




Springdale First School






Imagine, Believe, Achieve

Year 4 – 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, castanets Lyrics to a growing number of songs Sing the melodic shape of familiar songs Keep a steady pulse <p>Year One and Two Prior learning</p> <ul style="list-style-type: none"> Demonstrate dynamics and tempo when singing by responding to the leader's directions and visual symbols (e.g. crescendo, decrescendo, pause). Stand still to sing, feet at hip width apart, standing straight. Understand that the voice is a muscle that needs to be warmed up. Sing with increasing vocal control, not straining the vocal muscles by shouting or screaming. Sing songs regularly with a pitch range of 5 notes. Sing songs with a small pitch range. Demonstrate dynamics and tempo when singing. <p>Year Three Prior learning</p> <ul style="list-style-type: none"> Perform actions confidently and in time to a range of action songs Stand still to sing, feet at hip width apart and standing straight Look at the audience when singing Understand the voice is a muscle and needs to be warmed up Begin to breath from the diaphragm Sing unison songs with a 5 note pitch range. Sing tunefully and with expression Perform forte and piano (loud and soft) when singing 	<p>Performance at the church – Carol concert.</p> <p>Performance – Carols at the church</p> <p>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:</p> <p>unison, choir, breathing, forte (loud), piano (soft)</p> <p>Goldilocks:</p> <p>diaphragm, vocal control, ensemble, expression, diction, crescendo (getting louder), decrescendo (getting softer)</p> <p>Step on:</p> <p>phrasing, performance, accapella, legato (smooth), staccato (detached)</p>

Enquiry Question: What is an ensemble?	Enquiry Question: How do singers pitch their voices?	Enquiry Question: How does an ensemble stay together?
Concept: Performance (singing) – vocal health	Concept: Performance (singing) – technique, posture and control	Concept: Performance (singing)
 <p><i>Students will learn that a choir is a musical ensemble of singers.</i></p> <p>Watch the video of a children’s vocal ensemble (choir) - Somewhere Only We Know - BBC Bitesize. What do you notice? How does this make you feel? How old do you think these children are? Explain that this group of children reached the semi finals on Britain’s got talent a few years ago and they are primary school aged (a mixture of years 4 to 6). How did they reach that standard of performance?</p> <p>Introduce unit – vocal health and stage craft.</p> <p>Introduce the word ensemble - A group of players of any size and instrumental mix. Explain that a choir is a musical ensemble of singers.</p> <p>Task – carry out warm ups like in: Warming up to sing - BBC Bitesize</p> <p>Charanga Warm-up Activities/Home – SoundStorm Music Education Agency (charanga.com)</p> <p>05. Breathing techniques one – introduction 06. Breathing techniques warm up 07. Fun with silly voices 08. Warm up and stretch vocal range</p> <p>By this stage, Year 4 will be practising songs for their christmas performance.</p>	 <p><i>Students will learn that the voice needs to be pitched accurately. The children will learn that we move between pitches like we climb the stairs, not like we are sliding on a slide.</i></p> <p>Watch the video of a children’s vocal ensemble (choir) - Somewhere Only We Know - BBC Bitesize. Explain that this time, we are going to focus in on the pitch of their voices. Watch ‘pitch’ explanation on charanga for a reminder of the definition of this word (pitch – how high or low a note is).</p> <p>Explain that when playing an instrument, we either hit or move the instrument to achieve different pitches. Show a glockenspiel as an example. When singing, we have to places these pitches ourselves – this is called <i>pitching</i>. Singers have to ‘pitch’ their voices accurately so that they sing ‘in tune’ (at the correct pitch).</p> <p>Watch - Tuning - BBC Bitesize</p> <p>Explain that today we are going to sing some songs that are going to help us pitch our voices.</p> <p>Charanga Warm-up Activities/Home – SoundStorm Music Education Agency (charanga.com)</p> <p>12. An introduction to target practice 13. Target practice exercises</p> <p>Charanga – matching the pitch to the pitch pattern exercise (tuning in listening ears to pitch).</p> <p>Introduce the warm up song – Chocolate cake. This song has a ‘pentatonic’ range – a range of 5 notes (do,re,mi,fa,so – like they practised in their last lesson of unit 1 in autumn). This song is great for teaching how to pitch notes. Teach a line at a time and use the hand signals alongside.</p> <p>By this stage, Year 4 will be practising songs for their christmas performance. Please focus on tuning during today’s rehearsal.</p>	 <p><i>Students will learn that a choir is a musical ensemble of singers. The children will learn that this ensemble has to work together to create on sound of voices – no individual voice can be heard above the others. They are in <u>unison</u>.</i></p> <p>Watch the video of a children’s vocal ensemble (choir) - Somewhere Only We Know - BBC Bitesize. Explain that this time, we are going to focus on their <u>sense of ensemble</u> (A sense of ensemble describes a musical performance in which players keep together rhythmically and maintain a balance between parts).</p> <p>Watch - Ensemble - BBC Bitesize - Keeping time. Explain that now we are in Year 4, we must listen to everyone around us to ensure we sing together and sound as one. When you sing in a choir, you are part of a team. This means everyone has to work together to make a great sound. To do this, you need to listen to the other singers around you.</p> <p>Introduce the song – ‘chicka hanka’ part 1. Learn as a group and sing until all in unison and together. Now introduce ‘chicka hanka’ part 2 which is an ostinato (a repeated rhythm). Learn this. We are now going to create a 2 part ensemble. Start part 2 off and ensure this is secure (use the charanga backing for this). Then bring in the chicka hanka melody over the top. Can we create a sense of ensemble in 2 parts?</p> <p>By this stage, Year 4 will be practising songs for their christmas performance. Please introduce your 2 part song.</p>

Enquiry Question: How does the audience hear the lyrics?	Enquiry Question: What is phrasing in music?	Enquiry Question: How do choirs use dynamics?
Concept: Performance (singing)	Concept: Performance (singing)	Concept: Performance (singing)
 <p><i>Students will learn that, for the audience to hear and understand the story, you need to sing the words of your song clearly. This is called diction and it is just as important as singing the melody in tune (lesson 2).</i></p> <p>Watch the video of a children’s vocal ensemble (choir) - Somewhere Only We Know - BBC Bitesize. Explain that this time, we are going to focus on their <u>sense of ensemble</u> (A sense of ensemble describes a musical performance in which players keep together rhythmically and maintain a balance between parts).</p> <p>Watch - Diction - BBC Bitesize. Explain that when singing in a choir with many voices, you need to place the beginning and end of words in the right place so that you sound like one voice.</p> <p>If consonants are not sung at the same time the words can sound messy and the audience may miss important words.</p> <p>In the video, our choir don't pronounce their consonants properly. Listen to how the s’s and t’s sound - they’re very sharp on the ear. These sounds are difficult for the audience to understand so it takes away from the emotion in the song.</p> <p>The choir sing the same phrase a second time but with correct diction. Watch how carefully they pronounce the words and how their eyes are glued to the conductor.</p> <p>Watch the tongue twisters. Go to charanga and have a go at the tongue twisters in 10.Tongue twisters (articulation exercises) video.</p> <p>By this stage, Year 4 will be practising songs for their christmas performance. Please focus on diction during today’s rehearsal.</p> <p>The Year 4 performances should demonstrate – pitching, a sense of ensemble, 2 part singing, phrasing, diction and dynamics.</p>	 <p><i>Students will learn that musical phrasing is like telling a story. When you speak, you might emphasise particular words or speed up and slow down to make the story sound more interesting - musical phrasing lets you do the same thing when singing.</i></p> <p>Watch the video of a children’s vocal ensemble (choir) - Somewhere Only We Know - BBC Bitesize. Explain that this time, we are going to focus on their <u>sense of ensemble</u> (A sense of ensemble describes a musical performance in which players keep together rhythmically and maintain a balance between parts).</p> <p>Musical phrasing is like telling a story. When you speak, you might emphasise particular words or speed up and slow down to make the story sound more interesting - musical phrasing lets you do the same thing when singing.</p> <p>Deciding when to breathe, how fast or slow you sing or which words to emphasise are all part of musical phrasing.</p> <p>All of these things can help you communicate the meaning of the song and create a certain 'feeling' or emotion.</p> <p>Composers often write musical terms on music to help guide phrasing and help you to understand how they want it to sound. These words are normally written in Italian.</p> <p>By changing your phrasing you can really alter the feeling of a song.</p> <p>Watch - Phrasing - BBC Bitesize</p> <p>By this stage, Year 4 will be practising songs for their christmas performance. Please focus on phrasing during today’s rehearsal.</p>	 <p><i>Students will learn that phrasing is like telling a story. Choirs often use dynamics to add to their phrasing.</i></p> <p>Recap pitching, ensemble, diction and phrasing. Today we are going to focus on dynamics. Often, a choir will use ‘dynamics’ in their sound by adding more or less volume or intensity to a phrase.</p> <p>For example, singing ‘piano’ is when you sing quietly and use your breath to support the sound.</p> <p>‘Forte’ is the opposite of piano. It is when you sing loudly, making sure not to push your voice too much – link back to lesson 1, that the voice needs warming up, just like in PE.</p> <p>Watch the dynamic videos on Phrasing - BBC Bitesize. Forte video and piano video.</p> <p>Phrasing can also mean the volume you’re singing at.</p> <p>Watch the crescendo and diminuendo videos on BBC Bitesize now too.</p> <p>A crescendo is when you sing a phrase that gradually gets louder and a diminuendo/decrescendo is the opposite, it’s when your singing gets quieter through the phrase.</p> <p>By this stage, Year 4 will be practising songs for their christmas performance. Please focus on dynamics during today’s rehearsal.</p>

