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| **What will we be learning?**  HOW DOES MUSIC REFLECT REAL LIFE?  Year 7 KS3 Music – Folk | **Why this? Why now?**  Following on from **Africa** this next unit also has a focus on A Capella singing as the most immediate and accessible way of collectively making music. The **Folk** tradition has much in common with **Africa** in terms of social function but there are big differences in the way that musical devices are used. This unit explores vocal technique and quality singing and prepares students for more complex vocal work later in yr8 and beyond e.g. in the **Find Your Voice** unit. | **Key Words:**  A Capella  Pulse  Rhythm  Melody  Phrases  Dynamics  Expression  3/4 & 6/8 time signatures  Tempo  Structure  Texture  Timbre  Call and Copy  Call and response  Verse & Chorus  Improvisation  Pentatonic scale |
| **What will we learn?**  Why is music so important in both traditional African music and Folk music communities?  What is good vocal technique and why is it important to create quality singing?  How can we use musical devices such as expression to tell a real-life story?  How can the musical elements be used to create different moods and effects in Folk music? | |
| **What opportunities are there for wider study?**  **Music Enrichment:**  Choir + performance opportunities (school assemblies, school concerts, external concerts e.g. Somerford Arc, Regent Centre community project)  **Further listening/reading:**  YouTube – folk song videos (e.g. Nathan Evans, Fisherman’s Friends, The High Kings)  MyHighcliffe Music Page which can be found [here](https://highcliffe.sharepoint.com/sites/LearnMusic/SitePages/Find-Your-Voice(1).aspx) | |
| **How will I be assessed?**  2 video feedback recordings, one of work in progress and one of the final performance.  Students will self-evaluate by adding comments to the video WWW/EBI/CTG | |

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| **Success Criteria** |
| Excellence |
| **Understanding:**   * Understand how musical devices are used to create expressive Folk songs that reflect time and place.   **Skills (music making):**   * Can maintain their own part with awareness of how the different parts fit together adapting their part to achieve a *stylistic* effect. * Can sing in tune and can use expressive qualities in a creative way, showing flair and confidence. |
| Secure |
| **Understanding:**   * Understand how dynamics can be used to create different moods and effects in Folk music   **Skills (music making):**   * Can sing in tune with some expressive qualities as part of an ensemble * Can maintain their own part with awareness of how the different parts fit together |
| Developing |
| **Understanding:**   * Understand how the musical elements can be used to create different moods and effects in Folk music.   **Skills (music making):**   * Can sing with a sense of the shape of the melody. * Can maintain their own part in their Folk ensemble performance performing by ear or simple notation. |
| Foundation |
| **Understanding:**   * Understand musical instructions in a class ensemble and identify simple repeated patterns heard in Folk music.   **Skills (music making):**   * Can repeat short rhythmic and melodic patterns with a sense of timing. |