

## The Warriner School Subject Curriculum Map



Subject: Vocal Skills development	Year Group: 8	Unit: y8 Vocal Skills
Unit objectives: (NC Statements) To be able to sing in tune To be able to sing in unison To be able to sing in simple rounds To be able to warm up the voice effectively To be able to project effectively To be able to use correct and effective diction To understand the difference between chest and head voice To be able to sing with good posture To be able to sing with attention to breathing To be able to sing with correct breathing technique		
Context for study: Second Unit of Singing in KS3 – builds directly upon the Y7 singing unit		

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

*Highlighted are revision and revisit*

Know that all speaking and singing sounds are produced by the vocal cords.

Know that the vocal cords are vertical flaps that vibrate against each other.

Know that if they hold their fingers against their throats whilst singing 'ahh' they can feel vibrations.

To know that the higher they sing the faster the vibrations are.

To know that the lower they sing the slower the vibrations are.

To know that singing starts at an early age with nursery rhymes etc.

To know that singing requires breathing and breath control.

To know how to locate the diaphragm – belly button – two fingers – rest hand.

To know that the diaphragm muscle aids with vocal projection and articulation.

To know that word articulation is created between the tongue and the teeth.

To know that harmony in rounds is created by layering the same tune over each other.

To know that unison means singing altogether at the same time.

To know that the vocal cords are muscles that must be warmed up effectively before singing properly.

To know the warm-up songs, Scooby etc.

To know that if you hum loudly then open your mouth you can feel and hear good projection.

To know that good singing involves a projected voice.

## The Warriner School Subject Curriculum Map

To know that there are 2 sections to all voice types.  
 To know that the lower end of the voice is called the chest voice.  
 To know that the higher end of the voice is called the head voice.  
 To know that to travel from chest to head voice involves going across a vocal break.  
 To know that producing good head voice sound requires better diaphragm strength.  
 To know that producing good head voice sound requires more speed of breath.  
 To know that tall and relaxed posture aids breath control for better singing.  
 To know that breathing should happen in certain places within a song/warm-up.  
 To know that breathing places should be agreed before performing.  
 To know that breathing should not involve raised shoulders.  
 To know that breathing happens much lower than the shoulders – in the belly area.  
*To know that you should be sitting upright with feet flat on the floor for good posture*  
*To know that good breathing only happens through good posture*  
*To be able to sing longer phrases with pre-planned breathing spots*  
*To be able to complete breath control exercises*  
*To be able to sing a harmony part whilst others sing a melody part*

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Shoulder breathing  
 Poor posture

Literacy and Oracy development opportunities:  
*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*

*Clear diction*

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Large and small group performance assessment

Ongoing lesson by lesson assessment