

Scheme of Work

UNIT: Vocal Music

Term: 1

Year: 7

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Focus:

Pupils will develop an awareness of the voice as an instrument through singing a varied repertoire. This will aid pupils in developing a sense of rhythm and pitching notes. Pupils will develop their understanding of the elements of music and become aware of graphic notation. Pupils will also enhance their listening skills through a variety of listening material, becoming more aware of famous composers.

Key Vocabulary:

Pitch, Rhythm, Graphic, SATB, Dynamics, Ensemble, A Capella, Unison

Specific Teaching:

- ♣ Class reading about Halloween and Guy Fawkes relating it to Handel's "Fireworks" with a related listening task
- ♣ Reading about ghosts – performance of Hector the Ghost/part singing
- ♣ Rehearse performance and record it
- ♣ Compose own ghost song using graphic score
- ♣ Listening and identifying SATB voices, unison, A capella etc.
- ♣ Performance of Xmas Carols and rehearsals

PoS

4e, 6a, 6c
5a
5a, 5d
5e, 5g, 5h
6e
4b, 5c, 5d

Repertoire:

- ♣ Handel's "Fireworks"
- ♣ Hector the Ghost
- ♣ Xmas Carols
- ♣ Tintinnabulum, Karl Jenkins
- ♣ Voices together

Resources:

Reading resources
Worksheets
Listening examples
Self assessment sheet
Music Matters 11-14 and CD

Activity Plan:

- ♣ Introduce unit through GUY FAWKES reading and Halloween.
- ♣ Listen to Handel's "Fireworks" and do listening task.
- ♣ H/W – Design a poster for going to a "Fireworks" concert by Handel.
- ♣ Reading about ghosts to introduce Hector the Ghost
- ♣ Singing – part singing of Hector the Ghost and recording of this
- ♣ H/W – Write a TV script about a ghost. What type of music you would play in the background?
- ♣ Listening tasks about voices together/SATB/Unison etc.
- ♣ H/W – Sheet about voices
- ♣ Class reading about choirs and voices. – Listening to examples. Related H/W
- ♣ Composition: conversation about ghosts - introducing graphic scores. H/W about graphic scores.
- ♣ Recording of compositions
- ♣ Learn and rehearse Christmas Carols for performance in assembly.

Outcome:

All pupils:

Show awareness of voice as an instrument. Complete all listening tasks and be able to identify SATB voices. Perform a simple part within a group performance and keep a steady beat. Awareness of pulse in music. Compose a piece about a ghost and use graphic notation to show ideas of story.

Most pupils:

Compose a stylish composition and use graphic notation to show dynamics and pitch. Sing from memory and in correct pitch, beginning to take a more solo role. Perform with a sense of style and interpret the mood of the songs. Identify composers and styles of music and mention these in homework exercises.

Some pupils:

Perform confidently with style and awareness of others taking a leading role. Sing from notated music and show understanding of the elements. Refine and complete composition showing the full intention of the task. Evaluate listening tasks by making connections between the historical, cultural background.

Assessment:

- ♣ Homework's
- ♣ Self Assessments
- ♣ Listening Tasks
- ♣ Composition