



Top Tips for Teachers

A few reminders of things to consider when teaching:



THE STARTING PITCH is given for every song. It is important that you sing at this pitch as this is chosen specifically to be suitable for young singers' vocal range. Get your pitch from a xylophone, a chime bar or simply listen to the audio in the support material.



UNACCOMPANIED IS BEST. Although there is audio support material, it is intended help you learn the material and start at an appropriate starting pitch. It is not meant to be a backing track.



TEMPO (the speed – faster or slower). When learning a song make sure that tempo is slower in order for the children to catch the words easily. It can then be sung faster and slower when it is known. The children may be able to name faster and slower and understand the concept but will need practise to be able to show a steady beat at a faster and slower pace.



DYNAMICS (louder and quieter). Never allow the children to shout when they are singing – never louder than beautiful should always be the rule. Children should naturally sing in an unforced way – a natural, child voice.



SING OFTEN! Although we are asking for 15 mins every morning – First thing! – please use the songs as transition activities during the day. For example, if transitioning from one activity to another sing one of the songs e.g. *Swing me over the water* sitting on the floor with a partner or *Feet, feet* whilst going from one room to another or lining up at the door at the end of the day.



SONG CARDS. Use the picture side of the cards to create a song bank resource. For example, put the song cards in a bag and chose a favourite OR build up a song bank on the wall placing the cards so the picture can be seen. The children should be shown the picture card when they are learning a new song and they then have to recall the melody, words and game. This information is all on the other side of the card for the teacher!



BEAT v RHYTHM. Please don't confuse these two terms. The **BEAT** is always steady – it's what your foot does when you hear music – it taps along to the **BEAT**. This is the starting point for children: They must be able to keep a steady beat before we introduce rhythm. (NB It is said that the ability to keep a steady beat is a strong predictor of reading skill). **RHYTHM** follows the syllables of the words in children's songs and rhymes – longer and shorter sounds e.g.










 Co-py cat. Co-py cat. Sit-ting on the door – mat.