



Archdiocese of  
**Liverpool**

## **Schools' Singing Programme**

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### **Archdiocese of Liverpool Schools' Singing Programme**

#### **School Singing Session Overview – Lent Term, Y4**

*'Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.'* [Ofsted, July 2021]

Our sessions cover many areas of the Model Music Curriculum (2021), as outlined below, and take into account the findings and recommendations in the Ofsted's Music Research Review (July 2021), including the 'technical', 'constructive' and 'expressive' pillars and we seek to maximise the practical musical understanding of the pupils in what we recognise is a limited amount of time. Our curriculum framework follows a clearly defined scheme including the three features Ofsted's report highlights, namely:

- Curriculum content that might reasonably be mastered in the time available, remembering that sometimes less is more.
- Plentiful opportunities for pupils to return to and consolidate their short-term learning.
- Repetition of key curricular content with the gradual introduction of new ideas, methods and concepts.

The Catholic Faith is at the heart of all our provision; lifting voices together to God we enrich the children's faith, evangelise and teach, singing the rich heritage of Catholic sacred music, from the oldest chants of the church through to the very best new worship songs. This should feed into school collective worship and Masses - please don't hesitate to ask your Choral Director for advice and support in this.

Your Choral Director will also provide any materials which are necessary to assist with preparing for any performances. Recordings, music and lyrics are often available and will be provided where suitable. These resources will enable staff to lead singing in their classrooms, using the material covered with your Choral Director.

There are two sets of supporting documents below for this overview:

- Your Choral Director's sessional planning, which will be shared with class teachers
- Our curriculum framework for this term's School Singing Programme

Whilst the Choral Director will use their own behaviour management strategies, it would be advantageous if the school could use their own reward system to reward children who have been recognised by the Choral Director in each session.

If you have any concerns about the provision, you can contact Dr Chris McElroy ([c.mcelroy@metcathedral.org.uk](mailto:c.mcelroy@metcathedral.org.uk)), Director of the Schools' Singing Programme, or your Choral Director.

# The Curriculum

Learning Aims, incorporating elements of the National Curriculum for Music (KS2), Model Music Curriculum and Come and See RE framework:

## 1. To deepen understanding of the Catholic faith and the significance of music in worship, referencing 'Come and See' where possible.

This term, where possible, Year 4 will be relating their singing to two of the Come and See topics 'Community' and 'Giving and Receiving'.

- **Follow Me, Follow Me** - A hymn about the building of the early church community and following Jesus.
- **This is My Body** - A communion hymn, helping to teach children about the transubstantiation and the giving and receiving of bread and wine.
- **Peace Like a River** - A hymn about feeling peace, love and joy through our relationship with God.
- **Walk in the Light** - An Eastertide hymn about our journey with Jesus and his promises to us as a Christian community.

**Songs from Joseph and the Amazing Technicolour Dreamcoat** - based on the story of Joseph from the Book of Genesis, including;

- **Joseph's Coat** - Jacob, Joseph's father, gives Joseph a multicoloured coat, and all of his brothers are dangerously jealous. *Link to gift giving/receiving and also how tensions can arise in communities.*
- **One More Angel in Heaven** - The brothers sell Joseph into slavery and tell his father he has died.
- **Close Every Door to Me** - Joseph's lament about his plight. *Conversation about the promise of Heaven.*
- **Any Dream Will Do** - Concluding song about Joseph's journey and the promise of better things to come - *link to the sacrifices we make to get to heaven.*

## 2. To develop a range of skills to develop singing technique

- Warm-ups are included in every session and include exercises for posture, engaging the breath, sirens, vocalising and pitched exercises.
- To understand why good posture is important for singing.
- Develop breath support and control.
- To access head voice (higher register).
- To understand how body/mouth shape affects the sound.
- To use the voice tunefully and expressively with a sense of ensemble and performance
- To develop an understanding of vocal health.
- These techniques are taught and reinforced across all the repertoire and in every session.

### **3. Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.**

Children will be guided, by their choral director, on elements of how, through good vocal production, careful listening and well-developed sense of pitch, to sing in harmony and with musical delivery. This will primarily involve singing in rounds, echo songs and then building up to sing in 2 and 3 parts. Pupils will be extended to singing some complex repertoire with large leaps and echo harmonies.

### **4. To explore the inter-related dimensions of music and develop musicianship:**

This term we will be exploring rhythm and tempo, learning the basic Italian words used in classical music to describe them, recognising and copying them in our songs, and learning to apply them appropriately from instructions - verbal, gesture and written in the words / score, including all the dynamic terms included in the MMC. Children will experiment with using a range of different tempi and will begin to understand why a certain speed may be more suitable for one piece than another. Pupils will understand the differences between 2/4, 3/4 and 4/4 time signatures. Pupils will model as conductors/leaders in setting different speeds for their peers to sing.

### **5. To learn songs in a range of genres, styles and traditions.**

In addition to the sacred repertoire above, secular songs including the following will be taught:-

- **Musical Memories** - uplifting song which can be sung in 3 or 4 parts.
- **Fly** - a song about building confidence and having the ambition to fulfil your dreams, small echo-like harmonies can be added as an extension.
- **Bele Mama** - traditional echo song in Italian which can be sung in up to 3 parts
- **I am Sailing** - Calm, well-known, pop song, 2 parts are available for higher achievers
- **Pizza Hut** - Silly song with a verse about fast food restaurants and a verse about car brands! Can be sung in a 2-part harmony with a focus on different tempi.
- **Mexican Counting Song** - cross-curricular song with modern foreign languages - can engage with EAL children.
- **Harry Potter Canon** - round to teach when beginning to sing in harmonies, to the tune of Frere Jacques.
- **This is How We Rock** - Warm up song written in a rock'n'roll style.

### **6. To prepare for performances in a number of different situations**

including liturgies, assemblies, school concerts, diocesan events and external competitions. Preparation for performances includes discussion on performance practice, the value of performance, and the use of the voice expressively as well as the four areas outlined in the MMC - developing stagecraft, considering programming, encouraging peer feedback and collaborating across groups.

**Session structure: Each 30 minute lesson will use the following pattern:**

<b>Starters and warm ups</b>	
<p>Lessons begin with an appropriately paced warm-up session, incorporating exercises and chants introducing and reinforcing key elements of vocal technique and musicianship.</p> <p>Choral Directors may choose to start their sessions with an appropriate starter as pupils enter, or a welcome song to begin the session.</p>	
<b>Example Exercise</b>	<b>Why?</b>
Progressive tension, Figure of 8, Shake Out, Big face/small face, Energise the Body	Exercises reducing physical tension and encouraging alertness.
S-s-s-s-s, sss to 4 to 8 etc, S!8,	Exercises developing breath control, through practice, through awareness of the supporting muscles and importance of posture.
Siren, Pow, Fireworks, Roller Coaster, Stomp Canon	Exercises developing access to and strength in the high register of the voice.
Hello Hello Everyone, Boom Chicka Boom,	Pitched vocal exercises which develop accurate pitch-matching, access to the voice across the registers, introduce good vowels for singing, develop diction, tone and vocal agility.
Kumula vista, H.E.L.L.O	Call and response chants which develop pitch-matching through strong and simple melodic outlines, allow opportunities for small group and solo singing as the leaders, introduce simple part singing through overlapping.
Bungalow, Brilliant, Feel the Beat	Engaging songs which encourage movement and pitch matching.
1, 121 etc, Bananas, Chicken and chips, Penguin, There was a crocodile	Fast-paced mini-songs and chants with actions focused on engagement - the class is only allowed to sing these on the understanding that the singing is excellent!
<b>Development</b>	
<p>Covering a variety of repertoire, dependent on age group, experience, forthcoming events etc. Songs learned through a mixture of aural learning and singing from words and staff notation. Working towards musical accuracy, developing vocal technique, confidence and enjoyment in performance. Work on songs alternates with short transitional chants reinforcing basic musical and vocal techniques.</p>	

## Conclusion

Each lesson will end with one or more of the following activities to consolidate the learning

· Performing a song	The whole group performs a song that they are currently working on or have already learned.
· Listening	The whole class can listen to a new song they might be learning next or another appropriate song/piece of music.
· Musical game / action song e.g. Don't clap this one back!	E.g. Rhythm game where the class claps back any rhythm apart from <u>Don't clap this one back!</u> – developing listening skills.

### **Singing Superstar!**

This will be awarded to pupils in every year group/class each week for working hard, performing well, good behaviour, joining in, listening carefully etc.

Hopefully all pupils will have an opportunity to gain this reward at some point. This is particularly effective when used in conjunction with the school's reward system.