





Springdale First School

Imagine, Believe, Achieve



Year 2 – Vocal health and stage craft
How does singing bring us together?


★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p>Expressive Arts - Reception</p> <ul style="list-style-type: none">Names of common percussion instruments – tambourine, triangle, bells, maracas, castanetsLyrics to a growing number of songsSing the melodic shape of familiar songsKeep a steady pulse <p>Year One Prior learning</p> <ul style="list-style-type: none">Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.Learn actions if required, remembering these without adult cues.Stand still to sing.Understand that the voice is a muscle and it needs to be warmed up.Match the pitch they hear with increasing accuracy.Sing simple songs, chants and rhymesSing simple songs, beginning with a small range and extending to a pentatonic (5 note) range.Sing a wide range of call and response songs.Demonstrate an awareness of loud and quiet.	<p>Nativity performance. Children to perform to their parents. Discuss what makes a good performance (awareness of audience)</p> <p>Live and inspired concert – Randolph Matthews – November</p> <p>Music www.randolphmatthews.co.uk</p> 	<p>Anchor: choir, singer, pitch</p> <p>Goldilocks: ensemble, tempo, call and response</p> <p>Step on: unison, vocal chords</p>

Enquiry Question: How do singers pitch their voices?	Enquiry Question: How do we make songs sound exciting?	Enquiry Question: Why are some songs fast and some slow?
Concept: Performance, singing – vocal health	Concept: Performance, singing - dynamics	Concept: Tempo
 <p>Students will learn that a voice can be pitched. They will learn that the voice is a muscle that has to be warmed up.</p> <p>Watch Gareth Malone video prior to lesson Get Singing with Gareth Malone: Voice and pitch warm up for EYFS and KS1 - BBC Teach</p> <p>Body warm up:</p> <ul style="list-style-type: none"> Loosen up the whole body by getting into a clear space and shaking your feet, hands, arms and legs to get rid of any tensions in the body. Stretch up high (0:40 of video) Roll your shoulders backwards and forwards, and make a figure of 8 with your hips, keeping the rest of your body as still as possible Play the 8 game (0:50 of video) – count to 8 while shaking their right arm, then 8 shakes of the left arm, then 8 shakes of the right foot and 8 shakes of the left foot. Repeat this game but each time, counting 1 less, so 7 shakes then 6, then 5 until you finally have one shake on each hand and foot before shouting HEY! Warm up faces (1:04 of video). Make face shapes in the shapes of vowel sounds and over emphasis the mouth shapes to warm up the face (ai, ee, igh, oa, oo) and then other phonetic sounds (ar, er, oi). Relax your jaw by starting with a yawn, then try squeezing your face up as tightly as possible and then releasing into a wide, open expression Finally, finish off by relaxing your lips and exhaling for about 15 seconds, expelling all the air in your lungs as a lip trill. REPEAT THIS SAME WARM UP EVERY LESSON. 	 <p>Students will learn that the voice can create different dynamics.</p> <p>Body warm up as in lesson 1. Vocal warm up as in lesson 2.</p> <p>Watch on charanga: 07. Fun with silly voices video. Play warm up game – Have you got your.... Sing ‘Have you got your _____voice’.</p> <p>Teacher: Have you got your (silly/loud/soft/whisper/silent/robot/king) voice? Children: Yes I have, Yes I have Repeat for different voices.</p> <p>Now sing “Jack in the box” again with the ‘leading a choir’ tips in mind as above – breathing in to bring in everyone together, standing straight, eye contact, confidence. Now sing ‘Jack in the box’ in different voices like in the warm up above.</p> <p>Focus now on loud and quiet. Watch dynamics video on charanga. What does loud sound like? Is it shouting? Model the difference between loud singing and shouting. Shouting comes from just the throat but loud singing comes from the whole body, like a sound travelling up from your tummy out. Explain that we don’t shout when singing.</p> <p>Discuss how we know when to be loud or soft – the conductor! A conductor leads an ensemble/choir and shows them how to perform. Sing “Jack in the box” now but explain they are going to sing it on repeat, following your actions each time. Big wide</p>	 <p>Students will learn that songs can be sung in different tempos. This affects the mood of the song.</p> <p>Body warm up as in lesson 1. Vocal warm up as in lesson 2.</p> <p>Charanga video 15. Arpeggio exercises with big bear and friends. Focus on pitching the voice rather than copying the lyrics – sing to vowel sounds if lyrics are too tricky (ah, ee, igh etc).</p> <p>What is tempo? Recall from year 1 learning (The speed or pace of music (fast/slow, faster/slower). Watch tempo video on charanga. Explain that we need to be able to sing both fast and slow songs with the same enthusiasm and clarity.</p> <p>Play ‘Jack in the box’ at the normal tempo. Sing along while finding the pulse with their feet. Now slow down the pulse (start the song from the beginning, don’t change the tempo mid song). Keep the pulse with feet and try singing now. What do they notice? Easier or harder? Now go back to the original tempo, find the pulse again. Finally, sing with a fast tempo and then an even faster tempo.</p> <p>By this stage, Year 2 will be practising songs for their christmas performance. Please practise two alternating songs today – one with a fast tempo and one with a slow tempo. Explore how singers adapt</p>

<p>Vocal warm up as in lesson 2 – Sing start unit 3, ‘Jack in the box’ – focus on 3 note pitch range – mi, ray, do</p> <p>Using musitrax on charanga, introduce a 2 note song – ‘Jack in the box’.</p> <p>Always give the pitch and pulse before starting a piece – for example sing at the initial pitch, “Ready now, off we go”.</p> <ul style="list-style-type: none"> • First sing the whole song to the children asking them to listen with attention. • Then say a phrase (not sing) and have them say the words in the rhythm of the song. • Then sing a phrase and ask the children to copy you. Do not join in as the children sing it back. Listen carefully and monitor how they respond. Repeat phrases as necessary. <p>By this stage, Year 2 will be practising songs for their christmas performance. Please focus on pitching the notes accurately.</p>	<p>open arms and open body for loud, tucked down, hands right by chest for soft.</p> <p>By this stage, Year 2 will be practising songs for their christmas performance. Please focus loud and soft (dynamics) today. Decide together, which part of the song needs a soft voice? Colour code this to show them on the lyrics. Does any part need a big loud voice? Colour code in a different colour.</p>	<p>their voices and performance for the different tempos.</p>
---	--	--

Enquiry Question: How do we sing?

Concept: Performance (vocal health, technique, posture and control)

 *Students will learn that singers have to warm up their voices before they sing.*

Watch the video of a children’s vocal ensemble (choir) - [Somewhere Only We Know - BBC Bitesize](#). Explain that these children are working together as an ensemble (a choir). We are going to focus on warming up the voice today and understanding the importance of warming up and working as a team. Explain that the voice is a muscle.

Watch [Warming up to sing - BBC Bitesize](#)

Task: Charanga [Warm-up Activities/Home – SoundStorm Music Education Agency \(charanga.com\)](#)

Watch and join in with:

- 03. Let’s warm up our faces.
- 04. Posture and alignment.
- 07. Fun with silly voices

By this stage, Year 2 will be practising songs for their christmas performance. Please focus on standing still, with feet at hip width apart today. Please focus on keeping shoulders down and singing without over stretching the vocal chords.

