

Year 7 – Singing Through the Decades

Singing Through
The Decades

Just Play 1

World Music

Technology

Just Play

Recycled
Rhythms

In this unit, you will learn how to sing as part of a large ensemble and learn about how music has developed from the 1950's onwards. You will take part in small group and large group ensemble work.

Key Features

Singing has always been an important part of every culture from the medieval chanting in a monastery to Lewis Capaldi's no1 hits. Singing is the act of creating musical sounds using the voice. There are many benefits of singing, for example; It may help lower stress, boost immunity and lung function, enhance memory and improve mental health.

Warm-ups are an essential part of singing as they help us to make sure that our voices are ready to perform. We complete warm-ups at the start of every lesson. We can sing scales (a set of notes, going higher and lower in pitch), play vocal games, chant, sing vowel sounds and other activities to get ready to sing.

Music has developed dramatically from the 1950's onwards. The most important change to think about is the development of technology used in music over the last 60 years. In the 1950's, more acoustic instruments with the odd electric or bass guitar would be used, but now, music is often created from scratch using different types of technology. The ability to edit and change music has had a significant effect on how music sounds today.

Key Skills

Warm-ups:

Warming up your voice ready to start singing.

Breathing: There is a specific way that you should breathe when singing, your teacher will show you how. You will need to be able to sing long musical sentences without stopping.

Pitch: The highness or lowness of your voice when singing and how you accurately match the notes of the melody.

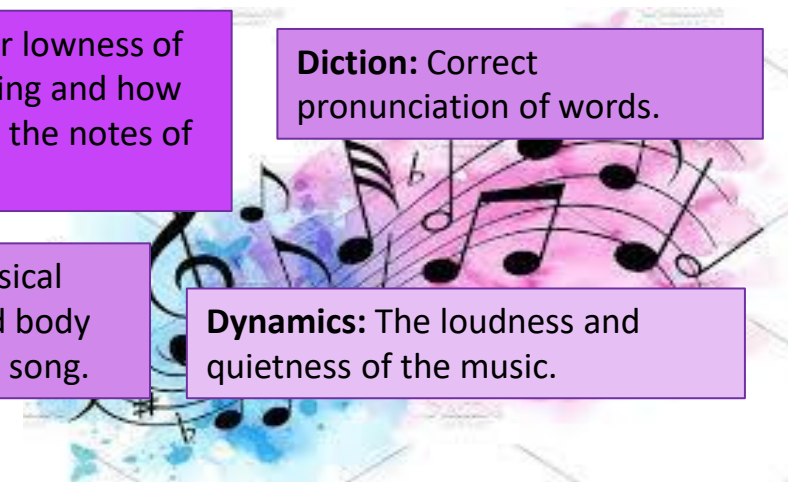
Diction: Correct pronunciation of words.

Tempo and Timing: How fast or slow the music is. Can you remain in time with everybody else when singing?

Projection: How you use breathing techniques to produce a fuller, louder sound.

Expression: How you use physical expression with your face and body to portray the emotion of the song.

Dynamics: The loudness and quietness of the music.



What do you need to work towards?

Good singing posture is worth a "Minion"!



		Performing		Appreciating	
Y7 Singing Through the Decades	Content	Physical Skills Pitch accuracy, breathing, dynamics, preparation, harmony memory, posture, timing, diction	Performance and Interpretative Skills facial expression, interaction with and response to other performers, musicality, projection, stage presence, use of space	Use of appropriate music terminology and/or subject specific language	Critically appreciate own music and the work of others through describing, analysing, interpreting, evaluating, and reflecting
	Mastery	I am able to sing in class performances using these skills in an effective manner	I am able to sing in class performances using these skills in an effective manner	I am able to use music vocabulary to produce an effective response	I am able to appreciate own music & the work of others using these skills to produce an effective response
	Secured	I am able to sing in class performances using these skills in a sound manner	I am able to sing in class performances in dances using these skills in a sound manner	I am able to use music vocabulary to produce a sound response	I am able to appreciate own music & the work of others using these skills to produce a sound response
	Developing	I am able to sing in a class performance using these skills in a limited way	I am able to sing in class performances in dances using these skills in a limited way	I am able to use music vocabulary to produce a limited response	I am able to appreciate own music & the work of others using these skills to produce a limited response

1950's



1970's



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In this unit, you will learn how to play the keyboard and ukulele by understanding how to play the 4 chords; on each instrument. You will then apply your skills learnt to perform as a class to a variety of well-known songs.

Key Features

What is a Chord?

- A Chord is 2 or more notes played at the same time.
- You can play these on keyboard, guitar, ukulele, piano etc.
- A **Major Chord** has a happy feeling.
- A **Minor Chord** has a sad feeling.

Tempo and Timing: How fast or slow the music is. Can you remain in time with everybody else when playing your instrument?

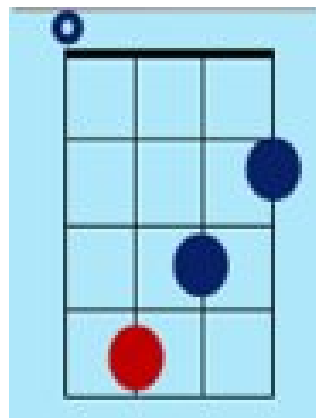
Pulse: The regular beat that continues throughout. This is important for keeping the music in time.

Melody: The main tune that is often sung. Can you sing the melody as well as playing?

Rhythm: Is made up of lots of different types of beats. This could be crotchets, rests, minims, quavers which are played together to make a rhythm pattern.

Inversions: This is where you play the notes in a different order to make it easier to move from one chord to another.

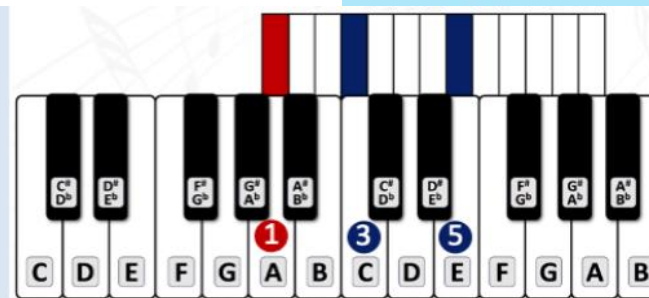
Bassline: This is a lower part of the music. Can be played using the root notes.



Ukulele

This is how you read ukulele chords...

- The top line is the top of your ukulele.
- The spaces in between the horizontal lines are called 'frets'.
- There are four strings.
- The red note is the root note of the chord.



Keyboard

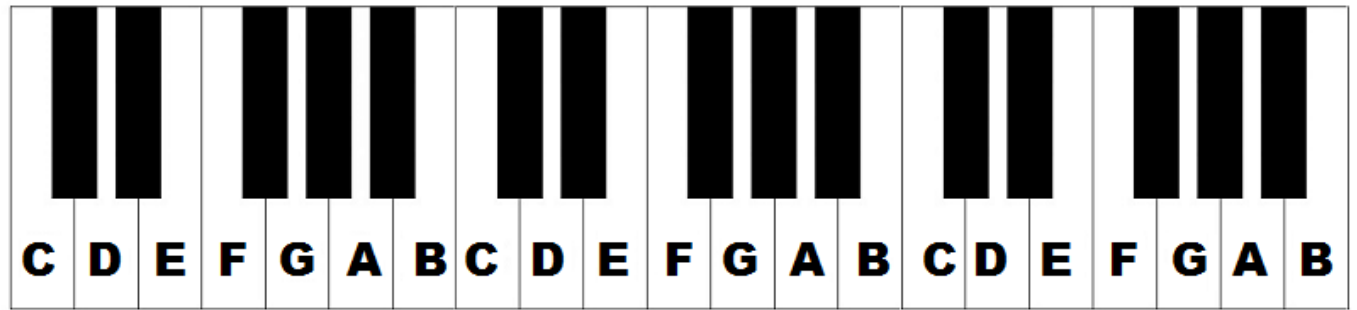
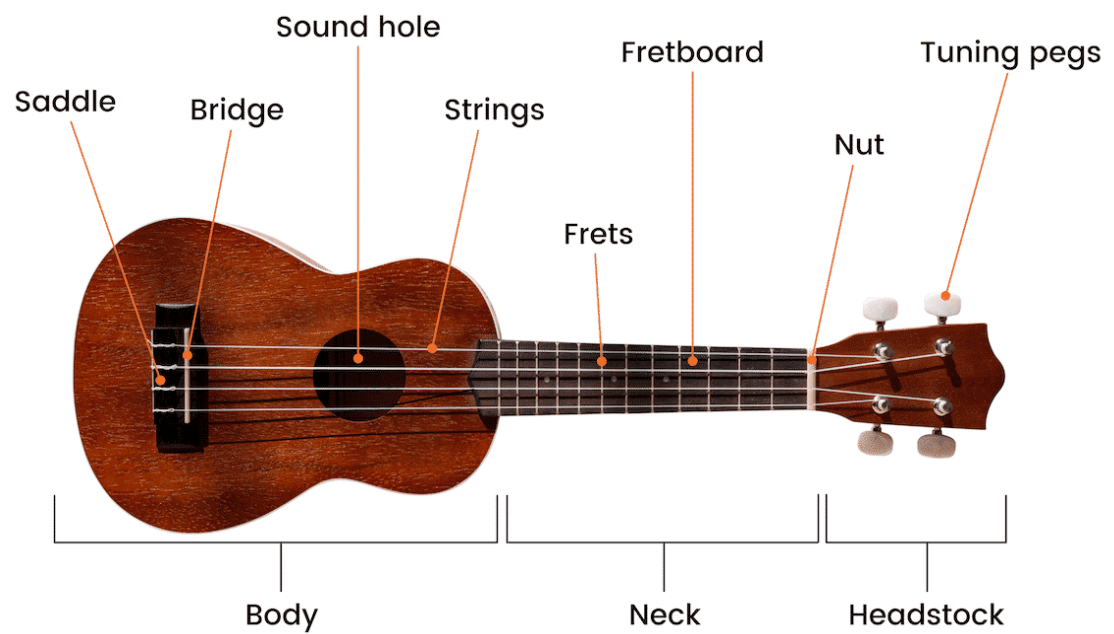
This is how you play keyboard chords...

- The red note is the root note of the chord which is the first note. You play this with your thumb.
- You then miss a key and play the next blue note with your 3rd finger.
- You miss another key and play the next blue key with your little (5th) finger.



Y7 Just Play 1

		Performing		Appreciating	
Y7 Just Play 1	Content	Physical Skills Playing a chord sequence, inverting chords, playing complete chords, playing in time, playing in time with others, singing melody, singing harmony.	Performance and Interpretative Skills facial expression, interaction with and response to other performers, musicality, projection, stage presence, use of space	Use of appropriate music terminology and/or subject specific language	Critically appreciate own music and the work of others through describing, analysing, interpreting, evaluating, and reflecting
	Mastery	I am able to play the keyboard and ukulele in whole class performances using these skills in an effective manner	I am able to play the keyboard and ukulele in whole class performances using these skills in an effective manner	I am able to use music vocabulary to produce an effective response	I am able to appreciate own music & the work of others using these skills to produce an effective response
	Secured	I am able to play the keyboard and ukulele in whole class performances using these skills in a sound manner	I am able to play the keyboard and ukulele in whole class performances using these skills in a sound manner	I am able to use music vocabulary to produce a sound response	I am able to appreciate own music & the work of others using these skills to produce a sound response
	Developing	I am able to play the keyboard and ukulele in whole class performances using these skills in a limited way.	I am able to play the keyboard and ukulele in whole class performances using these skills in a limited way	I am able to use music vocabulary to produce a limited response	I am able to appreciate own music & the work of others using these skills to produce a limited response



Lower ← Higher

Year 7 – African Music

Singing Through
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Just Play 1

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Technology

Just Play 2

Recycled
Rhythms

In this unit, we will be learning about traditional Western African Percussion music. You will be performing and composing using a range of different percussion instruments as a whole class and smaller groups. You will learn about the importance of rhythm and different rhythmical features.

There are lots of different rhythmical features that are typically used in African Music. You will need to be able to explain and demonstrate these:

- **Rhythm:** A set of different note values put together to make a pattern.
- **Pulse:** The steady beat that continues through the music, this keeps everything in time.
- **Cyclic Rhythm:** Where the same rhythm returns later on in the music.
- **Ostinato:** Repeated rhythmical patterns
- **Call and Response:** This can be sung or played on instruments and it's basically a musical question and answer.
- **Polyrhythm:** Multiple different rhythms played at the same time.
- **Master Drummer:** The leader of the percussion band.

Key Features

Timing: You will need to play in time with other people around you. Sometimes there will be multiple different rhythms at the same time and you will need to try and block that out to focus on your own part.

Key Skills

Timbre: You will be able to describe the different instruments that are often used in African music.

Rhythm: You will be able to discuss and demonstrate different features of rhythm.

Polyrhythm: You will learn how to create different rhythms and then put them together to make an African style percussion piece.

Master Drummer: You will develop your confidence when working as part of a team and have a go at leading your group.

Pulse: You will develop your ability to be able to keep a steady beat whilst performing and listening to different types of music.



What do you need to work towards?

Year 7 African Music	Performing	Composing	Appreciating	
Content	<p>Physical Skills</p> <p>Use rhythm, polyrhythm, cyclic rhythm, ostinato, call and response in a class performance.</p>	<p>Physical Skills</p> <p>Using polyrhythm, cyclic rhythm, ostinatos, call and response in a group composition.</p>	<p>Use of appropriate music terminology and/or subject specific language</p>	<p>Critically appreciate own music and the work of others through describing, analysing, interpreting, evaluating, and reflecting</p>
Mastery	<p>I can lead a call and response section as part of a large class performance and can demonstrate different African musical features.</p>	<p>I can lead my group successfully to create a confident piece of music that includes polyrhythm, cyclic rhythm and call and response.</p>	<p>I am able to use music vocabulary to produce an effective response.</p>	<p>I am able to appreciate own music & the work of others using these skills to produce an effective response</p>
Secured	<p>I can perform in time with the rest of my class and have a go at leading different sections. I can describe and demonstrate African music features.</p>	<p>I can work with my group well and perform in time a piece that includes polyrhythm, cyclic rhythm and call and response.</p>	<p>I am able to use music vocabulary to produce a sound response.</p>	<p>I am able to appreciate own music & the work of others using these skills to produce a sound response</p>
Developing	<p>I can perform in time with the rest of my class and can describe the basic features of African music.</p>	<p>I can work with my group to perform a piece of music that includes polyrhythm and call and response.</p>	<p>I am able to use music vocabulary to produce a limited response.</p>	<p>I am able to appreciate own music & the work of others using these skills to produce a limited response</p>

Year 7 – Technology

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The Decades

Just Play 1

World Music

Technology

Just Play

Recycled
Rhythms

In this unit, you will learn the basics of how to use music technology software to create your own piece of music using pre-made loops and samples. You will use software to make music using loops, drum machines and other virtual instruments.

Key Features

Music technology has really developed over the last 20 years and is heavily used in all music today. All popular music uses aspects of technology from creating and recording music or using it to change the pitch and accuracy of notes. Music is recorded in studios which would automatically be put onto this type of software for editing and finalising. During this unit, you will be creating your own composition using bandlab which will give you a taste of how music is produced today. Your piece will need to include several different tracks that together create a strong and effective piece of music.

Key Skills

Automation: Changing the dynamics throughout the piece of music. You can fade your music in and out using this tool.

Tempo: You can change the speed of your piece by changing the BPM.

Loops: These are pre-made samples that are on bandlab for you to use. You will select a number of these to use in your piece.

FX: You can add different effects to your piece or individual tracks such as reverb and distortion

Drum Machine: You will learn how to use the virtual drum machine to create your own set of rhythms to use within your composition.

Composition: This is where you create your own music.

Piano Roll: This is where you can use the MIDI or computer keyboard to record into the software. You can then change the instrument.



What do you need to work towards?

Year 7 Technology	Composing	Appreciating	
Content	Physical Skills Use of automation, loops, FX, note input, drum machine and other features of music technology.	Use of appropriate music terminology and/or subject specific language	Critically appreciate own music and the work of others through describing, analysing, interpreting, evaluating, and reflecting
Mastery	I can create an exciting sounding piece using lots of different features of technology including loops, FX, automation and note input.	I am able to use music vocabulary to produce an effective response.	I am able to appreciate own music & the work of others using these skills to produce an effective response
Secured	I can create an exciting sounding piece using pre-loaded loops and can make use of features such as automation.	I am able to use music vocabulary to produce a sound response.	I am able to appreciate own music & the work of others using these skills to produce a sound response
Developing	I can create a good sounding piece using pre-loaded loops.	I am able to use music vocabulary to produce a limited response.	I am able to appreciate own music & the work of others using these skills to produce a limited response

Link for the Website that you will be using to create your own pieces:

- www.edu.bandlab.com

You will individually need to sign up using your school email accounts and then use the invite code to get into the class.

You will have tasks to complete in the 'class assignment' section of the website where your teacher will be able to see your progress.



Year 7 – Just Play 2

Singing Through
The Decades

Just Play 1

World Music

Technology

Just Play 2

Recycled
Rhythms

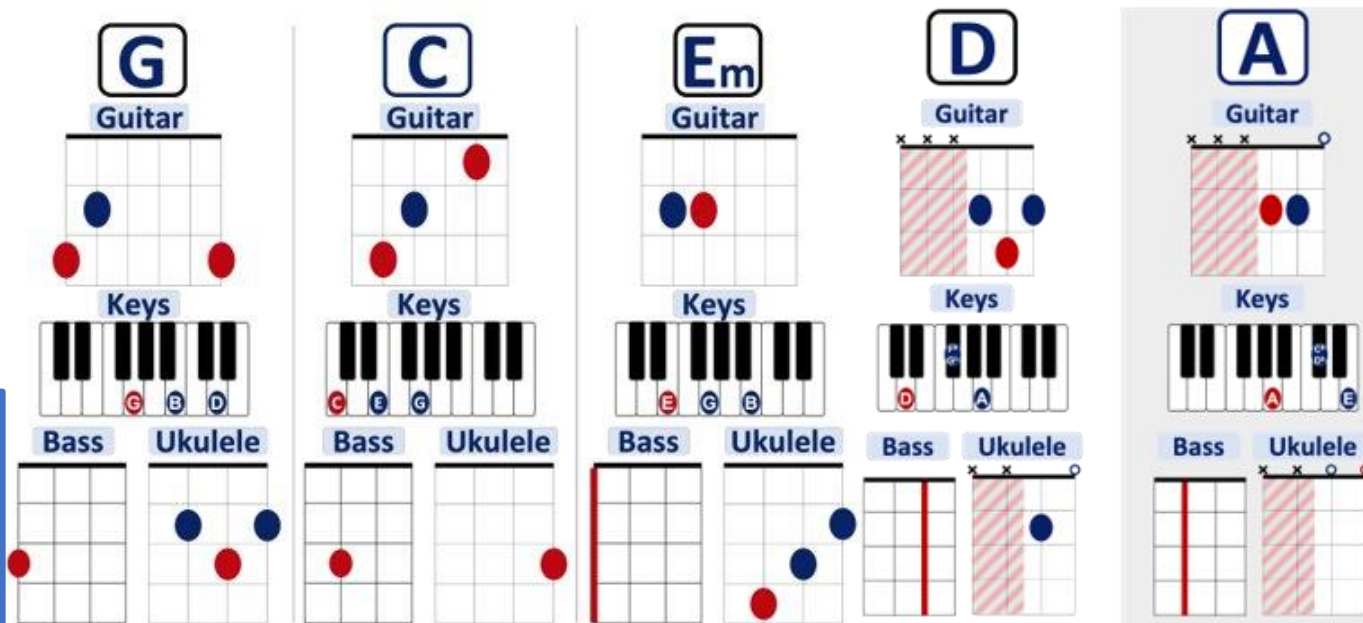
In this unit, you will continue to develop your understanding of how to play chords, accompaniments and melodies on the keyboard and ukulele. You will also have the opportunity to sing throughout. You will begin to develop an understanding about what it means to musically listen and perform.

Key Features

What is a Chord?

- A Chord is 2 or more notes played at the same time.
- You can play these on keyboard, guitar, ukulele, piano etc.
- A **Major Chord** has a happy feeling.
- A **Minor Chord** has a sad feeling and you can make this chord by lowering the middle note by a semitone.

- These are some of the chords that you will be learning how to play. You can make these easier by just playing the red dots on the keyboard. You would miss out the crossed out strings on the ukulele.
- Chords are really important as they form the foundation of all songs. The melody, bass line etc are then built upon the notes from those chords.
- The majority of pop songs are made up of 3 or 4 chords which are repeated throughout.



Key Skills

Tempo and Timing: How fast or slow the music is. Can you remain in time with everybody else when playing your instrument?

Rhythm: Is made up of lots of different types of beats. This could be crotchets, rests, minims, quavers which are played together to make a rhythm pattern.

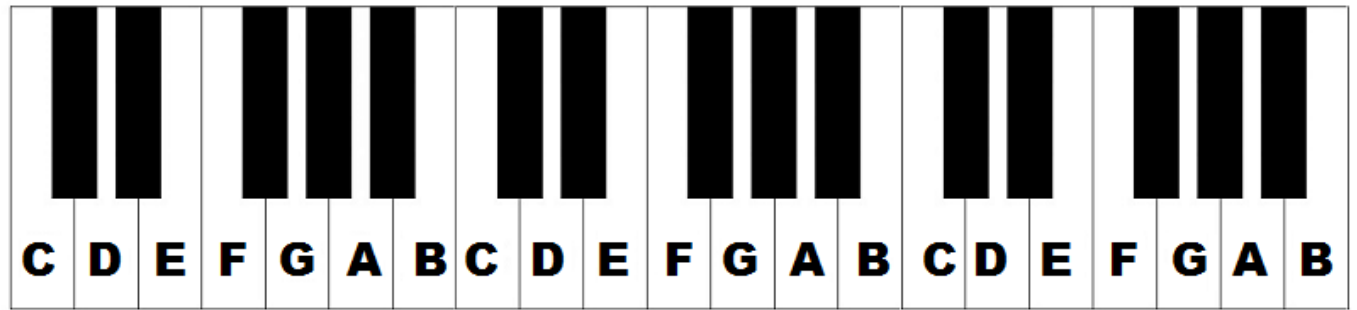
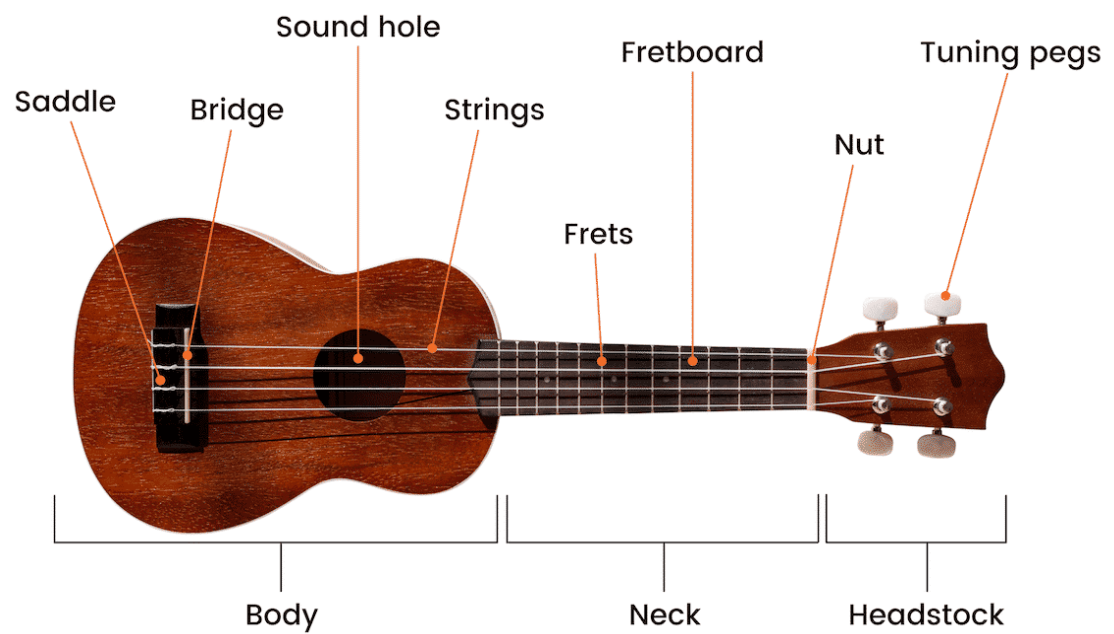
Melody: The main tune that is often sung. Can you sing the melody as well as playing?

Inversions: This is where you play the notes in a different order to make it easier to move from one chord to another.

Bassline: This is a lower part of the music. This can be played using the root notes.

Y7 Just Play 2

		Performing		Appreciating	
Content	Physical Skills Playing a chord sequence, inverting chords, playing complete chords, playing in time, playing in time with others, singing melody, singing harmony.	Performance and Interpretative Skills facial expression, interaction with and response to other performers, musicality, projection, stage presence, use of space		Use of appropriate music terminology and/or subject specific language	Critically appreciate own music and the work of others through describing, analysing, interpreting, evaluating, and reflecting
	Mastery	I am able to play the keyboard and ukulele in whole class performances using these skills in an effective manner	I am able to play the keyboard and ukulele in whole class performances using these skills in an effective manner	I am able to use music vocabulary to produce an effective response	I am able to appreciate own music & the work of others using these skills to produce an effective response
	Secured	I am able to play the keyboard and ukulele in whole class performances using these skills in a sound manner	I am able to play the keyboard and ukulele in whole class performances using these skills in a sound manner	I am able to use music vocabulary to produce a sound response	I am able to appreciate own music & the work of others using these skills to produce a sound response
	Developing	I am able to play the keyboard and ukulele in whole class performances using these skills in a limited way.	I am able to play the keyboard and ukulele in whole class performances using these skills in a limited way	I am able to use music vocabulary to produce a limited response	I am able to appreciate own music & the work of others using these skills to produce a limited response



Lower ← Higher

Year 7 – Recycled Rhythms

Singing Through
The Decades

Just Play 1

World Music

Technology

Just Play 2

Recycled
Rhythms

In this unit, you will learn about how music can be created using everyday objects and discover the group 'STOMP'. You will create your own musical instrument and will learn about different types of rhythm. You will work as a whole class, independently and within small groups.

Key Features

STOMP are a percussion group, originating in Brighton in 1991. The performers use a variety of everyday objects as percussion instruments in their shows. They demonstrate how sound can be created with anything that you find. They also perform using dance and acrobatics to create more of a performance. You will watch several examples of their performances during this unit.

Form and Structure is really important in music, we will focus on 3 different types of structure:








Binary: A B (2 different sections of music)

Ternary: A B A (2 different sections with A returning)

Rondo: A B A B A C A (Lots of different sections of music with A returning frequently)



Note Values – You will need to be able to identify what these are.

Notes		Value
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat
	Semi-quaver	¼ beat
	2 Quavers	1 beat
	4 Semi-quavers	1 beat

Key Skills

Tempo and Timing: How fast or slow the music is. Can you remain in time with everybody else when playing your instrument?

Form and Structure: A musical element which refers to the different Sections in a piece of music, and what order those sections appear in.

Pulse: The constant beat heard through a piece of music. Listening to the pulse will help you to identify the tempo of a particular piece of music.




Call and Response: A musical texture in which one part makes a 'rhythmic' or 'melodic' call, and the remainder of the ensemble respond. This is either with the same idea, or an answering phrase.

Timbre: Timbre (or sonority) describes the particular sound quality of an instrument or voice.

Recycled Rhythms

	Performing		Appreciating	
Content	Physical Skills Keeping in time with others, pulse, recognition of note values, use of form and structure, call and response	Performance and Interpretative Skills Facial expression, interaction with and response to other performers, musicality, projection, stage presence, use of space	Use of appropriate music terminology and/or subject specific language (relevant music notation such as crotchets, quavers etc, use of pulse, rhythm, timing)	Critically appreciate own music and the work of others through describing, analysing, interpreting, evaluating, and reflecting
Mastery	I am able to play percussion instruments and use creative rhythm in whole class performances using these skills in an effective manner.	I am able to play percussion instruments and use creative rhythm in whole class performances using these skills in an effective manner.	I am able to use music vocabulary to produce an effective response	I am able to appreciate own music & the work of others using these skills to produce an effective response
Secured	I am able to play percussion instruments and use appropriate rhythm in whole class performances using these skills in a sound manner.	I am able to play percussion instruments and use appropriate rhythm in whole class performances using these skills in a sound manner.	I am able to use music vocabulary to produce a sound response	I am able to appreciate own music & the work of others using these skills to produce a sound response
Developing	I am able to play percussion instruments and use rhythm in whole class performances using these skills in a limited way.	I am able to play percussion instruments and use rhythm in whole class performances using these skills in a limited way.	I am able to use music vocabulary to produce a limited response	I am able to appreciate own music & the work of others using these skills to produce a limited response

RHYTHM GUIDE

 HOT DOG 	 GRAPE SODA 	 APPLE PIE 	 HOT FUDGE SUNDAE 	 COCONUT SHRIMP 
 RICE KRISPIE TREAT 	 CHOCOLATE STRAWBERRY 	 CINNAMON OATMEAL 	 MILK AND CEREAL 	 AVOCADO TOAST 
 CHEESE RAVIOLI 	 STRAWBERRY ICE CREAM 	 CHIPS AND GUACAMOLE 	 TATER TOT CASSEROLE 	 PEPPERONI PIZZA 

