



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

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

### **School Singing Session Overview – Summer Term, Year 3**

*'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.

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), 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 3 will be relating their singing to their Come and See topic '*Special Places*'.

**Mass of the Good Shepherd** - This is a full mass setting written for use in the Good Shepherd Mass, which will help develop the understanding of liturgical structure.

**God is Love** - A hymn of praise about God's love for us, set to the 16th century tune *personent hodie*.

**Be Still for the Presence of the Lord** - An offertory hymn about being aware of the presence of Jesus and witnessing his special presence.

**Christ be Our Light** - Hymn for the Good Shepherd Mass about being gathered together as witnesses in the light of Christ.

**Anima Christi** - song, in latin, about entering fully into the communion of Christ and taking strength and goodness from his guidance.

**Hail Redeemer** - the Cathedrals patronal hymn, this hymn celebrates the Cathedral dedication to Christ the King.

**Allelu, Allelu, Allelu, Alleluia, Praise to the Lord!** - a call and response medley often used in contemporary worship

**Immaculate Mary** - Known as the Lourdes Hymn, this is sung in honour of the immaculate conception of the Virgin Mary

**A New Commandment** - words from the Last Supper as Jesus gave his final instructions to the disciples to "love one another, as I have loved you".

**As I kneel Before You** - Another Marian Hymn which includes a latin chorus (Ave Maria)

### **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 across a widening range of at least a fifth (do-so).
- To develop an understanding of vocal health.
- These techniques are taught and reinforced across all the repertoire and in every session.

### **3. To explore tonality. How does different tonality affect the way in which we experience and react to music?**

Children will be guided, by their Choral Director, to understand the difference between major and minor music. They will be encouraged to identify different tonalities and to explore how tonality affects how a piece of music is perceived. Why would a composer choose a specific tonality? At lower KS2 level, children will be encouraged to assign different emotional states to different tonalities.

### **4. Introduction to Notation**

This term we will be beginning to look at musical notation. Children will work with their Choral Director to develop and innate sense of pulse, to define and apply musical terminology (beat/pulse, rhythm, pitch), to recognise rhythmic patterns from stick notation, to recognise and use the first three sol-fa pitches (do-re-mi) and to recognise and use a stave chart and hand stave. Some of the following musical activities and songs will be used to assist with these objectives;

- Lemon Lime, Keep in Time
- March Together
- Hot Cross Buns
- I like coffee, I like tea

*Note - children's prior knowledge in notation will be taken into account and pupils will be moved on faster if more prior knowledge than assumed is evident (April 2023)*

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

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

**Lazy Sunday Afternoon** - Blues song about being in a relaxed state on a Sunday afternoon.

**Celtic Alleluia** - another integral part of the Holy Mass, this introduces the Gospel

**Song of Hope** - feel-good name song with option of singing in two parts.

**Fly** - uplifting song about being able to achieve anything as long as you work hard enough

**Our Dustbin!** - Silly 3-part round about all the items that have gone into the bin and why it can't be used further!

**Monster Stomp** - fast-paced song about monsters including sound effects such as grunts, stamps and snarls!

**Living and Learning** - Song about how the world continues in motion each day and how to be thankful for all of the things we experience.

**Treehouse** - A song by Suzzie Vango, a cumulative song in which the children have input and send the song in weird and wonderful directions!

### **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. 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>	

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.

### **Conclusion**

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

<ul style="list-style-type: none"> <li>· Performing a song</li> </ul>	<p>The whole group performs a song that they are currently working on or have already learned.</p>
<ul style="list-style-type: none"> <li>· Listening</li> </ul>	<p>The whole class can listen to a new song they might be learning next or another appropriate song/piece of music.</p>
<ul style="list-style-type: none"> <li>· Musical game / action song e.g. Don't clap this one back!</li> </ul>	<p>E.g. Rhythm game where the class claps back any rhythm apart from <u>Don't clap this one back!</u> - developing listening skills.</p>

#### **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.