

By 'singing' we refer to a range of singing and vocal activities including beatboxing, rapping, and use of VOCA's (voice output communication aids).

Good Vocal Leaders are:

ENGAGING

They are flexible, responsive and share their enthusiasm to create enjoyable, relevant and well-paced sessions.

SUPPORTIVE

They respect group members, value effort, celebrate achievements and encourage reflection.

INCLUSIVE

They enable all group members to participate, by taking different abilities into account and respecting everyone's contribution.

How to recognise the principles in a leader:

- They have the right repertoire for the group
 - They know the repertoire they are using
 - They use a variety of approaches
 - They can use a range of repertoire
 - There is appropriate pace to the session
 - They are responsive to individual styles of learning
 - They plan sessions well but can respond to the session dynamic
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- They model the attitudes expressed in the principle
 - They have appropriately high expectations of individuals and the group
 - They use reflective questioning
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- They choose the right repertoire for the group, including vocal activities that will contribute appropriately to their spiritual, moral and cultural development
 - They plan for different learning styles and needs, including for example: the repertoire, speed of the track etc.
 - They understand the impact of the environment on the successful outcomes of sessions e.g. room layout, temperature, space requirements, light
 - They utilise appropriate support from other colleagues
 - They utilise a range of methods of communication to enable all to participate, including technology
 - They lead singing & vocal activities using a range of approaches, including the use of technology



Good Vocal Leaders are:

SUPPORTIVE OF PROGRESSION

They are willing to try a range of approaches that help people improve, highlighting opportunities for development.

How to recognise the principles in a leader:

- They plan for progression in the short and long term
- They consider skill development
- They can link warm-up and vocal material to maximise progression during a session
- They set achievable goals
- They provide performance opportunities for the group
- They give positive, constructive feedback
- They utilise other adults in the room
- They establish a culture of 'how do we improve?'
- They signpost learners to additional expertise and opportunities
- They encourage pupils to take responsibility

EFFECTIVE COMMUNICATORS

They employ appropriate verbal and non-verbal methods of communication enabling all group members to understand and learn to the best of their abilities.

- They understand where to stand to effectively communicate with the group in different situations
- They use positive body language
- They can lead without the need to speak instructions e.g. through singing, gesture, conducting
- They engage the attention of the group through a variety of means

CREATIVE

They encourage experimentation and invention, using a range of different approaches and ideas.

- They utilise song and voice work within curriculum topics
- They can facilitate creative voice work, including song creation
- They find different ways into songs and vocal work for e.g. through movement, use of imagination, pictures, and stories
- They can adapt songs to engage and include participants
- They make use of props e.g. puppets, instruments where appropriate
- They use improvisation

COMMITTED TO LEARNING

They are open-minded and eager to learn and take responsibility for their own continuing professional development.

- They are reflective and consider ways to improve teaching and learning, both from observations they have made and from encouraging feedback from children and colleagues
- They find the opportunities to improve
- They refresh what they do

Good Vocal Leaders are:

MUSICAL

They are committed to developing their own musical skills; they embrace a diverse range of music, are able to challenge a group appropriately and find ways to explore different forms of musical expression.

COMMUNITY-FOCUSSED

They are committed to an ethos of collaboration, partnership and developing connections.

CARING ABOUT THE VOICE

They understand good vocal health, and care for the voices of others as well as their own.

How to recognise the principles in a leader:

- They develop their own performance skills
- They choose appropriate repertoire for the group and set realistic goals
- They can create simple arrangements of songs such as changing the mood or style through to adapting the structure, adding harmonies etc.
- They can break up the teaching of a song into chunks for example by phrase, by motif
- They employ effective rehearsal techniques for example they can link warm up and songs to maximise progression
- They can teach a song from different starting points (rhythm , melody, action)
- They can convey how the musical material should sound
- They explore how to achieve sense of style in voice work.
- They experiment with tonal qualities

- They make links with other practitioners (peripatetic teachers, parents etc.)
- They lead the group in performances that make connections within a community
- They maximise opportunities to connect with visiting professionals.
- They provide opportunities to engage the community
- They share singing opportunities with other schools, groups
- They support other staff

- They understand vocal physiology
- They understand the impact of the environment on voice use
- They have an ability to recognise vocal problems
- They create the right conditions for voices to stay healthy for example: lay the room out appropriately, warm voices up, choose appropriate registers/keys for the repertoire in relation to age and experience of the group, consider the length of vocal use, encourage the drinking of water, carefully structure the repertoire used within a session to achieve best practice for voices.

