



# An Introduction to Sing Up

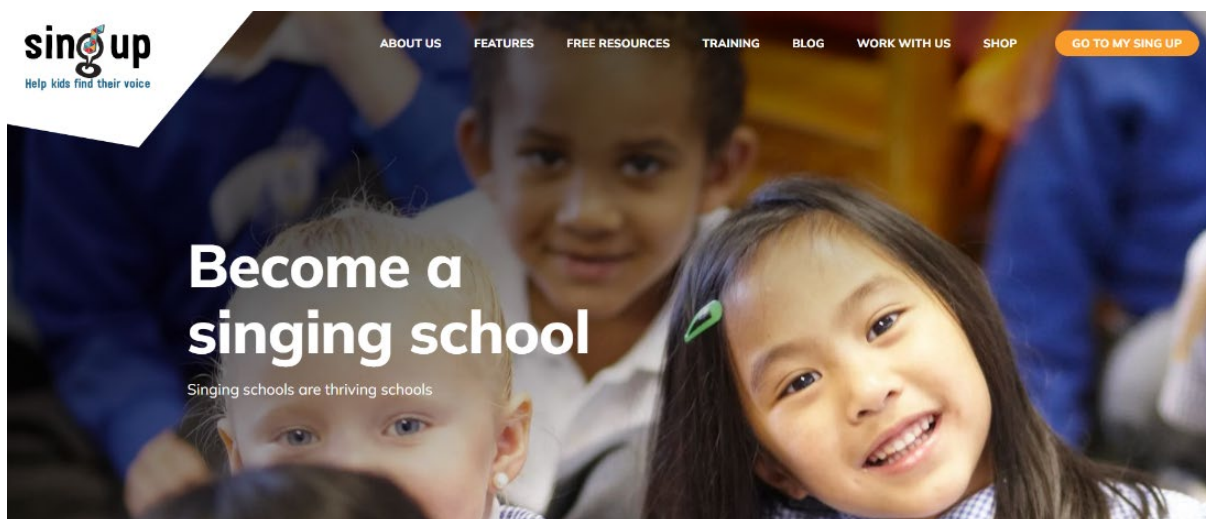
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## Overview

This document aims to support teachers and school staff currently using Sing Up as well as those interested in implementing it. It's designed to give you an overview of how Sing Up can support your teaching and introduces some of its key features.

## About Sing Up



Sing Up is an award-winning organisation which empowers schools to make transformative changes and enhance children's development and learning through music and singing. Created by teachers and experts, they've been supporting school music programs for fifteen years. Today, Sing Up's digital platform is widely used and loved by teachers and students globally.

Sing Up is passionate about giving all children and young people opportunities to sing and make music – for personal enjoyment, to support learning and to help develop lasting tools to express themselves with confidence and creativity. Sing Up believes in the intrinsic value of music.

Kent Music have partnered with Sing Up and it is part of the Kent Music Funded Opportunities programme. We believe that good singing opportunities for children and young people is crucial to developing musicianship and broad opportunities for all learners. Sing Up Day

Every year, Sing Up celebrates the power of singing with a special day for schools and singers around the world, called Sing Up Day. You may have seen #SingUpDay on social media over the past few years! They commission a new Sing Up Day anthem with full teaching resources and ideas for activities linked to the song.

All Sing Up Day materials are free to download, to make sure as many people as possible can be involved in music on this day. Community choirs and schools can share their events on an interactive map, to create a special Digi choir.

## Using Sing Up

It's easy to integrate Sing Up into your classroom. All you need is internet access, a smart whiteboard, laptop or projector and speakers.

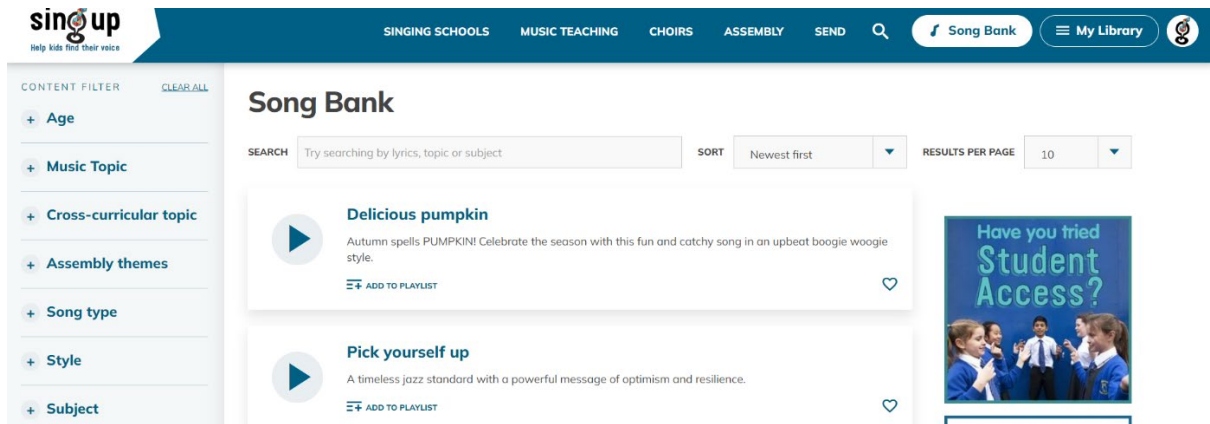
Once logged on you will see a page as below and from this you can navigate to the different resources, using the tabs at the top of the page.

Clicking on the Song bank will lead you to a list of song titles with a content filter on the left-hand side. On the top panel, you will also see sections for Singing Schools, Music Teaching, Choirs,

Assembly and SEND. My library is where you can store your saved songs/pages and view your saved playlists.

Please note the web links in this guide will only work once you're logged onto the site.

# Song Bank

The screenshot shows the Sing Up website's Song Bank page. At the top, there's a navigation bar with the Sing Up logo and menu items: SINGING SCHOOLS, MUSIC TEACHING, CHOIRS, ASSEMBLY, SEND, a search icon, and buttons for Song Bank and My Library. Below the navigation bar is a content filter sidebar on the left with categories like Age, Music Topic, Cross-curricular topic, Assembly themes, Song type, Style, and Subject. The main area is titled 'Song Bank' and features a search bar, a sort dropdown set to 'Newest first', and a results per page dropdown set to '10'. Two song cards are visible: 'Delicious pumpkin' with a description about autumn and a 'Delicious pumpkin' image, and 'Pick yourself up' with a description about a jazz standard and a 'Pick yourself up' image. A 'Have you tried Student Access?' banner is also present.

## Song Bank – Variety of Songs

With nearly 1000 songs in the song bank in Sing Up, there is a huge choice and variety of repertoire suitable for both primary and secondary ages. Using the filters (found on the right-hand side of the web page) can really help in searching for suitable songs. Searching by **music topic filter** is a really good way of finding songs to fit in with your music curriculum and to enhance pupils' musical experiences.

Make sure you also look at the teaching notes accompanying each Sing Up song. These give you detailed information about the song, including warm-up ideas, teaching and rehearsing the song, development ideas and cross-curricular links.

### [Let Love Shine Through](#)

As a whole-class performance song with ukulele parts and simple harmony, **Let Love Shine Through** is a great song for **KS1-KS4**. The music topic information for this song includes **chords, riff/ostinato, simple harmony, texture and whole class sing and play**. There are also fantastic lyric and backing videos plus you can watch the 2018 Digichoir video Sing Up Day for more inspiration!

### [Kye Kye Kule](#)

Searching by **age 5-7** and music topic of **call and response** brings a good variety of songs perfect for this age group. A highlight song is **Kye Kye Kule**, a fantastic call and response song from Ghana, which would be great for introducing children to African music.

### [The Bare Necessities](#)

Using the filters **KS2** and **films/musicals** also creates a long list of fun songs. **The Bare Necessities** is a popular and accessible song for children at primary and even lower **KS3** and is sure to be a crowd pleaser! This song also has a teaching video included, like many of the songs, which is useful if you need a few more ideas on how to teach it. The video could also be used to teach the children directly. Look out for great vocal percussion and a tongue twister challenge!


## [Rather Be](#)

For students in Key Stage 3 (KS3) exploring the music topic of Pop/Songwriting, a fantastic song to consider is an arrangement of Clean Bandit's "Rather Be". This catchy synth-pop hit carries a strong message about friendship. It's worth noting that this song is also suitable for Key Stages 2 (KS2) and 4

### Did you know?

For every song on Sing Up, you can utilize the song edit functions located beneath the lyrics/notation. These functions allow you to adjust the tempo, for example, slowing it down to 90%, using only backing, and displaying notation as the song plays. This can be a valuable tool to encourage the reading of music notation.

You can also transpose the song higher or lower to suit the voice ranges of your pupils. Simply click on the 3 dots at the far right of the edit box and scrolling down to find the transposition feature.



(KS4), offering some delightful additional harmony parts. Find it using the KS3 age filter. This song and many others, has a teaching video included which is useful if you need a few more ideas on how to teach it. Or the video could also be used to teach the children directly.

## Cross-Curricular Topic Based Songs

**The Cross-curricular filter gives you access to a huge range of songs** connected to popular topics, particularly useful for primary schools.

**Black History** – Labi Siffre's famous song **Something Inside so Strong** is wonderfully arranged for KS2/3/4. There are echo parts and harmonies that can provide a good vocal challenge. This song was written by Labi Siffre in response to Apartheid in South African and has a strong melody with a message encouraging people to stand up for their rights.

### [Something Inside So Strong](#)

**Space** – A popular song here for KS1/lower KS2 is the catchy **Alien Shuffle**. This is an action packed, counting song with a fun rock backing track, worth adding to any space topic and is very accessible.

### [Alien Shuffle](#)

**Nature - Our Earth** is a catchy song ideal for KS2, about standing together to help make a positive impact on climate change. This also includes a great teaching video to help support your teaching.

[Our Earth](#)

**Seaside – Down There Under the Sea** is an ideal song for EYFS/KS1. It paints a musical picture of marine life with a catchy, simple melody. There are also great SEND activities to use with this song.

To expand the learning experience with this song, why not try adding percussion instruments or movement to reflect different sea creatures?

[Down There Under the Sea](#)

**Islam – A Whisper of Peace** Islamic Prayer songs are usually sung with little or no accompaniment. This one has a powerful message and is perfect for KS2.

[A Whisper of Peace](#)

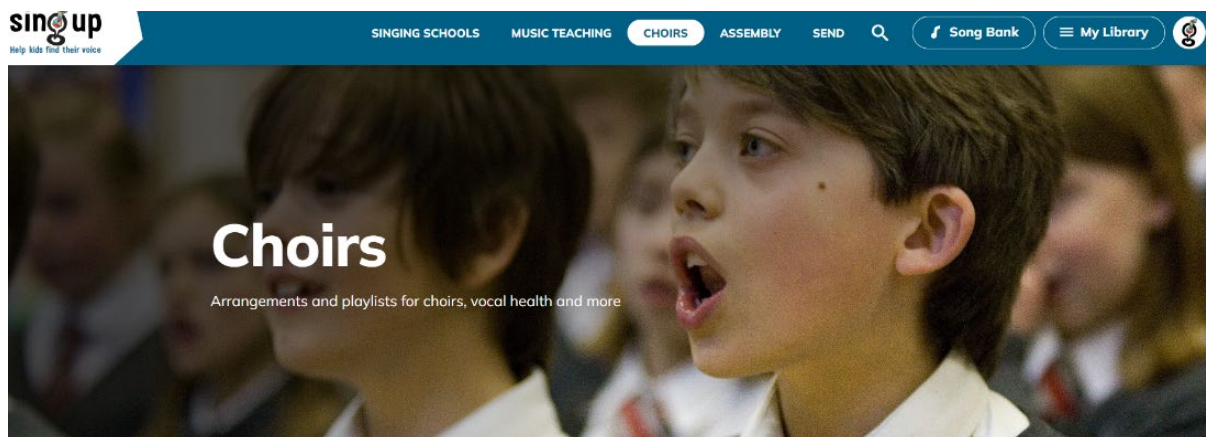
**Mammals – The well-known song The Animal Fair** is all about the different beasts on show at the animal fair. Children will love the fun lyrics, and the simple harmony line provides a great introduction to part singing. Ideal for EYFS and KS1.

[The Animal Fair](#)

**Rainforest – Hey Dumba** is a beautiful traditional song from Brazil about the sound of the water in the Amazon rainforest. It would suit Upper KS2/KS3/KS4.

[Hey Dumba](#)

## Songs for Choirs



Sing Up is a fantastic resource for choirs, both primary and secondary level.

If you click on the choir tab at the top of the Sing Up screen, you will find a complete range of pre-set playlists for choirs from ages 5- 18. There's plenty of inspiration and ideas for starting or developing your school choir – not to mention being a real timesaver!

The **5-7 choir playlist** includes catchy songs like Baby Beluga, Let's go Fly a Kite and the Mouse and the Lion.

[Baby Beluga](#)

[Lets go Fly a Kite](#)

[The Mouse and the Lion](#)

The **7-11 choir playlist** includes a range of songs this age range are sure to enjoy, from Bad Guys (Bugsy Malone), Eye of the Tiger to Count on Me and True Colours.

[Bad Guys](#) [Eye of the Tiger](#) [Count on Me](#) [True Colours](#)

The **11-18 playlist** has more challenging repertoire for teenage pupils, some highlights include wonderful arrangements of Mr Blue Sky, Nobody Knows, Something Just Like this and Mercy.

[Mr Blue Sky](#) [Nobody Knows the Lumineers](#) [Something Just Like this](#)

[Mercy](#)

You can also create bespoke playlists, which is helpful to keep resources easily accessible for all teachers. You can have several playlists saved for different events or curriculum learning.

To create a playlist, simply:

1. Click on **My Library**
2. Select **Create Playlist** and name it – e.g. Year 5/6 choir or summer concert.
3. Utilize the **Song Bank** to find your desired song or select multiple songs.
4. Click **Add to Playlist**, select your chosen list and click **Add** to complete the process.

## Advice for Running a Choir

Under the **Choir** tab you can also find a range of resources to help either in starting a choir or to develop your ensemble further. Check out **10 Tips for Running a Primary Choir** – which includes tips such as ‘Be confident in your ability to lead’, ‘Get others involved’, ‘Listen to your singers’ and ‘Seize opportunities to perform’.

Read the full article here: [10 Top Tips for Running a Choir](#)

### Did you know?

**Student Access** This feature means you can provide groups of students with their own logins, access to songs and resources on Sing Up. This feature would be particularly beneficial for smaller groups of pupils and would develop independent learning.

Establishing a choir could be an excellent way to introduce this access at home. You can even assign activities for students to complete at home, and they can tick them off when finished for those enthusiastic learners!

Go to <https://www.singup.org/studentarea> for more information on this new feature, you can follow their online help video, working through setting up student logins/groups, create and assign tasks, publish activities and follow your students’ progress.

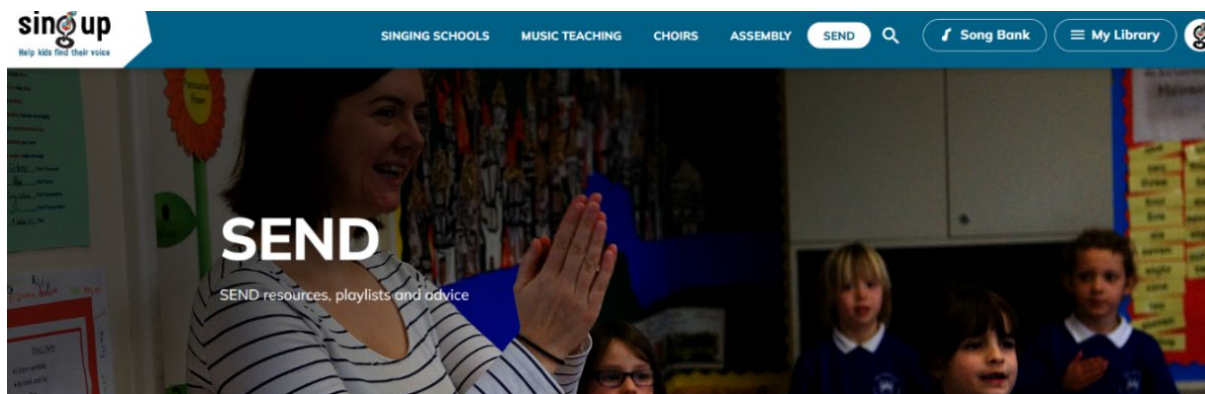


Have you tried **Student Access?**

- ☆ Share songs, videos and more with your students
- ☆ Manage groups and student profiles
- ☆ Create activities online
- ☆ Monitor student progress

Find out more >

## Special Educational Needs and Disabilities (SEND)



As a hub we believe that music opportunities should be available to all, we love how accessible Sing Up is for children and young people and how they support teachers with musical accessibility. Sing Up has a great [SEND resource section](#) under the SEND tab on the homepage, taking you to a range of resources, videos, playlists and advice.

### Leading Singing in SEND settings

Sing Up offers fantastic tips and advice on leading singing with children with special education needs, with great insights such as: “Making music and singing with children with special needs is a challenging but hugely rewarding journey. Music is unbeatable for encouraging sharing, communication, turn-taking, concentration, leadership, choice, teamwork, confidence, listening and most importantly, self-expression – all of these qualities are inherent within music.”

Practical tips to think about before a music session include playing the same instrument to signal the start of music time, using a ‘Hello’ song to introduce or using songs with a high level of repetition to reinforce the message. Other ideas to consider include giving pupils choice, sitting in a circle for focus, giving students the chance to lead or perform solo and keeping music high quality to encourage creativity and engagement.

**Makaton Videos** For those that love Makaton, and it can be hugely successful across a variety of settings – there are a great selection of Makaton song videos, which can help teach your pupils. Here is a selection of some of our favourites:

A Keelie (KS1/2) [A Keelie](#)

Must be Santa (KS1-KS5!) [Must be Santa](#)

Come Dance with Me (EYFS/KS1) [Come Dance with Me](#)

## Did you know?

Sing Up also has a range of BSL videos.

There's a Spider on the Floor (EYFS – lower KS2) [There's a Spider on the Floor](#)

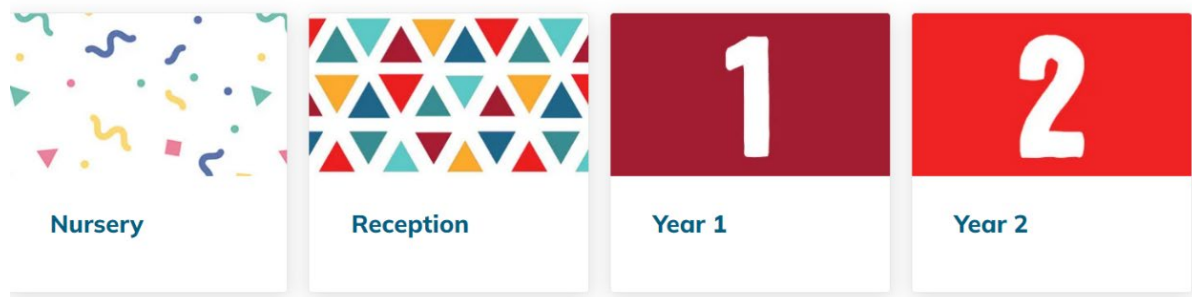
The Friendly Robot (KS1/KS2) [The Friendly Robot](#)

I Wish I Know (how it would feel to be free) (KS2/KS3) [I Wish I Know \(how it would feel to be free\)](#)

# Music Curriculum

## Primary Music Curriculum- EYFS to Year 6

Sing Up have created a [comprehensive music curriculum](#) for EYFS through to Year 6. The resources can be found under the Music Teaching Tab.



This is a one-year programme for the above year groups with KS1 and KS2 units organised in three or six lesson blocks, with 12 weeks teaching a term. Optional extra units of six weeks are also included, plus a two-year programme for mixed-age classes.

The six-week units are based around a song but have an integrated approach with a combination of singing, playing, listening, and appraising, alongside composition and improvisation activities. The three-week units focus more on composing, improvising and listening.

### What we Love!

- ✓ Accessible for both non-specialists and specialists.
- ✓ Downloadable PowerPoints with embedded videos for each unit.
- ✓ Clear progression and skills documents
- ✓ Diversity of musical genres and composers
- ✓ Clear guidance on pupils needing more support plus extension challenges.
- ✓ Key word list and descriptions of musical vocabulary

Guidance on resources needed and background information on composers and music topics.



Here are some of our curriculum highlights within each year group:

## Reception

**The Sorcerer's Apprentice** This unit is based around the piece *The Sorcerer's Apprentice*, by Paul Dukas. Pupils will explore how music can tell a story and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow). They will have the chance to compose using percussion instruments and respond creatively to music in the form of movement and writing.

**Bow, Bow, Bow Belinda** This unit is based around a traditional North American song with accompanying partner dance. Children will learn the song and dance, play an accompaniment on tuned and untuned percussion instruments, and compose and perform new lyrics and actions.

## Year 1

**Magical Musical Aquarium** Experiencing music through practical and active learning helps children get inside the music – in this case, *Aquarium* from *The Carnival of the Animals* by Camille Saint-Saëns. Work your way through a range of activities, including responding to music through moving, exploring the sound of instruments, listening, singing, and of course composing your own musical aquarium.

**As I was Walking Down the Street** A charming dance song involving meeting and greeting, with a time change from march to jig. This unit provides opportunities to use movement and instruments to experience the change in metre. Pupils can create new lyrics, learn a partner dance, and create instrumental accompaniments to the song.

## Year 2

**Grandma Rap** This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own four-beat patterns. They can then loop their patterns, creating an accompaniment to perform the rap to.

**Swing-a-Long with Shostakovich** Sing, swing, and sway your way through this unit on metre! Along the way, your pupils will feel patterns of beats in their bodies, swinging in time with a partner and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs.

## Year 3

**I've Been to Harlem** A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments.

**Samba with Sergio** This unit explores call-and-response through word rhythms, and body and vocal percussion. It also gives a snapshot into samba and carnival. Carnival is a serious business in Brazil, celebrating freedom and bringing together, communities regardless of class or culture.

## Year 4

**The Pink Panther Theme** This unit is about film themes and how they set the mood for the telling of the film's story. The theme tune to *The Pink Panther* by Henry Mancini provides the foundation for exploring musical storytelling through listening and composing activities.

**Global Pentatonics** This listening unit is based around the pentatonic scale – a five-note musical scale, which takes its name from the Latin 'penta' meaning five, and 'tonus', which means sound or tone. It has a distinctive and recognisable sound. Music from around the world, through history and across many traditions and cultures, is based on the pentatonic scale.

## Year 5

**What Shall we do with the Drunken Sailor?** *What shall we do with the drunken sailor?* is a type of sea shanty. This song provides a great opportunity to find out more about the context, history, and purpose of sea shanties as work songs. The activities in this unit also provide inspiration for pupils to create rhythm games.

**Balinese Gamelan** This unit explores the music of Bali through two dynamic musical forms: gamelan beleganjur – a lively kind of percussion music originally performed during battle – and the kecak vocal chant. Children will learn about the history and context of both forms, develop an understanding of the repeating cycles that structure almost all Balinese music, and explore and perform the interlocking rhythms that underpin both these musical forms.

### Did you Know?

Sing Up includes progression snapshot activities for Years 1-6, which involved one song for each year group being introduced in Term 1 and revisited in Term 2 and Term 3. These provide great evidence to reinforce children's progress and group outcomes over time.

Ideally these snapshots should be videoed and passed onto your Music Lead. The lessons are written into the full Sing Up scheme, but you can also use plans as standalone lessons if you are creating a bespoke curriculum.

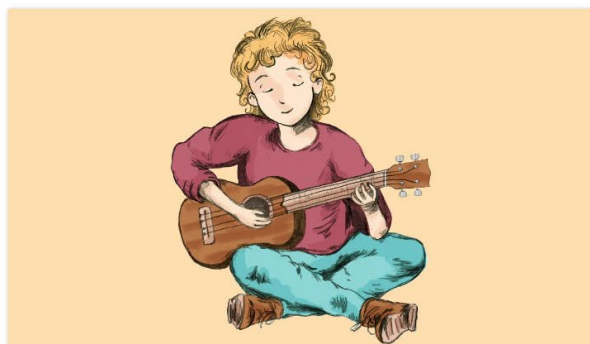
Check out this page for more information <https://www.singup.org/music/sing-up-music/progression-snapshot-activities>

## Year 6

**You to Me are Everything** This listening unit is based on the song *You to Me Are Everything* by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term 'cover version'.

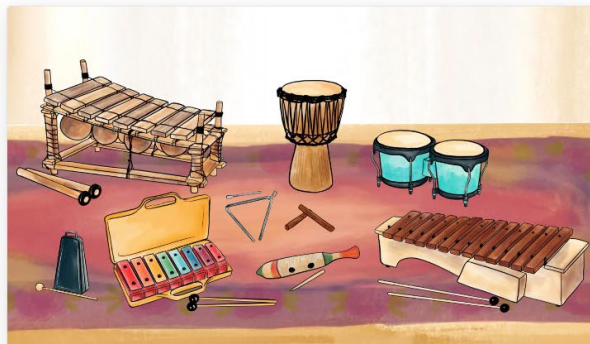
**Nobody Knows (The Lumineers)** A soulful, lyrical ballad, which features in the film *Pete's Dragon*, is inspiration for writing a song on the theme of leavers. The unit begins by learning the song by The Lumineers, exploring the mood, texture, and singing with expression. Children move on to learn the chord progression of the song and create their own lyrics and melody on the theme of leavers, adapting the chords to suit their own intentions.

## Whole Class Teaching



VIDEOS, SONGS AND INSPIRATION

**Play ukulele**



VIDEOS, SONGS AND INSPIRATION

**Play percussion**

Sing Up Music has a fantastic scheme of work for both classroom percussion (Play Percussion) and ukulele (Play Ukulele), found under the Music Teaching tab. This is a termly scheme of work based on 12 x 50 min lessons for Years 2-6 (percussion) and Years 3-6 (ukulele).

They recommend choosing one instrument and repeating this instrument each year, so pupils can make the most progress during their time at primary school. This is something that Ofsted also advise.

Instrumental units are intended to be interchanged with all units for one term. Alternatively, you could teach in a more intensive way, swapping all units for an entire year group. This would cover three instrumental units over an academic year.

The percussion and ukulele pieces could also be used as a repertoire for extra-curricular groups if you already have whole-class teaching in place. This would give you a huge range of high-quality resources alongside lots of supportive teaching videos.

Sing Up's instrumental units focus on:

- ✓ The enjoyment of playing in a group
- ✓ Learning music by ear
- ✓ Developing ensemble skills
- ✓ Developing instrumental skills
- ✓ Developing musical understanding
- ✓ Understanding notation

## Play Ukulele

Whether you are planning to incorporate ukulele into your curriculum or not, these resources are well worth exploring. Non-specialists can even learn along with the class! They also provide extra teaching materials for extra-curricular clubs or for concert songs.

The page includes a variety of resources, including videos, songs, playlists, diagrams plus links to the Play units (ukulele curriculum).

The introduction to Ukulele section covers an array of videos, including introducing the ukulele for beginners.

The introduction to Ukulele section covers an array of videos, including introducing the ukulele for beginners.

There are fantastic warm-ups videos led by Sharon Durant which help stretch the shoulders, arms, wrists and fingers. Resources also include videos on how to hold the ukulele, strumming, strumming practise, picking, making percussive sounds and a fantastic step-by-step demonstration of how to play three notes and the first three easy chords.

There is helpful teacher CPD too and will really help support yours and your pupils' learning of the ukulele. See if you can involve TAs too! Children love to see adults learning alongside them.

Play Ukulele has two terms of teaching units for Year 3 to support curriculum learning. These can expand to full 12-week terms and the same for Year 4. These could also be used for beginners at upper primary or secondary schools.

### Did you know?

Sing Up also has a comprehensive range of chord diagrams for the ukulele, plus an amazing selection of songs to expand more advanced players' repertoire.

Make sure you check out the videos of live ukulele performers to really inspire your pupils!

### Ukulele inspiration



## Play Unit 1 - Latin Dance

Beginning with just one note – the note A – pupils can get playing quickly, moving on to the notes E and F, then to the chords A minor and F major. During the unit, which could last between half and a whole term, pupils will learn to dance salsa, play a clave rhythm, learn to sing/play the song, and compose a piece for themselves to play.

## Play Unit 2 - Fly with the Stars

**Fly with the Stars** is based on a verse/chorus structure using A minor and C major chords in an electronic dance style and begins with just two notes – the notes C and A – allowing pupils to get playing quickly. During the unit, pupils will develop their playing skills, begin to recognise aurally, and in notated form, the notes C, D, E (do, re, mi) and use them to compose with.

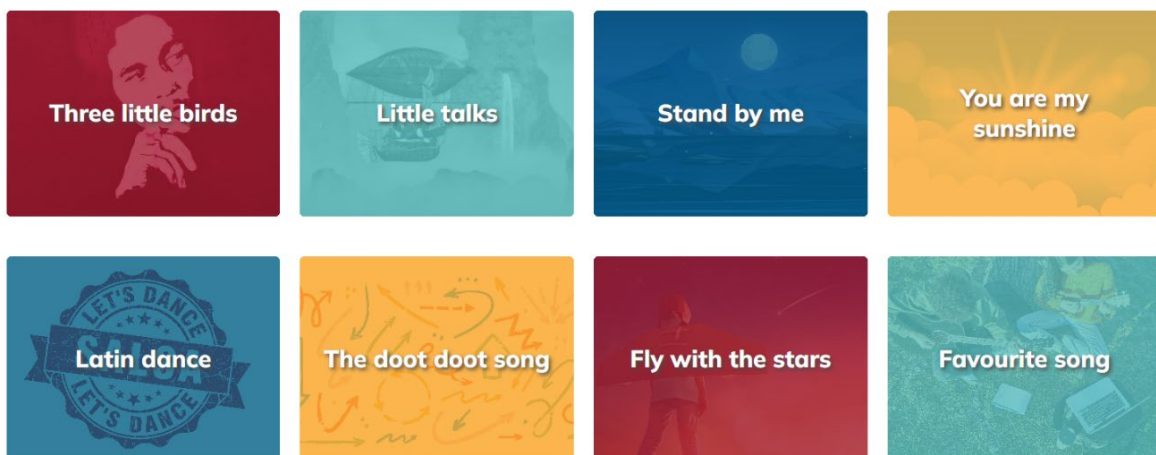
## Play Unit 3 - The Doot Doot Song

**The doot doot song** is based on a verse/middle 8/chorus structure using C major, A minor, and F major chords. It has a relaxed swing feel, reminiscent of Jack Johnson. During the unit, pupils develop their playing techniques, compare and contrast acoustic guitar music in different styles, and improvise melodies on voice and ukulele.

## Play Unit 4 - Favourite Song

**Favourite song** is the fourth song in a series of songs composed for the purposes of learning ukulele with primary-aged pupils. It is based on a verse/chorus structure using A minor, C, F and G major chords, and is in a fast, folk-rock style with a driving beat. During the Unit, pupils will develop their playing techniques, compare acoustic and electric music, and compose their own pieces for ukulele.

### NEW ukulele song arrangements



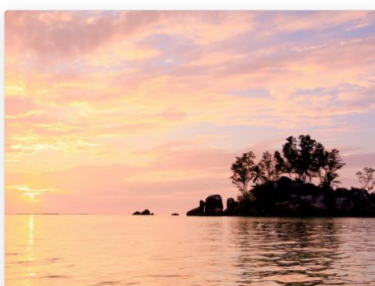
## Play Percussion

These high-quality percussion resources written by percussionist Lily May comprise 12 lesson units of work for each of the five pieces. This would work well for your curriculum music. However, they would also work brilliantly for lunchtime or after school percussion clubs, with videos, pieces, printable resources and percussion inspiration.



**TIME**

Teaching videos



**Mangrove twilight**

Teaching videos



**Ripples**

Teaching videos

The first three pieces are intended for Year 2, 3, 4 and gradually develop pupil's skills in terms of playing percussion, reading notation, ensemble and performance skills.

**Year 2 – Time** The piece *TIME* by Lily May has a palindromic structure – each musical part is introduced in sequence, building to a peak (the alarm clock rings), the parts then decay in the order they were introduced right back to the beginning, a ticking clock.

**Year 3 – Mangrove Twilight** *Mangrove twilight* by Lily May fuses rhythms from South America and the Caribbean. There are suggestions of Colombian cumbia and Brazilian folk music within the overriding calypso theme.

**Year 4 – Ripples** Water ripples, ocean swells, rainstorms, rivers flow... water gives us great inspiration for music making. The piece *Ripples* by Lily May uses ascending arpeggios to create the idea of rippling water.

**Year 5 – Rosewood Gratitude** *Rosewood gratitude* by Lily May is inspired by the Balafon music of West African and features the distinctive 'son' clave rhythm.

**Year 6 – Calypso solèy levé** Calypso rhythms are part of our global aural landscape. The clave rhythm can be heard not only in music of the Caribbean, but also in music from South America, Africa, and India, and in afro-beat, dance, and modern rock and pop music.

### Did you know?

Each unit comes with a fantastic selection of teaching videos to support both teacher and pupil. The videos help students learn how to improve their improvising skills, learn a melody, rhythm or a drum groove!

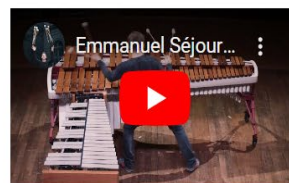
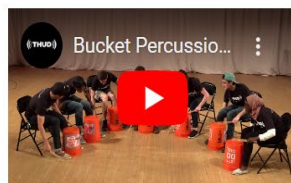
Ways to improvise with the G major pentatonic



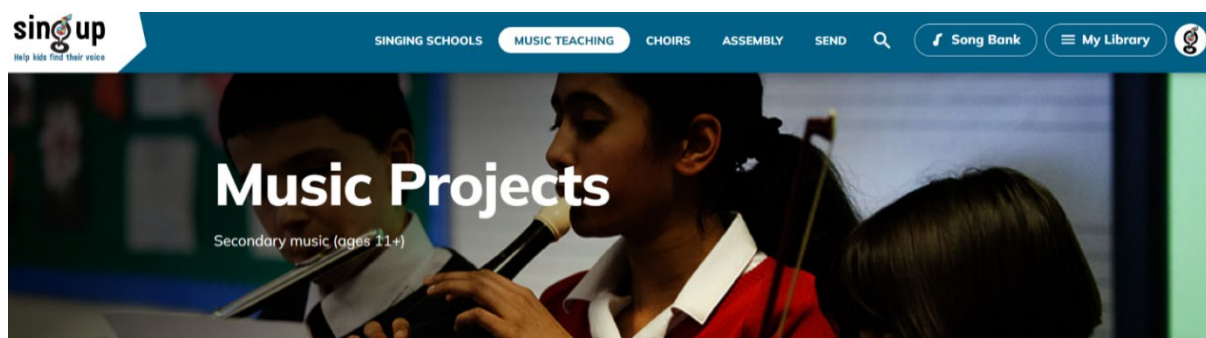
Lily introduces some easy ways to start improvising on a pentatonic scale using the calypso clave rhythm. There may be room in your group's arrangement of *Calypso solèy levé* for confident players to improvise during the stamp and break section.

There's also lots of inspirational videos from beyond Sing Up linked on the main Play Percussion. Scroll down and get playing! Enjoy!

### Percussion inspiration



## Secondary Music



Sing Up have a host of fantastic secondary resources alongside their primary offer. One of our favourites is **Music Projects 11 – 18**, which you can find by scrolling down under the Music Teaching tab.

### Music Projects - Music curriculum ages 11 - 18 [VIEW ALL](#) ▶



There are 20 topics for this age group written by top music educators. They cover tips for ways into these areas of music, including key concepts and vocabulary, links to Sing Up songs and other pieces of music, desired outcomes and a variety of activities. It is worth looking at these secondary resources for creative ideas and includes assessment criteria, methods and ways to evidence.

### Secondary highlights:

**Revealing Classical through the Prism of Pop - KS3** How can we help students understand more about classical music by starting with music they already know? The aim of this project is to gain trust through singing familiar songs. Students will be more open to trying other things and, through doing so, develop an understanding of how music is constructed by comparing pieces from different genres and being able to identify similarities and differences.

**The Magic of Minimalism – KS3** A KS3 Music Project exploring phase-shifting, additive patterns and more! This project is ideal for exploring how music can be made from patterns and layers. It uses singing as a way of understanding the principles of minimalism before creating pieces that may also include instruments. These activities will work best if you have already done some whole class singing and have explored maintaining an individual part.

**Baroque Vocal Music – KS4/5** Discover the enchanting world of Baroque with this practical Music Project for KS4/5. This project will be useful for KS4 and KS5 students. At KS4, students should study the textures, basic tonality, simple modulations, triads and cadences.





At KS5, students will be given an opportunity to get stuck into functional harmony and begin focussing on 4-part writing in the style of J.S. Bach, including cadential writing along with stylistic voice-leading. Whole-class singing is at the heart of this; students will certainly absorb more stylistic features if they sing and perform them.

**Reggae Rewind – KS3 Don't worry about a thing...** as you develop creative composition skills through reggae in this Music Project for KS3. This project is aimed at developing creative composition skills through reggae music. Students will explore the genre and inhabit the 'feel' of the music through singing, before moving on to working creatively together in developing their own reggae musical material.

It's ideal for exploring how music can have purpose – social, political, cultural – and for providing starting points for creative work that doesn't necessarily rely on sophisticated understanding of composition processes. Above all, it will encourage sustained large and small group work, encouraging students to work together towards common musical aims.

You can see an example of what one topic's cover page looks like below.

Music project 



Love learning. start singing

## Revealing classical music through the prism of pop

A KS3 Music Project by Anna Gower

### Key concepts and vocabulary

- Melody, conjunct melody
- Scale
- Arpeggio
- Alberti bass
- Timbre
- Accompaniment
- Bassline, descending bassline
- Waltz
- Ballet
- Beats in a bar
- Production
- Timbre
- Effects
- Sequence
- Motif
- Syncopation
- Ostinato
- Body percussion

### Suggested materials

Backing tracks and lyrics to contrasting songs eg.

- *Scales and arpeggios*
- *Sweet child o' mine*
- *Rather be*
- *We will rock you*
- *Billie Jean*
- *Let's go fly a kite*
- Access to YouTube/Spotify/Apple Music or other to source recordings to listen to or to download

### Desired skills, knowledge, and understanding (desired outcomes)

Students will:

- Be able to identify key musical concepts in music they have listened to.
- Develop listening skills and musical understanding through group singing activities.
- Sing in multiple parts within small groups and the whole class.

### Approaches to developing skills, knowledge, and understanding

Listen, listen, listen! Encourage students to keep a listening diary for a week of music they hear around them, on adverts, in TV shows or films, in shops or on the radio. Discuss the variety of musical genres heard.

**Activity 1: Start with Disney!**  
 Key concepts and vocabulary: scales, arpeggios, Alberti bass, the music of Mozart, waltz, ballet, beats in a bar.

- Listen to and compare '*Scales and arpeggios*' from *The Aristocats* with Mozart's *Piano sonata No.7 in C Major, K 309, III Rondo and Sonata No. 12 in F Major, K332, I Allegro*.
- If you have keyboards available, show students how to play a

## Developing Musicianship (and other resources)

This toolkit aims to provide primary school teachers with practical support in developing pupil's understanding of the basic elements of music: beat, rhythm and pitch.

Sing Up focuses on 'active music-making' so pupils are fully engaged in the learning process, 'sound before symbol' with children exploring concepts first and labelling them later, alongside a fully 'multi-sensory' approach.

**Beat** – Understanding a steady beat is the anchor to building an understanding of rhythm and the activities in this section are designed to help children to develop this important skill.

1. [Sharing the beat with others](#)
2. [Moving on the spot with big actions](#)
3. [Walking to the beat](#)
4. [Internalising the beat](#)
5. [Transferring the beat to instruments](#)

**Rhythm** - Sound before symbol and 'feeling' before reading and writing

To begin with, children will learn about rhythm physically, by stepping the rhythms in their feet. Later they will learn how these rhythms are notated using musical symbols.

1. [Stepping the rhythm](#)
2. [Introducing rhythm notation](#)
3. [Building up rhythm patterns and sequences](#)

**Pitch** - Doe - ray - me and musical ladders

In this toolkit we use 'solfa' to help the children to learn the relationships (or spaces) between the pitches. Using this system, each note of the scale is given its own singing name.

1. [Exploring the voice and finding the singing voice](#)
2. [Hearing and showing pitch moving](#)
3. [Internalising pitch](#)

## Building Skills Across the School Day

Sing Up also provides lots of ideas for teaching musicianship in everyday class activities. As many teachers will know, these will develop skills even further than the once-a-week music class. Short activities that can be built into the school day will really add to children's confidence and give a deeper understanding, creating a musical culture within and beyond your classroom.

Sing Up provides a comprehensive table with musical games and activities for the start of the day, circle time, registration, assembly, playtime, routines and PE/Movement. It's a great place to begin when you're planning activities!

Here are Sing Up's ideas for the start of the day:

<b>Time of school day</b>	<b>Musicianship activity suggestion</b>
<b>Start of the day</b>	'Wake up shake up' activities with a focus on moving in time to a beat e.g.: <ul style="list-style-type: none"><li>• <a href="#"><i>Hello, let's go!</i></a></li><li>• <a href="#"><i>Wiggle jiggle</i></a></li><li>• <a href="#"><i>Warm-up and stomp canon</i></a></li><li>• <a href="#"><i>Wiggle your fingers</i></a></li><li>• <a href="#"><i>Jumping for joy</i></a></li><li>• <a href="#"><i>If you're happy and you know it</i></a></li><li>• <a href="#"><i>Who did that?</i></a></li></ul>

## In conclusion...

Kent Music believes high quality singing opportunities, especially in EYFS and primary phases, are essential to developing strong musical foundations, skills and knowledge. Sing Up can provide you with a comprehensive resource that covers not only songs in the classroom, but songs for assemblies and choirs, with a wide range of extra teaching material such as videos and SEND activities for both primary and secondary ages.

We hope that this Introduction to Sing Up has shown you how you can use Sing Up in your teaching setting. This versatile tool is invaluable for not only singing but can help you develop a whole range of music activities vital to boosting the status of music in your school.

The high-quality music curriculum for Reception to Year 6 provides all the paperwork you need, including progression skills and learning outcomes, plus key words and definitions. PowerPoints are ready made for you and it's ideal for new teachers alongside more experienced teachers, both specialists and non-specialists. By adding in percussion and ukulele playing you can also cover your whole class teaching in primary school but also use material for extra-curricular teaching in both primary and secondary, alongside units for popular topics in secondary schools.

Have fun exploring Sing Up. We look forward to hearing how you get on!

**Want to know more about how your school can get involved with Sing Up contact us at [schools@kent-music.com](mailto:schools@kent-music.com)**

**Or go to the FAQ section on Sing Up's website at <https://www.singup.org/faqs>**