



Vocal Leader Checklist

Vocal Leader Checklist

By 'singing' we are referring to a range of singing and vocal activities including beatboxing, rapping, and use of VOCAs (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.

- Have the right repertoire for the group
- Know the repertoire they are using
- Use a variety of approaches
- Use a range of repertoire
- Pace the session appropriately
- Respond to individual styles of learning
- Plan sessions well but can respond to the session dynamic

SUPPORTIVE

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

- Respect, celebrate and encourage group members and the group as a whole
- Have appropriately high expectations of individuals and the group
- Use reflective questioning

INCLUSIVE

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

- Choose the right repertoire for the group, including vocal activities that will contribute appropriately to their spiritual, moral and cultural development
- Plan for different learning styles and needs, including for example: the repertoire, speed of the track etc.
- Understand the impact of the environment on the successful outcomes of sessions e.g. room layout, temperature, space requirements, light
- Utilise appropriate support from other colleagues
- Utilise a range of methods of communication to enable all to participate, including technology
- 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.

- Plan for progression in the short and long term
- Consider skill development
- Link warm-up and vocal material to maximise progression during a session
- Set achievable goals
- Provide performance opportunities for the group
- Give positive, constructive feedback
- Utilise other adults in the room
- Establish a culture of 'how do we improve?'
- Signpost learners to additional expertise and opportunities
- 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.

- Understand where to stand to effectively communicate with the group in different situations
- Use positive body language
- Can lead without the need to speak instructions e.g. through singing, gesture, conducting
- 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.

- Utilise song and voice work within curriculum topics
- Facilitate creative voice work, including song creation
- Find different ways into songs and vocal work e.g. through movement, use of imagination, pictures, and stories
- Adapt songs to engage and include participants
- Make use of props e.g. puppets, instruments where appropriate
- Use improvisation

COMMITTED TO LEARNING

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

- Reflect and consider ways to improve teaching and learning, both from observations they have made and from encouraging feedback from children and colleagues
- Find opportunities to improve
- 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.

- Develop their own performance skills
- Choose appropriate repertoire for the group and set realistic goals
- Create simple arrangements of songs such as changing the mood or style through to adapting the structure, adding harmonies etc.
- Break up the teaching of a song into chunks, for example by phrase, by motif
- Employ effective rehearsal techniques, for example they can link warm up and songs to maximise progression
- Teach a song from different starting points (rhythm, melody, action)
- Convey how the musical material should sound
- Explore how to achieve sense of style in voice work
- Experiment with tonal qualities

COMMUNITY-FOCUSSED

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

- Make links with other practitioners (peripatetic teachers, parents etc.)
- Lead the group in performances that make connections within a community
- Maximise opportunities to connect with visiting professionals
- Provide opportunities to engage the community
- Share singing opportunities with other schools, groups
- Support other staff

CARING ABOUT THE VOICE

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

- Understand vocal physiology
- Understand the impact of the environment on voice use
- Have an ability to recognise vocal problems
- 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

- ★ Full access to the Song Bank
- ★ Full access to teaching resources
- ★ A range of video content and tutorials
- ★ Logins for your whole staff team

To become a Member, get in touch today on +44 (0)20 7908 5148 or email us at support@singup.org

“A fantastic resource that all our staff use. I wouldn't be without it.”
- Thurstonland First School

Singing improves learning, confidence, health and social development
– it has the power to change lives and build stronger communities.

Sing Up places singing at the heart of every educational setting by providing you with the complete singing package.

Membership includes access to our unapparelled Song Bank, with all songs specially arranged to promote good vocal health in young voices. Our wide range of resources is designed to help you use singing to support cross-curricular learning in the classroom, or to act as a complete foundation for singing and music across the school.