

# Singing Steps with The Voices Foundation

singing through the aural/vocal approach

**“If you can walk, you can dance.  
If you can talk, you can sing.”**

*Zimbabwean proverb*



a singing workshop programme  
for primary schools



A Sing Up Flagship for 2008-10, helping to represent, develop and disseminate best practice in singing with primary aged children.

**sing up**  
Help kids find their voice

**the voices foundation**  
transforming children through singing

## who is the programme for?

To initiate and support the development of singing in primary schools, the programme is open to the ENTIRE school community – class teachers, teaching assistants, non-teaching staff, parents and governors.

## programme elements and content

### **A demonstration lesson with a class from the school**

- finding the singing voice
- building the children's confidence
- teaching a song
- developing the aural skills needed for good singing

### **Workshops for the whole school community**

- finding the singing voice – the techniques involved
- teaching a song – the techniques involved
- aural development through use of the singing voice
- working with examples of age-appropriate songs
- building a song repertoire to support singing in the early stages
- early vocal development issues
- working in parts

Schools can choose to take a single workshop after the demonstration lesson as a twilight session, covering some of the key areas above, or two twilight workshops on separate days.



## commitments

The approximate timings for each element are as follows:

<b>Demonstration lesson</b>	<b>30 minutes</b>
<b>Teacher workshop 1</b>	<b>75 minutes</b>
<b>Teacher workshop 2</b>	<b>75 minutes</b>

However, these timings can be adjusted to suit. The demonstration lesson is best held before Workshop 1, but this can be flexible. Attendees will be expected to take part in a range of music activities during each workshop session and, from time to time, to consider the teaching implications.

Some handout material will be distributed to workshop members during the sessions.

Attendees are asked to bring paper and pen/pencil for taking their own notes.



## follow-up visit

Schools may also opt to have a follow-up visit from the Advisory Teacher, about one month after the workshop/s.

This visit will last for half a day and provide support for the Music Coordinator plus 1 or 2 classroom visits to mentor and work alongside any classroom teacher who would like follow-up support and is ready for more progression.



## about The Voices Foundation

*“Our involvement with the Voices Foundation has really transformed class music within the whole school. The systematic and progressive approach, coupled with much fun and enjoyment, has proved very successful.*

*The framework has empowered all the teachers regardless of background and we have witnessed an ever greater sense of confidence and creativity from both staff and children.”*

Brian Martin, Headteacher, Templewood School  
Welwyn Garden City, Hertfordshire

The Voices Foundation, founded in 1993 by Susan Digby (Lady Eatwell) OBE, aims to transform the lives of every primary school child by developing their musicianship skills and thereby their self-esteem, socialisation and emotional intelligence. At the heart of our work is a dynamic one-year in-school programme, designed to train every primary school teacher in our aural/vocal approach, giving them the confidence to teach music at the same level as other Foundation subjects.

For this academic year, we are delivering our one-year programme to over 70 primary schools across the country; since 1993 we have worked with over 275,000 children and trained more than 7,500 teachers nationwide.

We are delighted to offer this workshop programme to schools as an introduction to our approach and methodology.

**The Voices Foundation**  
34 Grosvenor Gardens, London  
SW1W 0DH

T: 020 7730 6677

E: [vf@voices.org.uk](mailto:vf@voices.org.uk)

[www.voices.org.uk](http://www.voices.org.uk)

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