and correcting errors.

Teamwork-

Linked to the leadership and collaboration work involved with the group compositions and performances.

Self-management

Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.

Communication skills-

Asking appropriate questions and listening to responses when troubleshooting ICT issues.

Self-belief-

Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback.

Suggested activities

Following lines to explore pitch.

Singing as part of a round.

Performing solos.

Conducting activities.

Singing in multiple parts - class choir.

African chants.

Write a melody and add words.

Create a rhythmic accompaniment to a song.

Exploring difference between singing and spoken word (rap)

Turn nursery rhymes into raps.

Writing own raps.

Online resources

<https://www.youtube.com/watch?v=IUZEtVbJT5c>

<https://www.youtube.com/watch?v=MbudPRPrFWI>

<https://www.youtube.com/watch?v=jYHSyNLflx8>

https://www.youtube.com/watch?v=rsSMCq7pl_k

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>

Evidencing Work

All work sheets need to be printed off (where appropriate levelled in accordance with the rubric), students need to self-assess and work needs to be put in student folders.

Practical activities need to be evidenced with an individual picture feedback sheet (see example in curriculum folder).

Save any individual Book Creator activities/files to a student folder.

Live performances need to be recorded and formatted within Book Creator.