

Learning Across the Curriculum

Sing Up 2007-2011
Programme Evaluation
Theme 4

Sing Up 2007-2011 Programme Evaluation

Sing Up 2007-2011 was the Music Manifesto National Singing Programme, led by Youth Music, with AMV-BBDO, Faber Music and The Sage Gateshead, supported by Government. It aimed to raise the status of singing and increase opportunities for school children throughout the country to enjoy singing as part of their everyday lives, and to support all primary schools to become 'singing schools'.

Sing Up commissioned the Centre for Use of Research & Evidence in Education (CUREE) to undertake an external evaluation of the whole programme. The evaluations are presented as follows:

- Synthesis Report including Executive Summary
- Probe & Case Study Report
 - Themed Reports:
 1. Communications
 2. Health & Wellbeing
 3. Impact on Schools
 4. Learning Across the Curriculum
 5. Management of Change
 6. Musical Development
 7. Partnership
 8. Speech, Language and Communication
 9. Transition
 10. Workforce Development
 11. Youth Leadership

The full set of reports can be found on the Sing Up website: www.singup.org

Further information about CUREE can be found at: www.curee-paccts.com

Introduction

Sing Up 2007-11 was the Music Manifesto National Singing Programme, led by Youth Music, with AMV-BBDO, Faber Music and The Sage Gateshead, supported by Government. It aimed to raise the status of singing and increase opportunities for school children throughout the country to enjoy singing as part of their everyday lives, and to support all primary schools to become 'singing schools'.



Sing Up operated through four main strands of activity: a national PR and advertising **campaign** highlighting the benefits of singing; singing **resources**, through the twin vehicles of a website www.singup.org (including a 'Song Bank') and a free termly magazine with CD; a **workforce development** programme to build the confidence and expertise of primary school teachers, musicians and others in leading and supporting children's singing activities, with a supporting network of 30 Sing Up Area Leaders; **funded programmes**, supporting the development of singing activity around the country.

By March 2011 Sing Up had engaged with over 95% of state primary schools and over 90% of all schools with primary school-aged children in them.

Background

This report is based on those Sing Up reports and documents which were identified as likely to yield data relevant to the theme of Learning Across the Curriculum. A review of research into singing interventions carried out for Sing Up found that participation in singing is linked with improved academic attainment, knowledge and skills in many areas of the curriculum.¹ Studies included in the literature review investigated the potential of singing for supporting the learning of content,² enhancing comprehension,³ and enabling text recall in foreign languages.

Many of Sing Up's resources and approaches have the potential to support learning across the curriculum. Training and professional development activities (see Workforce Development Report) also frequently supported teachers in leading singing to enhance curriculum-orientated learning. Some specific examples of resources and approaches with the potential to contribute to learning across the curriculum included:

- The magazine, with its ongoing feature called 'Songs as Springboards'. These are six week activity plans incorporating one song into the whole curriculum. For example, in one issue ideas were given for how a sea-life song could be used as a stimulus for English, art, music, dance and science activities. In addition, two issues have focused specifically on the use of singing across the curriculum
- The Song Bank has a search feature that allows teachers to identify songs relating to particular subject areas

1. Sing Up literature review (2011)

2. Bintz, W. P. (2010). Singing across the curriculum in *Reading Teacher* 63 (8) pp683 – 686.

3. Kouri, T and Telander, K. (2008). Children's reading comprehension and narrative recall in sung and spoken story contexts in *Child Language Teaching and Therapy* 24 (3) pp329 – 349.

- The 'School Trip Singalong' campaign promoted the use of singing on the way to a school trip as an enjoyable way of reinforcing learning. It provided songs related to particular trip venues
- The 'Heads' campaign highlighted the value of singing across many subject areas

4. For the purposes of this report, a project was defined as an aspect of activity carried out as part of the Sing Up programme. Projects therefore range in nature and include specific interventions; their types (e.g. Sing Up Awards); organisations and areas, leading a variety of strands of work; various communications activities and their analysis, etc.

The aim of this theme evaluation is to synthesise the impact data relevant to Learning Across the Curriculum from across the projects,⁴ and to differentiate them, where possible, for different groups of leaders and participants. It also aims to identify the key processes supporting learning across the curriculum. The report starts by contextualising the data in the aims of the projects themselves and the key processes and strategies employed. It then reports on outcomes, on leadership learning relevant to learning across the curriculum and on any other learning relevant to this theme.

The term 'curriculum' is used to include specific National Curriculum subjects and wider aspects such as social and emotional development.

Aims and Objectives

The projects providing specific evidence for this theme had a wide range of aims. Two of the projects included a particular focus on creating resources which supported Learning Across the Curriculum (SoundLINCS and Teaching Tools). For the Teaching Tools project, which developed materials for the Sing Up website, it was important not to simply add more songs to the Song Bank but to create a breadth of resources including those which supported Learning Across the Curriculum.

Other projects focused on particular areas of the curriculum. At Vocal Force Keynsham the project aimed to increase the skills and confidence of early years practitioners in providing activities that would promote the speech and language development of the children in their settings. In another of the projects the leader similarly aimed to support and improve the speech, language and communication skills of very young children, and in particular raise standards and improve confidence (Steph Brandon). At Voices Foundation the focus was on training non-specialist classroom teachers to teach music.

For other projects the focus was on particular groups of children or staff. At Greater Manchester Music Action Zone (GMMAZ) the aim was to create a sustainable, positive programme of learning for pupils through singing. GMMAZ operated in a unique setting as the programme was carried out at a school which operates as a staging post for children newly entering the country. Many of these children were learning English as an additional language (EAL). Music and the Deaf aimed to integrate singing and signing into practical activities for young people with and without hearing impairments. At Plymouth Music Zone (PMZ) the focus was on investigating how singing and vocal practice could be enhanced in a Special Educational Needs (SEN) setting. At Spitalfields the emphasis was on involving primary-age children with Severe and Complex Emotional and Social Difficulties (B.E.S.D) in a song writing activity which wove together the classroom, playground and home. In one project Sing Up was used in conjunction with trainee teachers on a Postgraduate Certificate in Education course (Sing Up Training Programme).

Several projects aimed to bring children together to perform in a concert. At Beddlington the federation of schools intended to develop a collaborative concert involving all the nine schools, based on the theme 'The World'. At Supersing the focus was on planning a concert to bring together children and teachers from 60 schools in Liverpool.

In addition to the projects already described, there were a number of Sing Up Communities, Sing Up Flagships and schools with a diverse range of aims (Sing Up Coventry, Sing Up Cumbria, Sing Up Bridlington, Sing Up East Berkshire, Sing Up Bolton, and Opera North). These included schools which had achieved the Silver, Gold and Platinum Sing Up Awards. Although these did not specifically set out to develop Learning Across the Curriculum they did report outcomes that related to this theme.

Processes and Strategies

A number of projects specifically reported that singing was infused across the curriculum to support and reinforce learning (GMMAZ, Sing Up Cumbria, St Paul's School, Music and the Deaf, Bransgore School). For example, Bransgore School noted that singing helped teachers with the curriculum in every classroom. Similarly, Hental School reported that the staff used singing for different aspects of the curriculum, including science, French and maths. Singing was not something which was restricted to music lessons.'

Across the projects a number of processes and strategies were identified by participants as important for the development of Learning Across the Curriculum. These included strategies which worked across many subject areas and strategies that related more directly to particular curriculum areas. Singing also featured in several extra-curricular activities. The development of resources to support Learning Across the Curriculum was also a key element of this theme. Some projects involved staff training which related particularly to the use of singing across the curriculum.



Use of Singing Across the Curriculum

A number of projects specifically reported that singing was infused across the curriculum to support and reinforce learning (GMMAZ, Sing Up Cumbria, St Paul's School, Music and the Deaf, Bransgore School). For example, Bransgore School noted that singing helped teachers with the curriculum in every classroom. Similarly, Hental School reported that the staff used singing for different aspects of the curriculum, including science, French and maths. Singing was not something which was restricted to music lessons.

Projects gave examples of occasions when they used singing. These included:

- In question and answer sessions (Sing Up Awards Schools)
- To refocus the children when the class became too noisy (Sing Up Awards Schools)
- During lessons, as an aid to concentration e.g. using 'shout out the sillies' (Sing Up Awards Schools)

- Prior to lessons as an aid to concentration (St Michael's School)
- On the way to lunch (Sing Up Awards Schools)
- As a reward in 'golden time' (Bransgore School)
- Prior to Standard Assessment Tests (SATs) (Bransgore School)
- During playtimes (Constantine School)

Several schools reported that singing played an important role in reinforcing curriculum content. At Constantine School the songs were linked to the assembly theme. For example 'Dem Bones' was used for a Healthy Schools and science assembly. In another school it was noted that action songs were used and that the children sang Happy Birthday to each other in Italian (Sing Up Awards Schools). At Hental School singing also featured in assemblies. For example, in a class assembly about the Gruffalo the year 1 and 2 children sang the 'Gruffalo Song' with accompanying actions.

Integrating Learning Across the Curriculum

In some projects, songs were used to integrate learning across different areas of the curriculum. In one school the Y4 class took part in a singing workshop based on the Baka tribe in Cameroon. Activities covered in this day related to culture, geography, art, craft and movement with songs forming a link between the activities (Sing Up Awards Schools). In another project a song acted as a springboard into the story of Bluebeard. This was then used to stimulate literacy, art, ICT and music work (Sing Up Bolton).

Singing in Specific Subjects

Many of the schools reported using singing in specific curriculum subjects. Examples were given of singing activities in English, maths, modern foreign languages (MFL), RE, history and geography, and art. Singing's contribution to the Early Years Foundation Stage (EYFS) curriculum was also noted.

English

Several schools reported using songs to support literacy learning. At Constantine School children sang nursery rhymes and used songs to facilitate their phonics learning (Sing Up Flagship: Association of British Choral Directors). Another school reported that singing was used to develop children's reading skills by helping them with sounds (Sing Up Awards Schools). Hental School also noted that it used the vowel rap to teach letters whilst Music and the Deaf used the 'Alphabet Song' to promote learning. At a school where most of the children were learning English as an additional language (EAL) singing was used to develop language relating to daily routines such as greeting and washing hands (GMMAZ). Similarly, at another school greetings were sung rather than spoken and songs were used at transition times (Sing Up Awards Schools). In Cumbria, one school used singing to support drama activities (Sing Up Cumbria: Soundwave).

At Sing Up Coventry the tutors reported that they promoted literacy by discussing what the lyrics in songs meant. For example they would discuss the rhymes in-

'In a year 1 class in one school singing was used to reinforce number bonds work. The year 2 class sang numbers backwards when they were lining up (Sing Up Awards Schools). At Bay Primary School songs were used that linked to multiplication and odd and even numbers.'

volved in songs or the use of alliteration. They used the song 'Harry the hedgehog has holes in his hat' to introduce alliteration. Children were then invited to write their own, silly alliterative warm ups. (Sing Up Awards Schools). Similarly, another school reported that they asked their year 4 class to make up their own rhymes (Sing Up Awards Schools). The speech, language and communication report provides further details relevant to the use of singing in supporting the English curriculum.

Maths

Songs were reported to feature in maths lessons at several schools. At Constantine School 'Multiplicity' and 'Chocoholics' were used to support maths learning. Counting songs were also used on a daily basis. Another school noted that songs like 'Double Trouble' were useful in maths lessons (Opera North). In a year 1 class in one school singing was used to reinforce number bonds work. The year 2 class sang numbers backwards when they were lining up (Sing Up Awards Schools). At Bay Primary School songs were used that linked to multiplication and odd and even numbers. Counting songs were also used by Music and the Deaf.

Modern Foreign Languages (MFL)

Several schools noted that they used singing to support the learning of MFL. At Constantine School songs had been used to help the Key Stage 2 children with French. The Headteacher reported that the children had learnt a number of French songs. At another school singing was used in the lunchtime French Club and in lessons. For example, children learnt 'Frere Jaques' and sang a range of other French songs with accompanying actions (Sing Up Awards Schools). In another school singing was used in Spanish lessons (Sing Up Cumbria). A Mandarin teacher at Hummersknott School used singing with her year 6, 7 and 8 classes. Songs were used to support French learning at William Gilbert and St Paul's Schools.

Religious Education (RE)

One teacher reported that they used singing in RE. For example, 'The Poppy Song' was used as part of the work on Remembrance Day and the Lord's Prayer Psalm 21 was sung rather than spoken (General Resource).

History/Geography

Several schools reported that they had used singing in history and geography lessons. Schools involved in the Supersing project noted that they had used the songs as a stimulus for history and geography. At some project schools in Cumbria songs were reported to have been used to support topics such as World War II. Songs were selected which were relevant to this topic (Sing Up Cumbria). At another school children listened to songs related to their project on the environment (Sing Up Awards Schools). At Hendaal school a year 4 class learnt songs related to their Viking topic. At Plymouth Music Zone (PMZ) staff used songs from the Song Bank to support thematic planning. For example, year 2 included 'My Bonnie lies over the ocean' as part of their topic about the sea. Similarly, a teacher from another school reported that singing was linked to topics such as Florence Nightingale and Guy Fawkes. The children also wrote lyrics linked to the topic and sang them to familiar tunes such as a nursery rhyme or a favourite song (General Resource). Staff at Church End School also worked with their children to write words for familiar songs based on their topic. For example, one song supported their Egypt topic.

'The project leader noted that singing could be used to support personal, social and emotional development, as well as communication, language and literacy.'

Art

One project reported how song had been used as a stimulus and starting point for an art activity. Children wrote their own verses for their welcome song based on their ideas about different animals. They then created artwork showing their ideas for monsters and creatures inspired by 'Zoobiedoo' songs (PMZ).

Music

Many of the projects used singing as part of the music curriculum. For example, one project reported that singing leaders were used as part of a BTEC curriculum. KS4 students studying for this were responsible for the planning, rehearsing and promoting of a concert. This supported a unit of work on 'Planning a music product'. The musical learning and development report provides further details relevant to this theme.

Early Years Foundation Stage (EYFS)

One project highlighted the role of singing in supporting the Early Years Foundation Stage Early Learning Goals. The project leader noted that singing could be used to support personal, social and emotional development, as well as communication, language and literacy. For example, turn taking in songs could be used to contribute to social development whilst exploring feelings through song could contribute to emotional development. Songs such as the 'Hello' song could be used to promote language development whilst punctuation songs could contribute to written language. Similarly, other projects highlighted the role that singing played in the EYFS. Reception children at one school used songs to help them to develop vocabulary. For example, songs were used to reinforce the learning of words relating to shape (Sing Up Awards Schools). At Vocal Force Keynsham songs were used to support language learning.

Extra-Curricular Activities

Singing contributed to extra-curricular activities in some projects. In one project boys from two secondary school football teams attended workshops in which they created their own team song. It was planned that this would then be performed in school assemblies (Sing Up Southampton). At many schools choirs were formed (Sing Up Awards Schools, Beddlington, Sing up Coventry). At Beddlington this involved children from the federation of schools in performing songs from the Sing Up website and other songs relating to the theme of 'Our world'. At Supersing 60 schools joined together to perform in a concert.

Developing Resources

Sing Up developed website resources which could be used to complement their on-the-ground training activities or as a stand-alone resource. These included lesson plans which demonstrated the use of singing in different curriculum areas. These lesson plans linked to the National Curriculum and the topics studied at Key Stage 1 and 2. They demonstrated how songs could be used to deliver and support learning across the curriculum. Templates were also created to allow teachers to use the examples to create their own lesson plans. Alongside the lesson plans, Sing Up created 12 six-week topic plans to help teachers build in singing across the curriculum. These covered topics such as Celebrations and the Environment.

In addition to the resources which focused on singing in particular subjects, Sing Up also developed materials that supported the use of singing throughout the school day. For example, there were suggestions for the use of routine songs for 'transition times' such as tidying up and between lessons. 'Quick sings' provided songs and related 5 minute activities that could be slotted into the school timetable. A 'toolkit' was also created which allowed teachers to develop teaching activities for any song they chose. Similarly at SoundLINCS a tool was developed which highlighted the use of singing in cross-curricular learning.

Staff Training

Whilst general staff training was a feature of several projects (Vocal Force Keynsham, GMMAZ) at Bransgore School the in-service training (INSET) particularly focused on the use of singing across the curriculum. The head reported how a pirate-themed INSET day was held in which songs were woven in to show how singing could inspire learning. At GMMAZ staff training included ways to use song writing and composition to link with the curriculum.

Findings and Outcomes

Children and Young People as Participants and Audience

The outcomes for children included those relating to enhanced learning and engagement with the curriculum in general, as well as those relating to the particular curriculum areas of English, maths, MFL and cultural understanding. Benefits were also noted for social and emotional development and for children with special educational needs.

Enhanced Learning and Engagement

Several projects reported that singing had benefits for pupils' learning and development. Teachers at St Michael's School reported that singing helped the children remember facts and ideas. Similarly, a teacher at another school noted that children remembered facts much more easily when they had sung them (participant feedback). Music and the Deaf felt that singing activities which were accompanied with signing had positive benefits for children's understanding. One school found that the children themselves recognised the value of singing as a memory tool (Sing Up Bridlington).

At one school it was specifically reported that singing had been useful in promoting engagement with the curriculum. This was found to be particularly the case for Foundation and KS1 boys who previously struggled to engage with the curriculum (Sing Up Bridlington).

English and Maths Skills

Particular benefits were noted for English and maths. St Paul's School reported that singing helped develop literacy skills, whilst at Vocal Force Keynsham children's maths skills were noted to have improved. Teachers at GMMAZ reported

'Children's rhyming skills and ability to compose poems in literacy lessons were noted to have improved as a result of singing activities'



that singing had a positive impact on the English of their students with EAL. Sing Up Coventry reported that the teachers they worked with had noticed improvements in literacy and numeracy as a result of singing on a weekly basis. Children's rhyming skills and ability to compose poems in literacy lessons were noted to have improved as a result of singing activities at Homer First School (Sing Up East Berkshire). At St Michael's School singing was reported to have helped pupils learn number bonds and times tables.

Modern Foreign Languages (MFL)

Several schools reported benefits for MFL. William Gilbert School noted that songs helped with children's learning of MFL. As one year 6 girl pointed out: 'Singing for French keeps a tune in my head and it keeps going so I learn the French better'. At another school it was reported that singing supported the learning of grammar and vocabulary in French.

Cultural Understanding

In one project in Merseyside, participation in a regional concert was thought to have contributed to children's cultural knowledge; 88% of the teachers agreed that the event had increased children's knowledge of the cultural offer in Liverpool, and 82% agreed or strongly agreed that it had increased children's knowledge and understanding of cultural forms (Supersing).

Social and Emotional skills

St Michael's School reported that singing helped the children to be calmer and more focused on their curriculum learning. Teachers found that singing a song in the classroom as soon as they come in from the playground helped children to overcome any problems at playtime, 'so there is less thought about becoming distracted or silly'. At one school it was noted that a child with behaviour problems seemed more settled and focused on his work since he had joined the boys choir (Constantine School). GMMAZ reported that singing activities had helped to develop children's social skills. St Paul's School found that singing was valuable in promoting social skills and enhancing pupils' self-esteem, sense of well-being and enjoyment. One project reported that one child's involvement in a choir seemed to have improved his commitment to other subjects (Rokey School).

Special Educational Needs (SEN)

For several projects benefits were noted for children with special educational needs (St Paul's School, GMMAZ). Staff at William Gilbert School believed it had particularly helped to develop the confidence of the children with SEN. Jayne Stevenson, the school's Acting Headteacher, noted that 'singing is fully inclusive...pupils who are on the SEN register, or who have behavioural or concentration problems, respond well to being part of a group that enjoys making music together'.

Children as Singing Leaders

The projects relating to this theme had not particularly focused on collecting evidence of the impact on children as singing leaders. However, it was noted at St Michael's School that singing had contributed to the development of children's confidence and leadership skills.

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Adults as Participants

Using Singing Across the Curriculum

There was a great deal of evidence from the projects included in this report that singing was being used by teachers in a range of curriculum areas. In some cases teachers were reporting the use of singing whilst in others the evidence was based on observations made in school. For example, Voices Foundation reported that singing was being used by teachers in many subjects such as maths, geography, languages, history, science, and English. The individual schools gave many examples of how they had used singing in different curriculum areas.

Enjoyment and Enthusiasm

Staff enthusiasm was highlighted by many of the projects. Voices Foundation reported how they had found it 'great fun linking singing across the curriculum'. A trainer from one project noted that a teacher who did not normally join in was inspired to work with her pupils in developing posters relating to the words of a song following a session in which they had sung maths songs (Sing Up Bridlington). A manager of one project noted how the staff at one school had particularly enjoyed working with the children to write words for topic-related songs (Sing Up Bedfordshire). A teacher from one school noted that she felt much more confident and looked forward to learning songs that linked with the children's learning (Bay Primary School).

Increased confidence was particularly noted in two projects. Staff at GMMAZ reported being much more confident about leading singing activity with the children in their class. Similarly at Vocal Force Keynsham a staff questionnaire showed that the early years practitioners felt more confident about developing speech and communication as a result of the activities.

Leadership Learning

At Spitalfields Music the leadership learning related to the potential of singing for Learning Across the Curriculum. They noted that many of the songs they used could easily be adapted to support Learning Across the Curriculum. For example, they felt that some of the singing games could have been refined to support maths learning. They also believed that if they were working on a longer term project they would develop a baseline and way of measuring progress in the areas.

At Music and the Deaf the leadership learning also related to the use of singing across the curriculum. In this project composition and song writing played a central role. This was found to be challenging as it was not possible to 'pre-determine what [was] going to come out of a session'. The composition or song would evolve as sessions with children and teachers progressed. Their experience led them to advocate the use of a central theme or idea for the cross-curricular project and to let the children direct the pace and content of the composition related to this.

At Bransgore School the learning related more generally to introducing singing. The head outlined his 'tips' for developing singing:

'Leaders at PMZ also reflected more generally on their learning. They believed that future project work would be enhanced by evaluating the needs of the participants and using these evaluations to plan activities. They also felt that it was important to track the impact of singing activities and developed a toolkit to support this.'

'In several schools singing was seen to have contributed to a successful Ofsted inspection.'

- 'Gather your supporters: If you can involve every teacher from an early stage and make them as enthusiastic as you about what can be achieved, it won't be hard to encourage the children to sing
- Champion your non-musicians: Make sure your Sing Up Champions aren't music specialists. This will help you show that singing is more about having fun and joining in than performing for an audience
- Keep on moving: Sing Up is about getting everyone standing and singing, so let children move – even when you're explaining things
- Go online: Sing Up's resources are easy to access and useful for busy teachers
- Train to gain: The training through Sing Up's Area Leaders helps take things to a new level. Having grasped the basics ourselves, Sing Up's CPD opportunities enabled us to overcome our fears and get on with things
- Sing for success: Singing is a powerful tool for engaging pupils. We like to sing straight after a discussion about behaviour to encourage children to channel their energies back into learning'.

Leaders at PMZ also reflected more generally on their learning. They believed that future project work would be enhanced by evaluating the needs of the participants and using these evaluations to plan activities. They also felt that it was important to track the impact of singing activities and developed a toolkit to support this.

Organisational Impact

'At Hendl school Ofsted noted that 'singing is seen by all staff as important to the development of the whole child. The school has successfully explored how singing can contribute to and support other subjects.'

In several schools singing was seen to have contributed to a successful Ofsted inspection. At Bransgore School the head attributed much of the school's success to the development of singing throughout the school. At William Gilbert School Ofsted graded the school as 'outstanding' and noted that 'pupils' exceptionally good singing reflects their enjoyment of music and the performing arts in general'. The Ofsted inspection at St Michael's School similarly praised the use of singing and the way in which 'every opportunity is embraced to celebrate and enhance the pupil's musical experiences and development'. At Hendl school Ofsted noted that 'singing is seen by all staff as important to the development of the whole child. The school has successfully explored how singing can contribute to and support other subjects'.

Other sources of evidence highlighted the value of Learning Across the Curriculum for the school. An independent evaluator reported that in one school there was 'significant feedback from children and staff which indicates that the project has indeed helped to embed singing and creative work in the school; the curriculum has been enriched, and has been made more accessible through the use of singing' (Sing Up Bridlington). An evaluation report from Sing Up notes that schools involved in the project report that singing has contributed to literacy, numeracy and wider curriculum aims (Sing Up Silver Award School). Similarly a comment left on the website noted that not only had singing made a difference to music but to the curriculum across the school (General Resource).

Drivers and Inhibitors

The role of the Sing Up resources was highlighted by many of the teachers. This evidence indicates that these were a key driver in the development of learning across the curriculum. Many of the comments left by teachers visiting the Sing Up website show that teachers were enthusiastic about using the resources with their class. Some of these comments related particularly to using singing across the curriculum. One teacher noted they found the ideas 'empowering'. Comments on the websites by two teachers noted that they had used lesson plans with their class. One teacher felt the 'Ain't no mountain high enough' was a 'great thing to try'. Another teacher thought 'Dem Bones' was a 'fantastic resource'(General Resource). One teacher noted that they were not a music specialist but were able to use the curriculum songs and activities.

GMMAZ noted a number of challenges to the development of singing across the school. These challenges included:

- measuring the impact of singing activities;
- deploying adults in the classroom; and
- overcoming attitudinal barriers of some staff.

Methods

'An independent evaluator reported that in one school there was 'significant feedback from children and staff which indicates that the project has indeed helped to embed singing and creative work in the school; the curriculum has been enriched, and has been made more accessible through the use of singing' (Sing Up Bridlington).'

Ninety-nine project reports and related evidence, ranging between internal evaluations and external assessment, were selected by Sing Up as a basis for a number of synthesis evaluation reports. The documents were coded by a team of CUREE researchers as likely to yield evidence for each of the themed reports. The data were then extracted by the same team, using Nvivo software, for each of the themes identified by Sing Up. The data extraction framework, based on questions focused on both impact and processes for each of the themes, was agreed in advance with Sing Up. The resulting data was then analysed and synthesised so that the key messages for each theme could be reported.

The current report is based on the documents which were identified as containing data relevant to the theme of Learning Across the Curriculum. A total of 25 projects had information relating to the theme. Types of the evidence collected by the projects that provided the basis for this report included:

- musical specialist perceptions/quotes;
- musical specialist observation;
- school staff perceptions/quotes, and
- report.

Learning Across The Curriculum: Connections to the Wider Evidence Base

The findings from the Sing Up projects which feature in this report are supported by the findings from the wider evidence base. As mentioned in the background information at the start of this report there is evidence that music supports the development of knowledge and skills across the curriculum.⁵ The projects in this report illustrate improvements in learning in a range of curriculum areas.

5. Sing Up Literature Review (2011)

Processes and Strategies for Developing Singing

In addition, the findings from this theme offer support to more general findings from the Sing Up literature review about the way in which singing can be developed. This review found that certain elements seemed to be important components of singing based interventions, irrespective of the context or aims. These elements included:

- 'Effective use of tools and resources, including guidance in their selection and use according to the developmental needs of the young people
- Training class teachers in primary school for delivering singing because they have better knowledge of their pupils than itinerant specialists'.

The tools and resources provided by Sing Up seemed to be a key driver in the development of Learning Across the Curriculum. In addition, much of the data came from schools where class teachers had been directly responsible for using singing across the curriculum.

It is noteworthy that there was more evidence of the processes used to develop learning across the curriculum than for the specific impact on children's learning. The Sing Up literature review highlighted the importance of 'devising ways of measuring success'. Could those wishing to develop Learning Across the Curriculum consider the ways in which success would be measured?

Glossary

Sing Up Awards

The Awards have helped schools to embed singing throughout their school life, encouraging them to celebrate their singing. There are three different levels of Award: Silver, Gold and Platinum. The Awards are specially designed to work across different types of school, including SEN settings.

Beyond the Mainstream (BTM)

Sing Up made a commitment to ensure that its work impacts upon all primary aged children, including children in SEN schools, Pupil Referral Units, looked after children, children with mental health issues and many others early in 2009, and the stream of work that underpins this commitment throughout the programme is called Beyond the Mainstream. BTM broadly focuses on children who can't access primary mainstream school (in SEN or PRU settings) as well as those who have difficulties accessing primary mainstream (including looked after children, children with EBD, children with mental health difficulties etc).

Sing Up Clusters

Sing Up Clusters have helped secondary schools to lead innovative singing projects with their feeder primary schools. The programme aims to train and inspire singing leaders and enables schools to work positively with pupils' transition issues. Clusters work with 240 schools across the nation, introducing exciting singing opportunities to over 7,500 pupils.

Sing Up Flagships

Sing Up Flagships are leading singing advocate organisations that work to share and develop best practice through projects, performances and resources. Nine organisations have worked as Flagships, with most programmes typically lasting 2 years. Thousands of children, practitioners and singing leaders have benefited nationwide from their work.

Sing Up Communities

Sing Up Communities have been run by arts organisations and music services that work with primary-aged children. They aim to place singing at the heart of the community. Each project has run for two years and aims to reach over 2,000 primary-aged children. Work includes the development of young singing leaders and encouraging singing out of school hours.

Vocal Force

Vocal Force was originally a project based on the innovative Vocal Union programme devised by The Sage Gateshead, before becoming part of Sing Up in 2008. Vocal Force aimed to foster a peer support network for sharing learning and exploring ways of sustaining networks. It has created over 60 bespoke projects to increase the skills, confidence and repertoire of more than 3,000 singing leaders.