



**Pathway
'2-4'**

Year 11 Music

Term 2 Spring half Term to end of Summer Term

Learning Intention: Singing and Professional Performance

In this unit, students will be exposed to the world of singing, developing and building on the voice skills they learnt in Key Stage 3. They will have the opportunity to use a microphone to record a short song of their choice. They will also look at how different musical features are used to enhance their singing. This builds on prior learning, as they begin to use microphones and AMps and develop their ability to arrange music (voice will need to be restricted to spoken and pupils encouraged to sign due to current singing restrictions, but will still learn the theory of voice control). Pupils are entered for the AQA Unit Awards with this module should they meet the requirements.

Key knowledge that should be learned during this SoW	All (Pathway 2)	Most (Pathway 3)	Some (Pathway 4)
Concept:	<p>To encourage and support pupils to:</p> <ul style="list-style-type: none">- Develop an understanding of the basic singing techniques. (posture, voice warm ups/ facial warm ups).	<p>To encourage greater independence and decisions making through guidance in:</p> <ul style="list-style-type: none">- Develop an understanding of the basic singing techniques and be able to name a song that they would like to sing.	<p>To develop independent thinking, decision making, basic leadership skills and problem solving in group work by:</p> <ul style="list-style-type: none">- Develop an understanding of the basic singing techniques and be able to name a song that they would like to sing. Students will also be able to give an example of a musical feature they would like to use.

<p>Knowledge:</p>	<p>Develop a basic understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> - Be aware of the different musical features one can use to improve their singing, e.g. pitch, dynamics, tempo. 	<p>Develop a competent understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> - Be aware of the different musical features one can use to improve their singing, e.g. pitch, dynamics, tempo. Students will also be able to explain what some of these features mean. 	<p>Develop a confident understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> - Be aware of the different musical features one can use to improve their singing, e.g. pitch, dynamics, tempo. Students will also be able to explain what all of these features mean.
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> - Students will develop basic singing techniques such as maintaining the correct posture. - learn to use a microphone correctly 	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> - Students will develop basic singing techniques such as maintaining the correct posture. Students will also begin to use a musical feature, such as dynamics in their music. - Develop confidence performing with a mic. 	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> - Students will develop basic singing techniques such as maintaining the correct posture. Students will also use more than one musical feature, such as dynamics and tempo in their music. - improve their performance skills with a mic and show understanding of how to set up Amps.
<p>Language and/or communication skills:</p>	<p>To develop confidence in subject related language and begin to use a range from the following keywords independently and mostly accurately sharing ideas verbally when prompted.</p> <ul style="list-style-type: none"> - Singing - Stand up/Body Position 	<p>To improve use of subject related language and appropriate application of the below keywords and to share a range of new descriptions and their own keywords with the class:</p> <ul style="list-style-type: none"> - Singing - Dynamics - Posture 	<p>To explore use of subject related language using broad and appropriate application for the most of the below keywords and regularly sharing own additional language</p> <ul style="list-style-type: none"> - Singing - Dynamics - Pitch

	- Solo	- Composition	- Body Angle - Amps - Ensemble
Curricular Links	<p>Spiral Learning</p> <p>Literacy- Keyword exercises, word games, word frames, vocabulary quizzes.</p> <p>Numeracy is encouraged through counts of drumming beats, clapping, tapping, striking</p> <p>PSHCE-Health and Safety performing on stage, awareness of own environment</p> <p>SMSC-Social skills in ensemble performance</p> <p>Dance- use of timings, responding to beats</p> <p>Music-Builds on voice skills taught in KeyStage3 Music</p>		

Talking points

Students will begin to discuss and think about the different songs they would like to sing. Students can look at different singers online and look at their singing techniques and share them with others.

Implementation

Core Focus:

- Developing understanding of solo and ensemble performance including musical features, dynamics and tempo
- Develop performance confidence and owning/sharing the stage
- Accompaniment and developing composition

Impact

Students will be able to use what they have learned from this topic to prepare a performance for a show, such as the winter concert in school.

Career links- They develop their ability to perform solo or in Ensemble in a range of settings and to audiences, in or outside school. Pupils will start to develop understanding of the professional skills and resilience needed in music performance.