



Find Your Voice. Lesson 1		Year 7
<p>Objectives: By the end of this lesson students will have learnt... How to realise the capacity of their voices by exploring the sounds they can make and by vocalising a variety of instrumental parts as part of an ensemble</p>		<p>Key Words: Riff, Chord, Chord Sequence, Harmony, Vocal, Medley, Warm up, Rhythm, Bass line</p>
<p>Success criteria/outcomes</p> <ul style="list-style-type: none"> • C = Emerging - This student will be able to follow a steady pulse to stay in time. They will sing in tune the riffs from the examples given in the lesson. • B = Expected – This student will be in time and in tune and the words will be sung clearly. They will be able to sing the more complicated riffs given and be able to develop them to sound like a different instrument. • A = Exceeding- This student will be confident singing both riffs and melody. They will include two contrasting riffs, which they have developed to sound like different instruments. They will develop the rhythm of the riffs too. 		
<p>Introduction</p> <p>Plasticine Person warm up game. (There are a selection of warm ups below for you to choose from) https://www.musicalfutures.org/resource/27771/title/vocalwarmups</p>		
<p>Main activities</p> <p>Teacher to play ‘Axis of Awesome’ video: https://www.youtube.com/watch?v=HTYrkOZ5nCs&list=RDHTYrkOZ5nCs</p> <p>Students are to watch the video and identify what is happening musically within the video through a series of questions:</p> <ul style="list-style-type: none"> • Can you identify what happens musically in the video? • What is a chord? • Can you name any instruments that wouldn’t play chords? • What is the video trying to convey to the audience? <p>Teacher to model different four vocal riffs and students sing them back. (See video link below to hear examples) As a whole class gradually build up a sung groove of rhythm, bass line and guitar parts, featuring a loop of the four chords I-V-VI-IV. https://www.youtube.com/watch?v=Uz_vCKjXhOY#t=59 -</p> <p>All students learn to vocalise:</p> <ul style="list-style-type: none"> • A simple rhythmic line • A bass line • Guitar riffs/ harmonies <p>Students to choose which part they feel most comfortable vocalising within the whole group. Class to record the track they have created. In small groups students busk songs that use this 4-chord pattern over the vocal groove.</p>		
<p>Plenary</p> <p>Teacher to record the performance and play it back to the class. Class to feedback using criteria, developing their listening and appraising skills. Teacher to facilitate performance sessions / record</p>		
<p>Resources</p> <p>Piano Lesson PPT Recording equipment: Mobile phones / tablets</p>	<p>Extension Tasks – Promoting Challenge</p> <ul style="list-style-type: none"> • Students can create their own rhythm in their riff • Students can change the timbre of the riff to represent a different instrument • Students can busk as a soloist or small group over the top of the backing track 	



Project: Lesson 2-3	Year Group
<p>Objectives</p> <p>By the end of this lesson students will have learnt... How to compose their own four chord medley</p>	<p>Keywords</p> <p>Riff, Chord, Chord Sequence, Harmony, Vocal, Medley, Warm up, Rhythm, Bass line, Timbre</p>
<p>Success criteria/outcomes</p> <ul style="list-style-type: none"> • C = Emerging - This student will be able to follow a steady pulse to stay in time. They will sing in tune the riffs from the examples given in the previous lesson. • B = Expected – This student will be in time and in tune and the words will be sung clearly. They will be able to sing the more complicated riffs given and be able to develop them to sound like a different instrument. • A = Exceeding- This student will be confident singing both riffs and melody. They will include two contrasting riffs which they have developed to sound like different instruments. They will develop the rhythm of the riffs too. They will be confident in expressing their ideas and leading others in the ensemble. 	
<p>Introduction</p> <p>‘Dippity Doppity doodah day’ - pass dippity round the circle, then pass doppity the opposite way... keep all words going round the circle. Then do the same thing in small groups.</p> <p>(There are a selection of other warm ups below for you to choose from) https://www.musicalfutures.org/resource/27771/title/vocalwarmups</p> <p>The whole class are to recreate their four chord medley from last lesson and discuss how we could develop it further. This could include developing the rhythms in the riffs, the timbres used and changing the different melodies. Students are to use a recording device (one per group) to record the backing track we have created.</p>	
<p>Main activities</p> <p>In groups students are to create their own four-chord mash-ups, building a vocal groove and singing melodies over the top, using the recorded whole-class audio as a learning aid.</p>	
<p>Plenary</p> <p>Each group to perform to the class Class to feedback using criteria, developing their listening and appraising skills. Teacher to facilitate performance sessions / record</p>	
<p>Resources</p> <ul style="list-style-type: none"> • Recording equipment: Mobile phones / tablets • Vocal warm- ups • Lesson PPT • Practise rooms 	<p>Extension Tasks – Promoting Challenge</p> <ul style="list-style-type: none"> • Students can create their own rhythm in their riff. • Students can change the timbre of the riff to represent a different instrument. • Students can busk as a soloist or small group over the top of the backing track. • Students can be given their roles in the group. (E.g lower ability may copy a simple riff, higher ability may lead the ensemble and sing a melody over the top as a soloist)



Project: Lesson 4	Year Group
Objectives By the end of this lesson students will have learnt... <ul style="list-style-type: none"> • how to use their voice to provide rhythm • how to compose their own rhythmic vocal piece 	Keywords Rhythm Timbre Beat box
Success criteria/outcomes C = Emerging –This student will beat box two different timbres (sounds) B = Expected- This student will beat box three or more timbres and will perform their part with rhythmic fluency A = Exceeding – This student will beat box three or more timbres and will use a variety of different rhythms.	
Introduction Clapping to vocalisation https://www.youtube.com/watch?v=INbZLgq5Oy0&feature=youtu.be Whilst someone moves clap to the movement - then introduce sounds/rhythms which are created by the person moving. (claps, huh, no) (There are a selection of other warm ups below for you to choose from) https://www.musicalfutures.org/resource/27771/title/vocalwarmups	
Main activities Teacher to lead whole class beat boxing activity where students are to write one word on their mini whiteboard that they could say in a percussive way to sound like a beat box. (For example : Boots , Cats, Whoosh, pop) As a class explore taking out the vowel sounds and layering up the words to create four beat rhythm phrases. In small groups students are to create their own beat box piece that has a theme. (Example Classical composers, football teams, foods...) They should create their own rhythms and layer up the sounds through beat boxing the phonemes of the words- students should strip away all tone.	
Plenary Each group to perform to the class Class to feedback using criteria, developing their listening and appraising skills. Teacher to facilitate performance sessions / record	
Resources Vocal warm- ups Lesson PPT Practise rooms Mini whiteboards	Extension Tasks – Promoting Challenge Students can be given their roles in the group. (E.g. lower ability may copy a rhythm from the starter and higher ability may lead the ensemble and use a rhythm grid with note values.)



Project: Lesson 5-6	Year Group
Objectives By the end of this lesson you will have learnt... How to recreate a piece of music vocally.	Keywords Riff, Chord Sequence, Harmony, Vocal, Bass line, Timbre
Success criteria/outcomes <ul style="list-style-type: none"> • C = Emerging- This performance will include a steady pulse. The performance will be sung in tune. The piece will use riffs that sound like the instrument used in the track. The performance may use the backing track for guidance. • B = Expected- This performance will include a beat box rhythm that uses two or more sounds and keeps the pulse steady. The vocal melody will be in time and in tune and the words will be sung clearly. There will be at least one riff which is in time with the rest of the group. • A = Exceeding- This students group will include a beat box rhythm that uses three or more sounds and keeps the group in time. There will be more than one vocal melody and both will be performed in time and performed with confidence. There will be at least two contrasting riffs, which copied from two different instruments. The group will not need the backing track when performing. 	
Introduction Warm up: 'I like to eat, I like to eat, I like to eat apples and bananas' (repeat) Sing through with all with a vowel, e, i o , u ... (There are a selection of other warm ups below for you to choose from) https://www.musicalfutures.org/resource/27771/title/vocalwarmups	
Main activities Whole class listening activity based on the song which will be recreated as a class. Students should pick out the key features of the song. This should include a riff, a simple chord sequence, the different instruments used... As a class students are to recreate the song. Teacher is to lead the session. This can take the whole lesson or can be used as an extended starter activity to explain the task. Students then divide into groups. Teacher to provide students with a choice of current songs. In small groups, students are tasked with recreating the song (or part of the song) entirely vocally (melody, harmony, rhythm, bass) drawing on all of the skills they have learnt so far.	
Plenary Each group to perform to the class Class to feedback using criteria, developing their listening and appraising skills. Teacher to facilitate performance sessions / record	
Resources Lesson PPT Student songs and method of playing them in the practise rooms.	Extension Tasks – Promoting Challenge Differentiated songs for students to use. Different roles within the group.



Project: Lesson 7-8	Year Group
<p>Objectives By the end of this lesson you will have learnt... How to compose a short piece of music by using musical devices learnt in this unit of work.</p>	<p>Keywords Riff, Chord Sequence, Harmony, Vocal, Bass line, Timbre, Rhythm</p>
<p>Success criteria/outcomes</p> <ul style="list-style-type: none"> • C = Emerging- This performance will include a steady pulse. The performance will be sung in tune. The melody may use few notes. The performance may use the backing track for guidance. • B = Expected- This performance will include a beat box rhythm that uses two or more sounds and keeps the pulse steady. The vocal melody will be in time and in tune and the words will be sung clearly. The melody may use several notes and use a riff. • A = Exceeding- This students group will include a beat box rhythm that uses three or more sounds and keeps the group in time. There will be a vocal melody that uses various notes and follows a structure. The piece will be performed in time and with confidence. 	
<p>Introduction Warm up:</p> <p>There are a selection of warm ups below for you to choose from: https://www.musicalfutures.org/resource/27771/title/vocalwarmups</p> <p>Starter activity: Teacher to question students on the key musical devices used in this unit: Riff, Chord Sequence, Bass line, Rhythm.</p>	
<p>Main activities</p> <p>Task one: Teacher to facilitate how we can explore the four chords as a basis for a composition. Ideas to experiment with could include changing the order of the chords, changing the time signature, changing the rhythms used, changing the amount of chords used, changing the timbres used. As a class, work together to create a new backing track for the basis of the composition. Teacher and students to record this backing track to use in task two.</p> <p>Task two: Explain to students that the piece will now need a melody. In small groups students should work together to compose a short melody for their backing track. (You could give lower ability a series of notes to compose a riff from, and higher ability could be asked to compose an eight bar phrase).</p>	
<p>Plenary Each group to perform to the class individually. Class to feedback using criteria, developing their listening and appraising skills. Teacher to record and facilitate feedback session and help class to set targets to develop their composition. (These targets will depend on how long you are to spend on this activity. It could develop into providing structure for the piece and creating various sections or it could be used to improve the small group sections)</p>	
<p>Resources Lesson PPT</p>	<p>Extension Tasks – Promoting Challenge Different roles within the group. Students to work in ability groups for task two.</p>