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| Suitable for Key Stage 2: lower | | |
| **Singing in The Round** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To use their voices with increasing accuracy, fluency, control and expression * To listen with attention to detail and recall sounds with increasing aural memory | **Music** – learning to sing and to use their voices, to create and compose music on their own and with others.  **Science** – Year 4 sound topic | * a recording device to capture performances |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Ensure that you are confident with a song which is sung in a round. Depending on the song you might want to teach this to the children in school. | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  Introduction to the church building.  Discuss - Where are we? What is this building used for? Who is likely to use the building? How does the building make you feel? What can you see in the building? Walk around the church, inside and outside, and explore. | | |
| **Main activity *(30 mins)*:**  Teach the children a round such as *Three Blind Mice*, sing in unison in different ways e.g. quietly, happily, sadly etc. What does it sound like? How does singing in a church change the sound? Discuss acoustics and how they affect the way music sounds to us. Which version of the song do the children prefer?  Sing the song again in two groups as a round with the second part coming after the first line. What skills do we need to be able to sing in a round?  Stand children further apart from each other or in two parts of the church and repeat. Is singing in a round like this easier or more difficult? What do we need to be successful? – conductor, counting in etc. Repeat a few times experimenting with different ways to make the performance better.  In 4 groups, practise singing the round and improving the performance. What works well? Ensure children are confident with singing in different parts and when they need to come in.  Send the children to 4 parts of the church but ensure that all children can see you as conductor. Sing the song in parts, how does this change the effect? How can we create an atmosphere with this song? Practise singing in different ways as before. Which style really helps us to fill the church with our sound? Experiment with changes in volume for different lines of the song.  If possible, record the performance, bring the children back together to listen and discuss what is effective and what could be improved. Rehearse and re-record, have we made improvements? | | |
| **Development: *(15mins)***  ***Either*** repeat some of the processes above with a different song e.g. *London’s Burning* or *Row, row, row your boat*. Which song do the children prefer? Why?  ***Or*** Once you have rehearsed the performance of *Three Blind Mice*, experiment further with where children stand to sing. You could try having each part starting in a different part of the church and walking to a central point as they sing. How does this change the effect of the performance? You could even ask the children to choose their own starting point around the church, muddling children from different groups. Are they still able to perform the song? What are the obstacles? How could these be overcome? | | |
| **After your visit** | | |
| * Perform the work to an audience maybe an assembly. | | |