

# UNIVERSAL VOICES

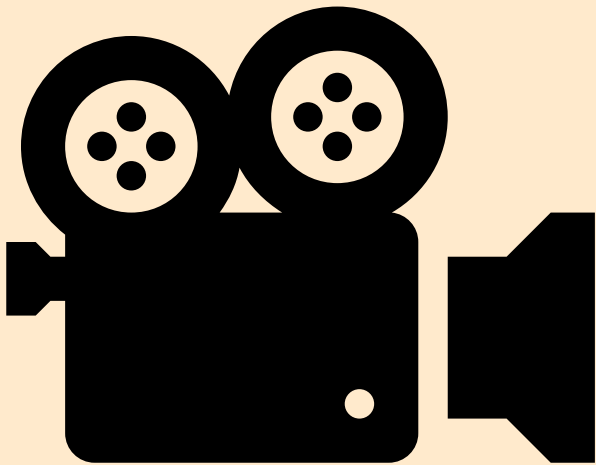
UNI OF READING



# BUILDING A LESSON FROM A SONG

- How you can build a lesson from a song
- Using vocal work to teach children musicianship skills that will help them develop their aural skills, performing and composing in line with the Music National Curriculum
- Starting with chanting and singing as the first instrument that all children can access, and then progressing with movement work to develop rhythmic understanding, listening work with analytical talking about music, and composing with voices and classroom instruments.
- Developing these initial ideas into a medium term scheme of work.
- The session will use songs from the Sing for Pleasure Junior Songpack.

# VIDEO FILMING



- We are videoing this presentation and will use clips from the video for social media posts and future teaching.
- If you are an adult and do not wish to be videoed, please remain out of shot.
- We have permission from the parents and guardians of children in Universal Voices to take photos and videos. No other person may take photos or videos of the children in the choir.

# ZIGGY DA DUMBA

## 2 beats

Ziggy da-dumba, dumba  
dumba  
Ziggy da-dumba, dumba  
day

## 3 beats

Ziggy ziggy da dumba-ba  
Dumba-ba dumba-ba  
Ziggy ziggy da dumba-ba  
Dumba-ba day

# 50 FABULOUS MUSICAL WORDS



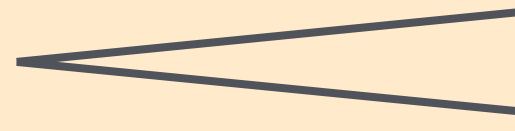
Rallentando (slowing down)  
Ritardando (holding back)

Accelerando (getting faster)

# 50 FABULOUS MUSICAL WORDS



Diminuendo



Crescendo

# LEARNING MUSICAL CONCEPTS

## PREPARE

- Fill the bank
- Discover the concepts aurally and through movement
- Unconscious, immersive learning through imitation

## PRESENT




- Give the name and show the symbol

## PRACTISE

- Apply the concept through practical musical activity
- Develop musical literacy through reading, writing and creating activities
- Consolidate new knowledge by linking with previous knowledge

# OO A LAY LAY

<i>l</i>	
<i>s</i>	

<i>m</i>	
<i>r</i>	
<i>d</i>	

**Echo**

*Echo*

*Echo*

*Echo*



# OO A LAY LAY

Can you make up new melodies to fit into the green boxes?

*sm|ss*

*sssm|s*

*slssl|smrd*



# COMPOSING AS MUSICAL THINKING

Creating rhythm and pitch content using known concepts, such as the pentatonic scale, or rhythmic motifs enables children to explore what they know creatively.

Children will also explore intuitively phrasing, rhythmic feel, and musical structure by playing in this way

Children develop confidence in their musicianship and solo singing

# RHYTHM PEOPLE – GROUPS OF 3



# WE WISH YOU A MERRY XMAS

We wish you a merry Christmas,

We wish you a merry Christmas

We wish you a merry Christmas

And a happy new year!

Good tidings we bring

To you and your kin

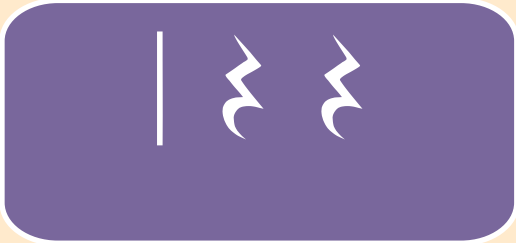
We wish you a merry Christmas

And a happy new year!

# WE WISH YOU A MERRY XMAS



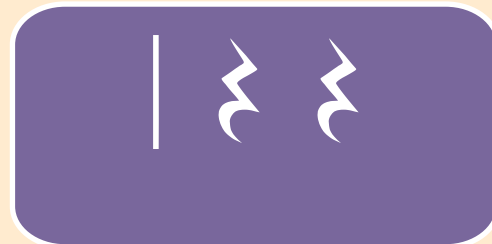
MUST



# GOOD TIDINGS WE BRING



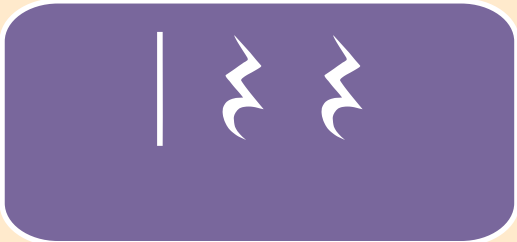
SHOULD



# WE WISH YOU A MERRY XMAS



COULD



# QUESTIONING SEQUENCE

Analytical talking about a musical concept already discovered aurally and kinaesthetically by identifying and discriminating the musical sound heard

- Is there a place in this music where we hear X?
- Where is the place where we hear X?
- What is the musical quality of X

Adapt the sentence strings according to your teaching, but always make sure you stick the three questions: *is there... where is there... what is the musical quality?*



# COCKLES AND MUSSELS



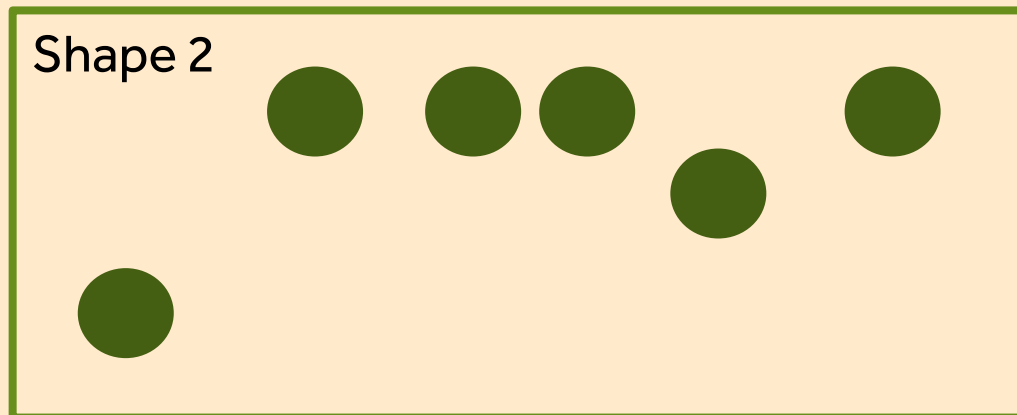
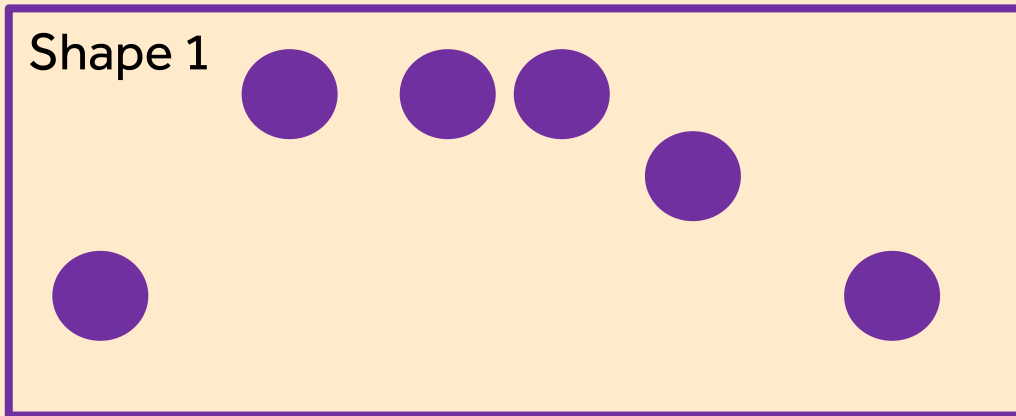
True or false

- The words 'Alive, alive-oh' are repeated 3 times?
- **FALSE** – the words 'Alive, alive-oh' are repeated 4 times
- This melody has a 3 beat pattern like dum-ba-da
- **TRUE** – this melody has a 3 beat pattern like dum-ba-da
- The words 'Alive, alive-oh' are sung to the same tune every time
- **FALSE** – the words 'Alive, alive-oh' are sung to different tunes
- Can we show the shape of the melody?



# COCKLES AND MUSSELS

What's the shape of the melody?



# COCKLES AND MUSSELS

Using the notes G and D, can you work out another melody that fits?



# DEVELOPING LEARNING IN MUSIC

Lead as the musician in the classroom

Invest in your solfa skills and your directing skills

Prepare – present – practise

6 weeks to prepare, 2-3 weeks to present, rest of the term/year to practise

Musical phonics - Encode sound into notation and decode notation into sound

Build learning from pro-social games

Plan backwards using a learning ladder

Developing musical skills through repetition with elaboration

Age appropriate repertoire: rhymes, chants and songs

Always include part singing and body percussion from the outset

Make sure the children can always get the right answer by listening

Assess by asking the children to show you (not tell you) what they know

# RATTLING BOG

1. There was a tree grew in a bog, a rare tree, a rattling tree  
And the tree in the bog and the bog down in the valley oh!

Chorus - Hey, ho the rattling bog the bog down in the valley oh (x2)

2. And on that tree there was a branch...
3. And on that branch there was a twig...
4. And on that twig there was a leaf...
5. And on that leaf there was a nest...
6. And in that nest there was an egg...
7. And on that egg there was a bird...
8. And on that bird there was a beak...
9. And in that beak there was a seed...
10. And from that seed there grew a tree...

Follow  
-US-



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## UNIVERSAL VOICES

- A community choir for all children aged 7-11
- Rehearsals Wednesdays in term time, 16.00 – 17.30, L29
- Student volunteers from the University of Reading
- Musicianship classes
- Regular performances