Hello [redacted] and [redacted]

I hope you've both had an amazing half term.

[redacted], I know I briefly mentioned to you a couple of weeks ago about my final module for my Masters in 'Vocal pedagogy, professional practice'. I'd love to do some research at Fakenham Academy. My research over the years has led to my specialism in the adolescent changing voice and feelings of self consciousness, which are apparent in the majority of adolescent students I teach.

I'm not 100% certain on what exactly I'm trying to answer yet, however it will be something along the lines of ' **Can state secondary schools apply singing programmes to inspire confidence in adolescent students?'**

I would love to do something with your year 7 classes whereby I come in for upto 6 weeks and lead singing sessions in the music class culminating in a performance. This could be with all your year 7 classes, or just one group of them. Or all of them at the same time.

The students would be asked to fill out a questionnaire at the start of the programme and then again at the programme. I may also want to do interviews with a number of students and focus groups with upto 8 students.

This would be completely free and hopefully be beneficial for the children and also for you and any other teachers.

My previous research suggests that this is something that could help social connection between the students and potentially could help in other areas of student academic work. The main focus of mine is adolescent students becoming increasingly self conscious, especially when singing or speaking in public. The aim of the study is to inspire adolescent students to use their voice with confidence, whether that be singing as part of a group, or speaking in public.

I would like this to start in the New Year, however I am working at a deadline to get my ethical considerations form into my university (this week!). I need to consider how students can sign a form agreeing to be part of the research. Not only that, as they are under 18 they will need consent from parents too. Obviously I will ensure all students used for my study will be given anonymity in the write up by naming them 'participant one, two etc'.

Is this something I can do at fakenham academy?

I have my level 3 safeguarding, I have got an enhanced DBS on the updating system. I have also recently re-done my Norfolk safeguarding training as I teach at Beeston Prep and Reepham Primary. I am also a licensed Norfolk County Council chaperone and I have my first aid. I would be in the class with the students, but also with the teacher, so not left with the children.

Please let me know if I can include Fakenham academy in my ethics form for consideration by my university (University of Wales Trinity St David - through the Voice Study Centre).

I look forward to hearing back from you.

Kind regards

Emily Wodward

Dear parents of year 7 at Fakenham Academy

I am contacting specifically parents of students aged 11-12 in year 7 at Fakenham Academy who partake in music as a subject at school. I am hopeful that you and your child may want to help me with my research project for my masters in vocal pedagogy, professional practice.

I am currently undertaking a research project to find out if singing programmes can be implemented into state secondary schools to inspire confidence in adolescent students, in turn, helping them feel less self-conscious. I am studying my master's with the Voice Study Centre and this project has been fully approved by University of Wales Trinity St David.

A considerable body of research explains the psychological changes that occur in the adolescent brain which lead to feelings of self-consciousness, low confidence, and self-esteem issues. Additionally various studies have been conducted that explain the physical changes and the vocal difficulties both male and female adolescents may encounter due to adolescent voice change. The interplay of physical and psychological changes can result in the adolescent experiencing poor self-esteem and heightened self-consciousness. However, minimal to no study has been undertaken to ascertain if the early implementation of carefully curated group singing programs in secondary education for all students, may provide contrary effects. This study seeks to foster confidence in adolescents and encourage them to express themselves using their voice with pride.

What will my child be doing?

Your child will take part in a series of 6x free weekly singing and music group sessions at Fakenham Academy during your child's usual music lesson. This will happen during the first half of the summer term 2025. This will culminate in a group performance at the school, which I'd love to invite you to watch. The hope is that these group singing sessions will enhance friendships, spark joy, enhance confidence and encourage adolescent students to use their voices with pride.

What data is collected?

This study will collect data from year 7 students and their curriculum teachers regarding self-consciousness and confidence **before, during, and after** the implementation of the singing

sessions. All partaking students will need to complete a google form in the form of a questionnaire prior to the commencement of the weekly singing programme. **The questionnaire will take up to 10 minutes** to complete and will involve a series of open-ended and closed-ended questions. Students will complete the confidential questionnaire in their music class with Miss Adams. **Any identifying information will be redacted.**

Alongside the questionnaire, up to 8 students will be selected at random to take part in a short interview, and a further 10 students will be selected at random to take part in a focus group to talk about their experiences of taking part in the group singing programme.

All data received throughout this research project will be made anonymous.

If you are happy for your child to take part in this research, please fill in the online consent form. Please note that children will all take part in the singing as part of their lesson, but only the data of those whose consent has been received will be used. ***(This consent form will take 1-2 minutes).***

Link: https://forms.gle/NozAPgcba4VUzY678

Your child will also need to consent to the research via a google document which will be completed in their music class with Miss Adams.

Thank you so much for your consideration of this request. I really hope this research will fill a gap in the current literature and potentially help other singing teachers, music teachers and secondary school SLT to better support their adolescent students through this time of social and physical development.

If you would like any further information regarding this project, please get in touch. I will be happy to answer any questions.

Very best wishes

Emily Woodward

Triple Threat Stage School - triplethreatstageschool@gmail.com

Voice Pedagogy, professional practice - MA student

Dear Year 7 Student,

I'm doing a special research project at Fakenham Academy, and I'd love for you to be part of it!

This project is all about singing together in groups. Singing can help people feel more confident, happier, and proud of their voices. I want to see if having fun with music and singing in school can help students feel braver and less worried about what others think.

Here is what will happen:

- You will take part in a singing programme with up to 6 singing and music sessions during your usual music lessons in the first half of the summer term 2025.
- The goal is to have fun, build confidence, make friends, and enjoy using your voice.

There is also an extra part:

- Everyone will be asked to answer some simple questions (in a Google form) before and after the singing sessions.
- A small number of students will also be chosen at random to do a short interview or join a small group chat about how they felt about the singing programme. Don't worry - there are no right or wrong answers! It's just about your experience.
- You will also be asked to give your own consent by filling in a Google form during music class with your music teacher. This just means you are happy to take part.

Everything you say will be kept private, and no one will know your answers except the people running the project.

Thank you so much for thinking about taking part. By joining in, you could help me with my university research and maybe even help other music and singing teachers learn how to support students like you in the future.

Here is the link to click on to give consent to the research:
https://forms.gle/rmUgYJsUJ7KxNeUG8

I'm really looking forward to singing with you and seeing how much fun we can have together!

Best wishes,
Emily Woodward

Triple Threat Stage School
MA Student in Voice Pedagogy

Student consent form

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I (Emily) am currently undertaking a research project to find out if singing programs can be implemented into
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helping them feel less self-conscious.

What will the research involve?

Emily, a professional singing and performing arts teacher, will be leading 6x group singing sessions over the course of 6 weeks. At the end of the 6 weeks, you will take part in a group performance.

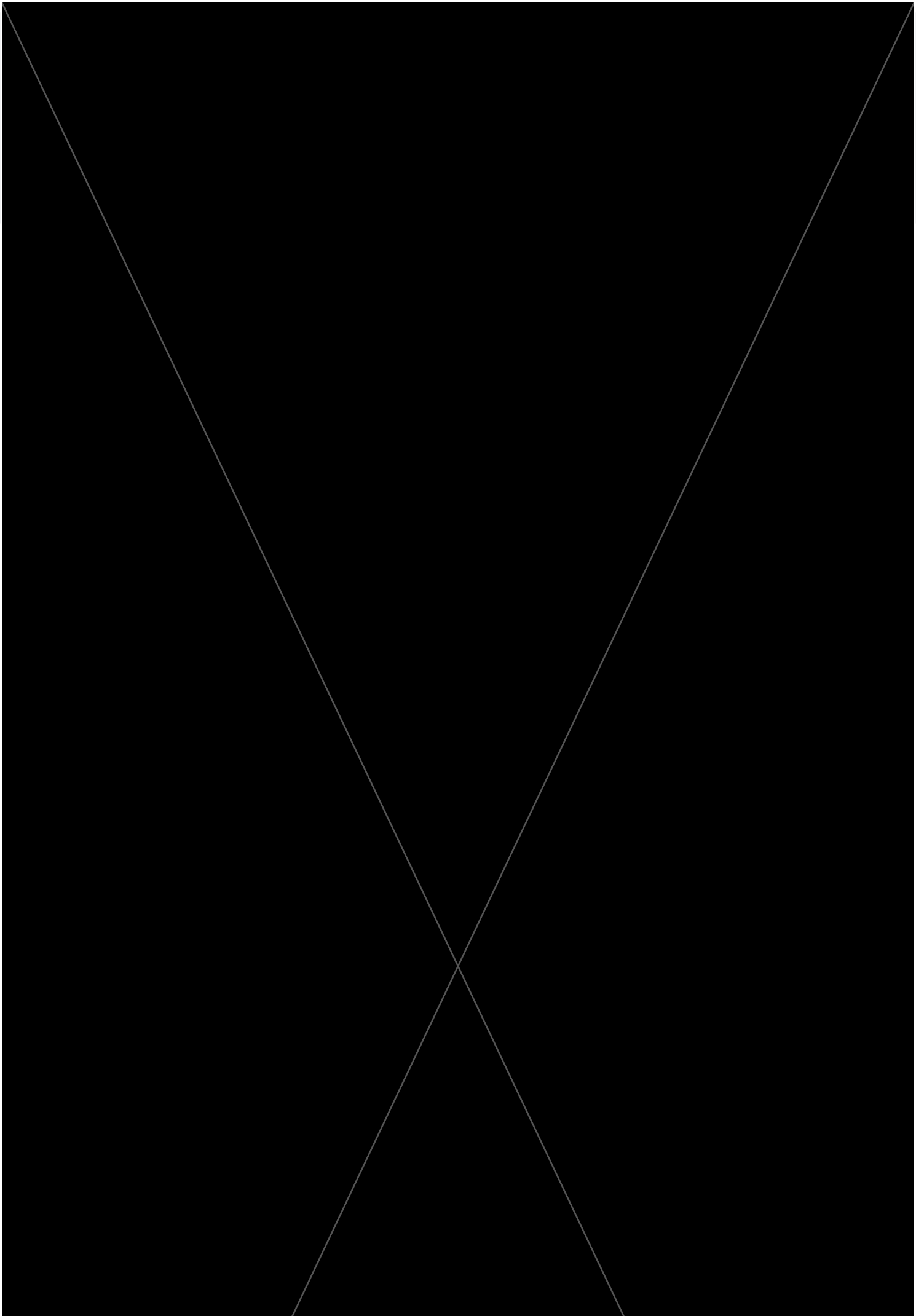
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The questionnaire will be filled in by everyone during your music class with Miss Adams, and it will ask similar questions regarding confidence, singing and self-consciousness. This will only take 10 minutes.

Thankyou for taking part, I look forward to teaching you!

I am in year 7 at Fakenham Academy *

- (●) Yes
- ( ) No



Participant consent *

· I voluntarily agree to participate in this research study.

. I understand that even if I agree to participate now, I can withdraw my consent at any time.

. I understand that participation involves a focus group (which is a small group discussion) with up to 10 other year 7 students.

. I understand that I may be asked to take part in a short interview with the researcher.

· I understand that I will not benefit directly from participating in this research.

· I understand that all information I provide for this study will be treated confidentially.

· I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any detail of my interview which may reveal my identity.

· I understand that disguised extracts from the focus group discussion and interview discussion may be quoted in dissertations, conference presentation, published papers.

·I understand that if I inform the researcher that I am at risk of harm, the researcher may have to report this to the relevant authorities, this is to safeguard.

· I understand that this online form acts as a signed consent form and it will be retained until the conclusion of the project on a password protected laptop accessible only by the researcher.

· I understand that a transcript of my focus group discussion in which all identifying information has been removed will be retained for two years.

· I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.

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Thankyou for taking part, I look forward to teaching you!

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Student name *

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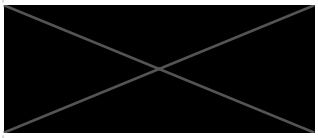
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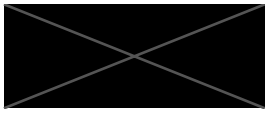
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Thankyou for taking part, I look forward to teaching you!

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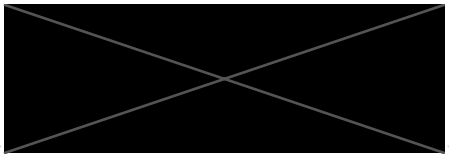
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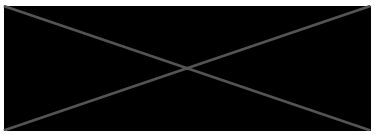
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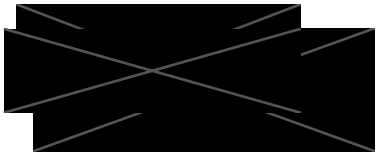
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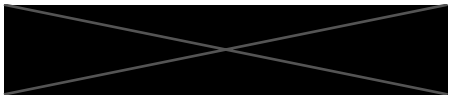
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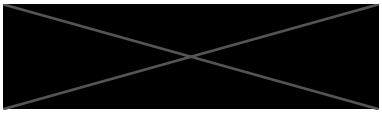
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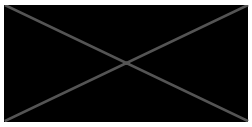
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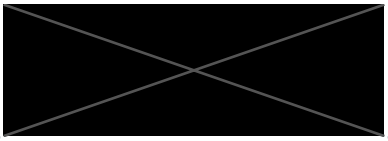
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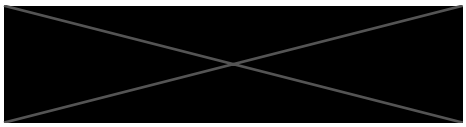
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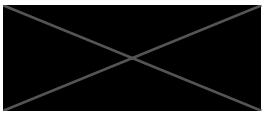
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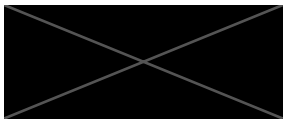
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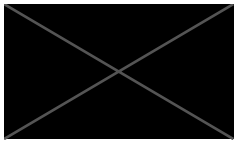
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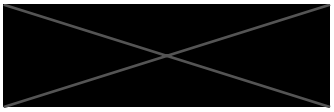
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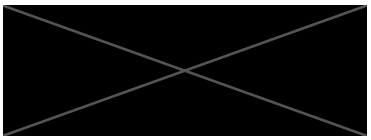
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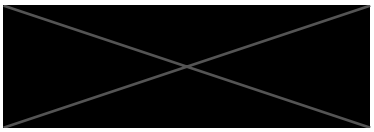
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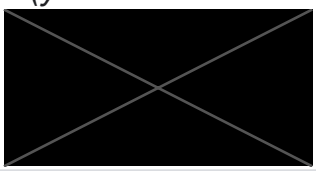
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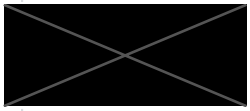
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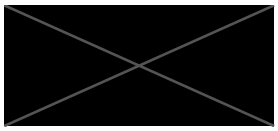
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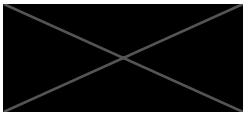
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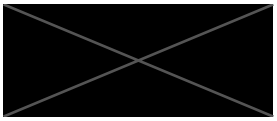
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The questionnaire will be filled in by everyone during your music class with Miss Adams, and it will ask similar questions regarding confidence, singing and self-consciousness. This will only take 10 minutes.

Thankyou for taking part, I look forward to teaching you!

I am in year 7 at Fakenham Academy *

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Student name *

(your name will be made anonymous and all answers you give will be anonymous)



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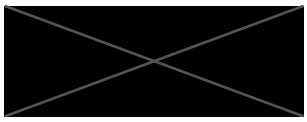
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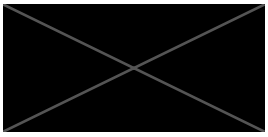
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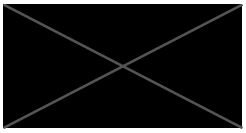
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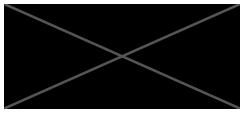
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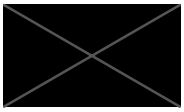
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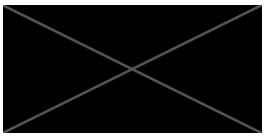
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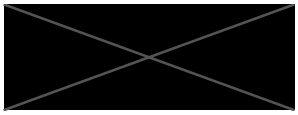
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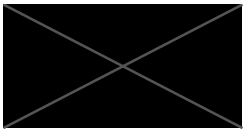
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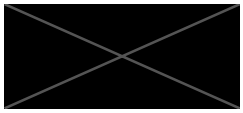
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My child is in year 7 at Fakenham Academy *

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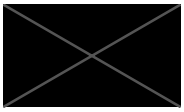
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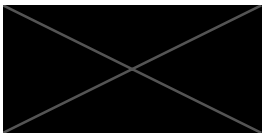
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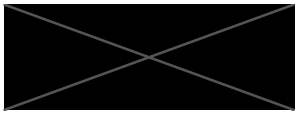
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Google Forms

Experiences of partaking in a 6 week singing program

You have been chosen because you are in year 7 at Fakenham Academy. This is an anonymous online questionnaire aimed at students aged between 11-13 years old in year 7. Please give as much detail as possible and use descriptive language to answer the questions. You can get help from an adult , bu please be as honest as possible when answering.

The answers given will be used as part of my research project for my masters in vocal pedagogy.

* Indicates required question

1. **What is your name? *(This will be made anonymous)***

_____

2. **How old are you? ***

Mark only one oval.

- ◯ 11
- ◯ 12
- ◯ 13

3. **What is your gender identity? ***

Mark only one oval.

- ◯ Female
- ◯ Male
- ◯ Non-binary
- ◯ Prefer not to say
- ◯ Other: _____

4. **Do you feel you can truly be yourself at school?** *

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Sometimes

5. **How do you generally feel in class amongst your peers?** ***(You can select as many as you like).***

Check all that apply.

- ☐ Happy
- ☐ Sad
- ☐ Confident
- ☐ Self Concious
- ☐ Popular
- ☐ Unpopular
- ☐ Shy
- ☐ Worried
- ☐ Excited

6. **When you were at primary/junior school, did your class ever sing in assembly, shows classes?**

Check all that apply.

- ☐ Assembly
- ☐ Nativity/school productions
- ☐ Class
- ☐ Choir

7. **When you were at primary/ junior school, did you ever feel shy or self-conscious singing as part of a class, or did you enjoy singing with your friends and did you feel confident? (*Please describe how it made your feel)***

8. **Have you ever sung in a choir or had singing lessons?** *

Mark only one oval.

- Yes
- No

9. **How do you feel when you sing? *(Please describe)*** *

10. **When and where do you enjoy singing?** ***(This could be anywhere at anytime - perhaps in the car, in the shower, at home when nobody is around. Or it could be or stage or in a music lesson.)***

11. **What do you think your singing voice sounds like?** ***(Please give as much detail as possible)***

12. **How much do you feel you know about adolescent voice change?** *

Mark only one oval.

- Nothing at all
- A little bit
- A fair amount
- Quite alot
- Everything there is to know

13. **On a scale of 1-10 how confident are you about singing a solo (singing on your own in front of your music class? *(1 being very unconfident and 10 being very confident)***

Mark only one oval.

- 1 - VERY unconfident
- 2
- 3
- 4
- 5 -
- 6
- 7
- 8
- 9
- 10 - VERY confident

14. **Describe how you feel about taking part in the singing program at school.** *

15. **On a scale of 1-10, can you tell me how confident you would feel performing a song WITH your friends and class in front of an audience? (*1 being very unconfident and 10 being VERY confident).***

Mark only one oval.

- 1 VERY UNCONFIDENT
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 VERY CONFIDENT

16. **What is your favourite song and why? (*Please give explanation and reasons)*** *

17. **How do you feel when you listen to music? *(Please describe)*** *

18. **Do you think music is important? (*please give explanation and/or reasons)*** *

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Experiences of partaking in a 6 week singing program (2nd questionnaire)

You have been chosen because you are in year 7 at Fakenham Academy. This is an anonymous online questionnaire aimed at students aged between 11-13 years old in year 7. Please give as much detail as possible and use descriptive language to answer the questions. You can get help from an adult , bu please be as honest as possible when answering.

The answers given will be used as part of my research project for my masters in vocal pedagogy.

* Indicates required question

1. **What is your name? *(This will be made anonymous)***

2. **How do you feel when you sing? *(Please describe)*** *

3. **How much do you feel you know about adolescent voice change?** *

Mark only one oval.

- Nothing at all
- A little bit
- A fair amount
- Quite alot
- Everything there is to know

4. **On a scale of 1-10 how confident are you about singing a solo (singing on your own) in front of your music class? *(1 being very unconfident and 10 being very confident)***

Mark only one oval.

- 1 - VERY unconfident
- 2
- 3
- 4
- 5 -
- 6
- 7
- 8
- 9
- 10 - VERY confident

5. **Describe how you feel about taking part in these lessons with Emily.** *

6. **On a scale of 1-10, can you tell me how confident you would feel performing a song WITH your friends and class in front of an audience? (*1 being very unconfident and 10 being VERY confident).***

Mark only one oval.

- 1 VERY UNCONFIDENT
- 2
- 3
- 4
- 5
- 6
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- 8
- 9
- 10 VERY CONFIDENT

7. **Do you think music is important? (*please give explanation and/or reasons)*** *

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Experiences of partaking in a 6 week singing program

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The answers given will be used as part of my research project for my masters in vocal pedagogy.

* Indicates required question

1. **What is your name? *(This will be made anonymous)***

2. **Do you feel you can truly be yourself at school? ***

   Mark only one oval.

   - Yes
   - No
   - Sometimes

3. **How do you generally feel in class amongst your peers? *(You can select as many as you like).***

Check all that apply.

- [ ] Happy
- [ ] Sad
- [ ] Confident
- [ ] Self Concious
- [ ] Popular
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5. **Have you ever sung in a choir or had singing lessons?** *

Mark only one oval.

- ◯ Yes
- ◯ No

6. **How do you feel when you sing? *(Please describe)*** *

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Mark only one oval.

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10. **On a scale of 1-10 how confident are you about singing a solo (singing on your own in front of your music class?** ***(1 being very unconfident and 10 being very confident***

Mark only one oval.

- 1 - VERY unconfident
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- 3
- 4
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11. **Describe how you felt about taking part in the singing program at school with Emily**

12. **On a scale of 1-10, can you tell me how confident you would feel performing a song WITH your friends and class in front of an audience? (*1 being very unconfident and 10 being VERY confident).***

Mark only one oval.

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13. **What is your favourite song and why? (*Please give explanation and reasons)*** *

14. **How do you feel when you listen to music? *(Please describe)*** *

15. **Do you think music is important? (*please give explanation and/or reasons)*** *

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Initial lesson plan ideas and observation notes from week 1

Fakenham academy mu1 28/04/2025

- Move room so we are in a circle

- Questionnaire

- questions they can ask me if they want/introduce myself.

- call and response (clapping/ actions)

- call and response challenge

- Break 1, break 2, break 3 rhythmic beat (body percussion)

STANDING NUMBER 9s

- Introduction to SOVT (sirens, hum, lip roll, puffy cheeks)

BREATHING, have you heard…….diaphragm supports the acting of breathing, lower lungs which pushes belly out.

- ABC - breathing challenge / 12345

- Sam smith vocal warm up sovt inclusion

- Harmony introduction (beetles HEY JUDE)

- vocal warm up 'I like to sing'

Finish up and move tables backs

Notes - good response to body percussion and call and response. They also participated happily on vocal sirens with sovt.

Bad response to vocal 'I like to sing'. About 4 people joined in and sung. They all stood and step clicked throughout to keep the beat, but they didn't sing. This is my current students favourite warm up, but these kids didn't respond well to it. Maybe it was too challenging for beginners….

The girls were more shy bout singing than the boys.

The boys were the ones who asked questions at the start and wanted to know more about me, the girls were noticeably shy I. The way they were sitting and holding themselves. Their body language was 'stand off'.

Next time try normal table positions. One boy cried at the end of the session as he was worried everyone was looking at him, but they were looking at me and he just happened to be near me in the circle.

Maybe they will join in more if they aren't looking at each other.

Find a song that includes body percussion and vocal sounds like a Capella songs with a vocal line that a handful of students sing.

Friday 2nd May music class 2

Questionnaire

- questions they can ask me if they want/introduce myself.

- call and response (clapping/ actions)

- call and response challenge

- Break 1, break 2, break 3 rhythmic beat (body percussion)

STANDING NUMBER 9s

- Introduction to SOVT (sirens, hum, lip roll, puffy cheeks)

BREATHING, have you heard…….diaphragm supports the acting of breathing, lower lungs which pushes belly out.

- ABC - breathing challenge / 12345

Dd-dum (skin) D
Do do do F

Much better response to the entire class, completely different personalities. Appeared to be more confident to talk, ask questions etc.

I kept them in table positions - maybe this helped?

Friday 8th

1st class were excited, responsive and eager. Still heard a few of them saying they didn't want to sing, but everyone participated.

I utilised PowerPoint for a lecture style class where I spoke and demonstrated lots, but it was interactive. After each new slide/ during each slide I got the students up out of their seats and participating. Lots don't like standing for long, so I did 2-3 mins of standing and then sitting.

Fascinated by the video of nasal larengoscoy. Asked lots of questions about the glottis and the folds closing - do the folds close when you burp, when you poo, when you cough etc.

Asked them questions throughout the class to encourage their own thoughts and ideas. Never said they were wrong, encouraged the, and praised them for showing their hand.

At the end I did a short quiz where I asked questions about what we had learnt about and they all remembered the names of the larynx, folds, different larynx positions to create twang, sob etc.

We held the larynx and felt it moving when we swallowed, when we coughed.

Breathing challenges worked well, they liked the competition- who can keep their breath going the longest etc. hiss and abc.

WK1							
	PARTCIPANT NUMBER	How old are you?	What is your gender identity?	Do you feel you can truly be yourself at school?	How do you generally feel in class amongst your peers? (You can select as many as you like).	When you were at primary/junior school, did your class ever sing in assembly, shows, classes?	When you were at primary/ junior school, did you ever feel shy or self-conscious singing as part of a class, or did you enjoy singing with your friends and did you feel confident? (Please describe how it made your feel)
WK 1	1	12	Female	Sometimes	Happy, Self Concious, Unpopular, Worried	Assembly, Nativity/school productions	I liked just singing with just my friends but not in front of the rest of the class
WK 1	2	12	Male	Sometimes	Happy	Assembly, Nativity/school productions, Class	I was more confident singing with friends in junior school and enjoyed it
WK 1	3	12	Male	No	Self Concious, Unpopular, Worried	Class	Yeah, people would tell me to shut up when i was doing what we were asked and its deleted all my confidence in myself
WK 1	4	12	Female	Sometimes	Happy, Confident, Popular, Excited	Assembly, Nativity/school productions	wasn't my favourite thing to do, was a bit shy

WK 1	5	12	Female	Yes	Happy, Excited	Assembly, Nativity/school productions, Class	I didnt like it at first, but enjoyed doing my yr6 leavers assembly.
WK 1	6	12	Female	Sometimes	Happy, Confident	Assembly, Class	I didn't like singing in assembly or class.
WK 1	7	12	Prefer not to say	Sometimes	Shy	Assembly, Nativity/school productions, Class	I didn't like singing and I felt shy and self-conscious
WK 1	8	12	Male	Yes	Happy, Confident	Assembly, Nativity/school productions, Class	I felt confident and proud of my singing when I was in class
WK 1	9	11	Female	Sometimes	Self Concious, Shy	Assembly, Nativity/school productions, Class, Choir	it made me feel happy

WK 1	10	12	Female	Sometimes	Shy, Worried	Assembly, Nativity/school productions, Class	I was normal
WK 1	11	12	Male	Sometimes	Happy, Self Concious, Shy, Worried	Nativity/school productions	shy.
WK 1	12	12	Male	Yes	Happy	Assembly, Class	At primary it made me feel tired
WK 1	13	12	Prefer not to say	No	Self Concious, Popular, Shy, Worried	Nativity/school productions, Class	Very self-conscious, anxious and embarrassed
WK 1	14	12	Female	Sometimes	Happy	Assembly, Nativity/school productions	Happy

WK 1	15	11	Non-binary	Sometimes	Happy, Excited	Assembly, Choir	A little bit of worry
WK 1	16	12	Female	Sometimes	Confident, Self Concious, Unpopular, Shy, Excited	Assembly, Nativity/school productions, Choir	Yes because if someone slipped up eg me they wouldn't notice
WK 1	17	12	Male	Yes	Happy, Confident	Nativity/school productions, Class	confident more of singing
WK 1	18	11	Male	Sometimes	Happy	Assembly, Nativity/school productions	Not realy

WK 1	19	12	Female	Yes	Happy, Self Concious	Assembly, Nativity/school productions	No because we did it together so we weren't alone
WK 1	20	11	Male	Yes	Happy, Confident	Class	No
WK 1	21	12	Male	No	Popular	Assembly	i feel worried
WK 1	22	12	Male	Sometimes	Confident, Popular	Assembly, Nativity/school productions	Nah not really
WK 1	23	12	Prefer not to say	No	Self Concious, Shy, Worried	Nativity/school productions	I felt quite happy, until I remembered how many people are watching
WK 1	24	12	Male	No	Happy, Sad, Self Concious, Popular	Assembly, Nativity/school productions, Class, Choir	It made me feel weird as I hate singing infront if people and yes I did

WK 1	25	12	Male	No	Self Concious, Unpopular, Shy	Assembly	i felt really shy
WK 1	26	11	Female	Yes	Happy, Confident, Popular, Excited	Assembly, Nativity/school productions	I liked singing and I was confident
WK 1	27	12	Male	No	Sad, Self Concious, Unpopular, Shy, Worried	Choir	shy
WK 1	28	12	Female	No	Self Concious, Shy	Nativity/school productions	Self conscious
WK 1	29	11	Female	Sometimes	Happy, Shy	Nativity/school productions	not very confident
WK 1	30	11	Female	Sometimes	Happy, Confident	Nativity/school productions	felt shy
WK 1	31	12	Male	Yes	Happy	Assembly, Class	I don't like singing that much
WK 1	32	12	Male	Yes	Confident	Nativity/school productions	Confident

WK 1	33	11	Male	Sometimes	Self Concious	Assembly, Nativity/school productions	Yes, i didn't enjoy it.
WK 1	34	12	Female	Sometimes	Shy	Assembly, Nativity/school productions, Class	Shy
WK 1	35	11	Male	Yes	Happy	Assembly, Class	Somethings
WK 1	36	12	Female	Yes	Happy, Confident, Shy	Assembly	It's alright but not my favourite
WK 1	37	12	Male	Yes	Happy, Confident, Excited	Assembly, Nativity/school productions, Class	I was fine singing with people but don't feel confident on my own
WK 1	38	11	Female	Sometimes	Happy, Self Concious, Shy	Assembly, Class	Yes I was but on my own singing I am fine.

WK 1	39	12	Female	Yes	Happy, Self Concious	Assembly, Nativity/school productions	Shy , self conscious
WK 1	40	11	Female	Yes	Happy, Confident, Excited	Assembly, Nativity/school productions, Class, Choir	I felt confident
WK 1	41	12	Female	No	Self Concious, Unpopular, Shy	Assembly, Nativity/school productions, Class	I felt very self-conscious and didn't want to be a part of it even though I was with my friends I still didn't feel comfortable singing (in school)
WK 1	42	12	Female	Yes	Happy, Confident, Popular, Shy	Assembly, Nativity/school productions	Shy and judged

WK 1	43	12	Female	Sometimes	Happy, Self Concious, Shy, Worried	Assembly, Nativity/school productions, Class	Shy
WK 1	44	12	Male	Yes	Happy, Popular	Assembly, Class	I didn't bother me
WK 1	45	12	Male	Sometimes	Happy, Self Concious	Nativity/school productions, Choir	I felt self conscious and I never sang.
WK 1	46	12	Male	Sometimes	Sad, Confident	Assembly, Nativity/school productions	i felt worried and self consicous
WK 1	47	12	MALE	No	Happy, Confident, Excited	Nativity/school productions	no

Have you ever sung in a choir or had singing lessons?	**How do you feel when you sing? (Please describe)**	**When and where do you enjoy singing? (This could be anywhere at anytime - perhaps in the car, in the shower, at home when nobody is around. Or it could be on stage or in a music lesson.)**	**What do you think your singing voice sounds like? (Please give as much detail as possible)**	**How much do you feel you know about adolescent voice change?**	**On a scale of 1-10 how confident are you about singing a solo (singing on your own) in front of your music class? (1 being very unconfident and 10 being very confident)**
No	Makes me happy when I'm upset	In my room really quietly when nobody is around	Not great	A little bit	4
No	If I'm with my friends I enjoy it but alone in front of a lot of people I'm not so confident	At home	A few voice cracks and not really loud	Nothing at all	1
No	I don't like singing	I don't	atrocious	little bit	1
Yes	if im not singing infront of people i feel more confident and happy	in a room alone	pretty bad	A little bit	2

Yes	I felt okay	The car, or at home.	NA	A little bit	3
No	happy	At home	It’s ok	A little bit	1
No	Shy	By myself	Okay	A little bit	1
No	Confident and Happy	In lessons and at break time	I think that my voice sounds good but not always on tune or perfect	A fair amount	7
Yes	Nervous but excited	My room when no one else is home	Ok	A little bit	5

No	I feel like I don’t want to sing by my self when everyone is listen but by myself with nobody in the room or tear me I fine	In the car and at home and around my friends	Idk normal	A little bit	10 - VERY confident
No	shy because I don't like singing.	nowhere because i don't sing.	i don't know because i don't sing.	Nothing at all	1
No	Tired/bored	Usually in car	Weired	A little bit	1
Yes	Alright when I’m at home in my room but near other people very anxious	Alone in my room	Pretty bad but I do it anyway	Quite alot	1
No	Okay	At home by myself	Okay	Nothing at all	2

Yes	express my feelings	At home by myself	Quiet	A fair amount	5
Yes	I feel myself sometimes	In the shower, when noone is around , on stage with others , anywhere really	I think it sound horrible because I compare mine to others but many say I'm a really good singer	A little bit	4
No	nervous	in the shower and at home	loud because some songs are intense and also quiet because some songs are peaceful.	A fair amount	1
No	I don't sing often	I don't sing	Bad	Nothing at all	1

No	Yes but I'm terrible at singing	In the shower and in the car	Like chalk on a board	Nothing at all	2
No	Happy	Living room	Good	Nothing at all	5 -
Yes	shy	no i dont really enjoy singing	like a dying cat	Nothing at all	1
No	I bit embarrassed unless I'm singing with other people	Football game	Like a dying frog	Nothing at all	1
Yes	If it's by myself, I feel nice,	Alone in my room	Pretty good and good variation	A little bit	4
Yes	Bad	No where	Bad and high pitch (ish) its horrible	Nothing at all	2

No	happy and it reminds me of things	in the car or when im home alone in my bedroom or living room	horrific i dont know why though	Nothing at all	1
Yes	Happy confident	Shower, in my house alone, in my house filled, with my friends , anywhere but in school	Good in my head and idk what I others think but when I've recorded myself it don't sound as I think it is	A little bit	8
Yes	i feel worried when i sing because my voice goes	in the car	it sounds wield	Nothing at all	5 -
No	Depends	At home	Really bad	Nothing at all	1
No	Like I'm the worst singer ever	Car or shower	Dreadful	A little bit	1
No	Like myself	Drama club and in the car	i think my voice sounds like a ok voice	Nothing at all	5
No	Depends on the song	Car or bedroom	Bad	Quite alot	5
No	Loud	No where	It sounds horrible	A little bit	2

No	Anxious	When nobody is nearby (at home by myself, which is very rare)	Not the best	Quite alot	1
No	Happy	In my room	Terrible	A little bit	2
No	Normal	I’m not sure	Bad	Nothing at all	1
No	Okay	Shower	A rat dying	A little bit	2
No	Happy	Whilest I’m playing games and in the car and just randomly anywhere	Not very good	Nothing at all	4
No	When I'm alone I feel really confident but around people I feel shy.	In my bedroom	Not very good.	A little bit	1

No	Happy	Shower, at home	Dreadful	A fair amount	1
Yes	I feel really confident	At school triple threat and drama	I think it sounds good	A little bit	10
No	When I'm alone I feel amazing/ with my friends I feel fine with it but with classes or people I don't y know I don't feel comfortable singing	The shower/with friends/alone/with a group (such as a drama group)	I think its high pitched and shaky, when im not confident i stutter alot and quietly sing but when im comfortable I sing loud and not stuttering	A fair amount	1
Yes	Good when im at home	At home and in the shower	Bad	Quite alot	3

Yes	Good if what I am singing is good	Home	Amazing 👏	A little bit	1
No	It don't bother me	Home	I don't know	Quite alot	3
No	Self conscious	At home on my own	It's horrible and screechy	A fair amount	1
No	shy	shower	bad	A fair amount	1
Yes	it depends what song im singing	in my house	horrible	A fair amount	5

					WK 3
On a scale of 1-10, can you tell me how confident you would feel performing a song WITH your friends and class in front of an audience? (1 being very unconfident and 10 being VERY confident).	**What is your favourite song and why? (Please give explanation and reasons)**	**How do you feel when you listen to music? (Please describe)**	**Do you think music is important? (please give explanation and/or reasons)**	**Describe how you feel about taking part in the singing program at school.**	
6	Mercy ,loose yourself, slim shady	Makes me happy	Yea it makes me happy but only when I'm by myself	Mid	**WK 3**
8	I don't have a favourite song	I feel normal	Yes because a lot of things like movies include music	I probably wouldn't enjoy it	**WK 3**
1	it boy by bbno$ its just catchy	I do listen to music, but i don't actively enjoy it	Yeah, because it would be bland without it	I don't want to but i have no choice	**WK3**
5	i dont know	happy, calm	yes, it makes people happy and they can express themself	not too bad as long as long as i have no solos	**WK3**

7	I'm okay with it , I don't like singing alone infront of people.	I like a lot of musicals	Yes because it could make you feel different emotions and it's important	happy	**WK3**
4	Mr Brownstone by Guns n Roses because I like the guitar solos	Happy	Yes because you can express yourself in a different way.	Happy	**WK3**
2	I don’t want to do it	Don’t have one	Somethings because it can calm people down and stuff	calm	**WK3**
8	I feel nervous but exited because I enjoyed singing	Dancing Queen by ABBA because I can sing along and it's made by my favourite artist	yes its important because its calming	I feel uplifted and confident	**WK3**
8	Happy	ordinary people	Happy	Good exited	**WK3**

8	I don't want to do it because I don't like singing in front of people or people Near me	Idk country or rap	Calm and feel like I'm in my own space	Idk bc some people don't want to hear music but some like music	**WK3**
2	not at all.	Lava chicken song.	yes because it calm you down.	calm	**WK3**
1	No difference	N/A	No because its something people can go a day without music	happy	**WK3**
1	Taking whats not yours by tv girl, happier by Olivia rodrigo, powder by Melanie Martinez, Them changes(I forgot who made it) and fukouna girl by stomach book because they help me when I'm stressed or overstimulated	Like im in my own world- it almost like nothing really matters	Yes because it allows you to express your feelings	okay	**WK3**
7	happy	Love story because it makes me happy	yes	Abit uncomfortable	**WK3**

5	Numb little bug or what the doctor said it expresses my feelings	Numb little bug or what the doctor said it expresses my feelings	yes	happy	**WK3**
10	I love action , pop and lively songs but no favourites	It depends what music if its joyful I am very happy ect	Yes because people can express themselves without a worry	I would love to but I'm self conscious about my voice	**WK3**
2	N/A	chilled	yes because it might be something you need to do in your job	nervous	**WK3**
3	I don't want to	NA	For some people	okay	**WK3**

8	The bolter, jump then fall, right where you left me, labyrinth and Chloe or Sam or Sophia or Marcus all by Taylor Swift	Normal but happier when it's happy songs and sadder when it's sad songs	Yes because it makes us happy but it's also not as important in school as a subject unless you want a music career but I don't mind learning it because it's interesting	Fine it doesn't bother me	**WK3**
7		Don't have one	not really	chill	**WK3**
4	i dont have a favourite song	good	i don't know	shy	**WK3**
6	I'm probably meet me halfway because it gets me in the mood for football	good	Nah not rewlly	locked in	**WK3**
3	Money ties, sick boi, illest of our time, and hold on, all by Ren Gill	ok chill	yes	good	**WK3**
9	n/a	Good it gets me out of this world	yes gets me out of this world	hate it and wont do it	**WK3**

1	never enough, hold me whilst you wait, some one you loved	it tells a story	yes because i want to be a singer	maybe	**WK3**
10	Unstoppable, chandelier, elastic heart	Great, happy. Because its great.	Yes because it brings joy and happiness	Good	**WK3**
shy	6	AN	AN	AN	**WK3**
3	Good god by korn because i like the type of music	happy	Yeah, because it would be bland without it	worried about it	**WK3**
3	Taylor swift songs and forget about us by perrie Edward's because it's upbeat	Happy	Yes because when people are upset then they can listen to it, or u can make money out if it	I would if I had to but if not then I wouldn't	**WK3**
8	Lies Lies Lies because it makes me feel calm and very joyful	happy	yes music helps me feel calm when im angry or upset	yes music helps me feel calm when im angry or upset	**WK3**
5	Any central cee song or other rap songs	happy	no	Yes I like it	**WK3**
6	Nemzzz	Happy	Yes I think music is very important	I don't want to	**WK3**

6	Little monster by Royal Blood as I just feel like I'm really happy when listening to it. (I didn't know what else to say)	all sorts of feelings - good ones	Yes, gives me a sense of relief	nervous	**WK3**
5	Peter, it is a nice song	Happy	Yes because it lifts up people's mood	Nervous	**WK3**
6	Incredible	Calm or energetic	Yes because it's good to listen to not good at school tho	I'll be fine but I'd rather not	**WK3**
4	Breaking Dishes By rhianna, Angel by Jake Webber,	Good	Yes because it's entertaining	Not my type of thing	**WK3**
8	Die with a smile	Happy	Yes because it can bring people together	I'd be alright but I wouldn't want to	**WK3**
3	astronomy- Conan Gray, it makes me calm and Conan Gray is my favorite music artist	astronomy -Conan Gray, it makes me calm and Conan Gray is my favorite music artist	Yesssssss I love listening to music in the car/ on my phone	nervous	**WK3**

4	We are never getting back together	Happy, sad	Yes because it makes people happy	Not good, unhappy	**WK3**
10	The other side by Justin timberlake and love yourself by Justin beiber and I don't know why	Really happy	Yes because if there wasn't music I wouldn't be very happy	I'm excited	**WK3**
5	I don't have one	I feel amazing	Yes because it helps me relax and its boring if you do something an have to sit in silence but if you have music it makes it more fun+if you love dancing then you need music to think of moves	Not very good	**WK3**
6	Mystical magical because its up beat and slow through out the song	Good as u can express your feelings by it	I think its very important as you can show how you feel and make them feel better	Good with a group	**WK3**

1	Good because that means most people will do it	Recess by melanie martinezb ecauze it's very good	Good if the music is good	Yes definitely because music helps you and you might think what the lyrics say so you can have someone that understands	**WK3**
4	Don’t want to do it.	Na	Happy	No	**WK3**
2	Embarrassed	My mom by Eminem because it talks about drugs and it’s a rap	I feel happy	Yes because in some people it can make you feel less self conscious	**WK3**
5	i love	happy	no	bad	**WK3**
4	flint and steel of imagination	it depends what song im listening to	yes because it is nice	fine	**WK3**

			WEEK 3
PARTCIPANT NUMBER	**HOW DO YOU FEEL WHEN YOU SING**	**HOW MUCH DO YOU KNOW ABOUT ADOLESCENT VOICE CHANGE**	**ON A SCALE OF 1-10 HOW CONFIDENT ARE YOU SIGING A SOLO IN FRONT OF YOUR CLASS, 1 BEING UNCONFIDENT AND 10 BEING VERY CONFIDENT**
1	Ehh mid	A little bit	3
2	X	X	X
3	I don't like it	Quite alot	1
4	happy and can have fun	Quite alot	2

5	I feel okay	A fair amount	3
6	Fine	A little bit	3
7	Unhappy because I don’t like to	A little bit	2
8	Confident if I am singing with friends even if they aren't singing	A fair amount	7
9	Happy	A fair amount	6

10	Uncomfortable	A fair amount	10
11	I don't like singing	Nothing at all	1
12	A bit happier	A fair amount	2
13	Happy when I’m at home alone doing it, but anxious in front of other people.	A fair amount	1
14	Shy	A little bit	3

15	Mixed feelings	A fair amount	5 -
16	Happy and free ☺	A fair amount	7
17	not very great	A fair amount	1
18	Shy	A little bit	2

19	Happy but I’m not good at it	A fair amount	2
20	good	A little bit	5 -
21	X	X	X
22	I don’t sing to be honest 😂	Nothing at all	3
23	Pretty good	A fair amount	4
24	Don't like singing infrin of people	Quite alot	4

25	Happy, sad	Quite alot	2
26	Happy, joyful. I like it but I don't think I'm good at it	A fair amount	8
27	shy	A little bit	5
28	Alright	A fair amount	1
29	Alright	A fair amount	2
30	nervous and quiet	A little bit	5
31	Happy when I’m not in front of people	A fair amount	5
32	bad	A fair amount	2

33	Good but I only do it by myself when there is no one around.	Quite alot	2
34	Happy	A fair amount	2
35	Normal	Quite alot	3
36	It’s okay	A fair amount	2
37	Depending on the song it can make me feel happy or sad	A fair amount	2
38	happy when alone	A little bit	8

39	Okay	A fair amount	2
40	Happy	Quite alot	10
41	X	X	X
42	X	X	X

43	Good	A little bit	1
44	I don’t like it	Quite alot	3
45	Nervous	A fair amount	4
46	happy and alone	A little bit	3
47	X	X	X

			WK 4
Describe how you feel about taking part in these lessons with Emily.	**On a scale of 1-10, can you tell me how confident you would feel performing a song WITH your friends and class in front of an audience? (1 being very unconfident and 10 being VERY confident).**	**IS MUSIC IMPORTANT?**	
Ok because there's other people	7	Ye because it makes people happy	WK 4
X	X	X	WK 4
I don't like it but i don't have a choice	3	Maybe, it would be a bit boring without music in the world	WK 4
its really fun	7	yes it can make people happy and they can express themselves	WK 4

I feel more confident in front of others	8	Yes because it helps you feel different emotions	WK 4
Good	5	Yes because it's a big part of a lot of people's lives and it means you can express yourself without talking .	WK 4
It's okay I just don't like singing	3	It makes people calm	WK 4
I think it's a very good exercise for our voices	10	Yes because otherwise people would be left with out cultural icons like the Beatles , Queen and ABBA	WK 4
Happy	9	Sort of	WK 4

Ok	10	Not really	WK 4
nothing	3	Yes because Music is part of life	WK 4
Ok	1	Not really it's not that important	WK 4
Happy to learn more about how I can sing, but I don't like doing it in class	3	Yes	WK 4
Alright	8	Maybe because it could help with emotions and a way of expressing themselves	WK 4

Happy	7	Yes, it shows our emotions	WK 4
I love it because she doesn't force us to do what we don't feel comfortable with thanks emily 😊 and doing the we will rock you helped me with my confidence	10	Yes because it helps people get more confident and happy	WK 4
decent	3	yes because it might be included in something yo want to do	WK 4
I will a bit	5	For some people	WK 4

it’s fun	8	Yes because it makes people happy but it’s also not as important to me as a lesson because I don’t want a career with anything related to music but it’s a fun lesson and definitely one of the fun lessons so I like it	**WK 4**
ok don't really mined	8	yes	**WK 4**
X	X	X	**WK 4**
She’s a pretty cool person and she really funny I like her she makes me wanna sing 👍	7	Ye	**WK 4**
It's honestly really fun, and I really like them	5	I think it's very important :3	**WK 4**
Good enough	10	Yes it helps with certain situations	**WK 4**

Thought I wouldn't like it but it's okay	4	I don't really know, I don't know what jobs you need music for apart from singing and drama	**WK 4**
Happy	10	Yes because it brings joy for many people and myself.	**WK 4**
happy	6	happy	**WK 4**
Fine	4	Kinda	**WK 4**
Good	6	Yes because it entertains people	**WK 4**
happy	8	yes because when im upset or mad or any emotions it helps me	**WK 4**
I don't mind it	5	Yes I like it 👍👍👍👍👍👍👍👍	**WK 4**
its good	6	very important becuse we use it evey day	**WK 4**

Good but also a bit self conscious.	7	Yes, as it can make people feel as if they are heard!!	WK 4
ok	6	Yes, because it makes people happy	WK 4
It's alright	6	Yes in life not really in school though	WK 4
It's fun	6	Yes	WK 4
Good	9	Yes, because it make people happy and can make people more social	WK 4
happy its making feel confident	8	yes it helps your voice	WK 4

Okay	6	Yes it makes people happy	**WK 4**
Good	10	Yes	**WK 4**
X	X	X	**WK 4**
X	X	X	**WK 4**

Very good	2	Yes because if u didn't have it life would be sad	WK 4
Ok	5	Sure	WK 4
Nervous	4	Yes to increase self confidence by	WK 4
happy and inspired	8	yes it help inspire people	WK 4
X	X	X	WK 4

PARTCIPANT NUMBER	**Do you feel you can truly be yourself at school?**	**How do you generally feel in class amongst your peers? (You can select as many as you like).**	**When you were at primary/ junior school, did you ever feel shy or self-conscious singing as part of a class, or did you enjoy singing with your friends and did you feel confident? (Please describe how it made your feel)**	**Have you ever sung in a choir or had singing lessons?**
1	Sometimes	Sad, Self Concious, Unpopular, Shy, Worried, Excited	Yes	No
2	Sometimes	Happy, Sad, Confident, Self Concious, Popular, Unpopular, Shy, Worried, Excited	no i didnt care	No
3	No	Sad, Self Concious, Unpopular, Worried	Yes i felt self conscious because i would be told to sing louder or sing better and i couldn't	Yes
4	Yes	Happy, Confident, Popular, Excited	felt shy singing but more confident with other people	Yes

5	Yes	Happy, Confident, Excited	At the beginning of the yr6 leavers play was shy than had lots of fun	Yes
6	Sometimes	Happy, Shy, Excited	I was fine doing it because everyone else in the school did it .	Yes
7	No	Self Concious, Shy	Yes I was shy	No
8	Yes	Happy, Confident, Popular	it made me feel confident and happy	No
9	Sometimes	Happy, Self Concious	I loved singing at primary it made me feel happy	Yes

10	X	X	X	X
11	Sometimes	Confident, Shy	yes	Yes
12	X	X	X	X
13	No	Self Concious, Shy, Worried	I felt very anxious because they would make you sing by yourself if you weren't loud enough	No
14	Sometimes	Happy, Sad, Shy, Worried	Sometimes	No

15	Sometimes	Happy	Not really, i was very confident	Yes
16	Sometimes	Self Concious, Unpopular, Shy	I liked singing but felt anxious of others judging me since I did singing and dancing lessons in wells	Yes
17	Yes	Happy, Confident, Excited	unconfident	No
18	Sometimes	Happy	No	No

19	X	X	X	X
20	Yes	Happy	IDK i don't know	No
21	X	X	X	X
22	No	Confident, Popular	Not really don’t get nervous	No
23	Sometimes	Happy, Self Concious, Shy	I didn't really care, so quite confident	Yes
24	No	Happy, Sad, Confident, Self Concious, Popular, Unpopular, Shy, Worried, Excited	Yes and no	No

25	No	Happy, Self Concious, Shy	Yes because there were alot of people	No
26	X	X	X	X
27	Sometimes	Shy	shy because my voice will probably go	No
28	Sometimes	Self Concious, Unpopular, Shy, Worried	i felt self conscious about my appearance	No
29	Sometimes	Happy, Shy	I was quite shy	No
30	Sometimes	Worried	A bit shy in year 6	No
31	Yes	Happy	Na I was pretty happy	No
32	Yes	Confident	shy	No

33	Sometimes	Happy, Self Concious, Worried	Yes a bit. Just felt nervous	No
34	Sometimes	Happy	I was shy	No
35	Yes	Happy	I felt normal	No
36	Yes	Happy, Shy	Shy	Yes
37	Yes	Happy, Confident, Excited	No I didn't really have to sing at font of class but when we sing as a class just from our chairs or in assembly or at church for harvest festival then I was fine	No
38	Sometimes	Happy, Self Concious, Shy	Yes	Yes

39	Sometimes	Confident, Self Concious	I felt nervous and self conscious	No
40	X	X	X	X
41	Sometimes	Self Concious, Unpopular, Shy, Excited	Yes- I don't like singing infront of people I never talk to	No
42	Yes	Happy, Confident, Popular, Shy, Excited	Shy because no one in my class ever did it	Yes

43	X	X	X	X
44	Sometimes	Happy, Popular, Excited	Good	No
45	Sometimes	Self Concious	Shy	No
46	No	Sad, Self Concious, Shy, Worried	yes i felt self conscious	No
47	Yes	Happy, Confident, Excited	No	Yes

		WEEK 4		
How do you feel when you sing? (Please describe)	**When and where do you enjoy singing? (This could be anywhere at anytime - perhaps in the car, in the shower, at home when nobody is around. Or it could be on stage or in a music lesson.)**	**What do you think your singing voice sounds like? (Please give as much detail as possible)**	**How much do you feel you know about adolescent voice change?**	**On a scale of 1-10 how confident are you about singing a solo (singing on your own) in front of your music class? (1 being very unconfident and 10 being very confident)**
Like it the most humiliating thing in my life	In my room with no one around	Bad and full of bad notes	A little bit	3
when im playing siege i feel good	playing siege and in the shower	voice cracks	Nothing at all	1 - VERY unconfident
i don't want to do it but i have to	I don't sing	atrocious	Quite alot	1
quite happy	at home alone	not the best but not to bad	Quite alot	2

Okay	The car, shower, my room	Okay	A fair amount	3
By myself I feel calm but with people I feel shy.	By myself or around my family	it’s kind of shaky when I’m around people but then when I’m with family it’s like loud .	A fair amount	3
Terrible	Alone	Like a voice	A little bit	2
i feel like my self and i feel confident	in school during my breaks or at home	i think it sound a bit cousre but still very good	A fair amount	7
Happy. Myself.	In my room	Ok	A fair amount	7

X	X	X	X	X
not alot	nowhere	I don't know	A little bit	1
X	X	X	X	X
Anxious	In my room alone with my music playing	Very weak and it sound like im 7 years old or something.	A fair amount	1
Shy but abit better when I'm singing with others	At home by myself	Weird	A little bit	3

Mixed feeling	In my room	depends who I'm with.	Quite alot	5 -
I feel like myself which helped me to be me	I sing mostly everywhere except when I see someone I know from school	I think it's low but also smooth and cracky and the same time	Quite alot	7
ok	the shower	bad because i don't speak a lo	Quite alot	1
Shy	In the car	Decent	A little bit	2

X	X	X	X	X
HAPPY	IN THE BATH/SHOWER	SLIM SHADY	A little bit	5 -
X	X	X	X	X
Not bothered	Shower	Dying frog	A little bit	5 -
Happy	In my room alone	?	Quite alot	7
I dunno	I dunno	My voice	A fair amount	9

Happy	Bedroom When playing fifa	Bad because in my ears it doesn't sound that good	Quite alot	2
X	X	X	X	X
shy	car	normal	A little bit	5
depends where	at home and in the car sometimes	alright	A fair amount	1 - VERY unconfident
Alright but I'm not very good at it so not that good	Shower	Dreadful and croaky	A fair amount	4
depends if im at school im a bit shy if im at home in all free	everywere except school i feel safe singing at drama club	Rubbish	A little bit	3
Happy when I'm in my room	The shower or in my room	Bad	A fair amount	6
that it sounds bad	car	normal	Quite alot	3

Good when alone like it's releasing stress but not with other people around	Alone in my room quietly	mid (not the best	Quite alot	2
Happy	In my room	Bad	A fair amount	2
Normal	I don't know	Not sure	Quite alot	3
Okay and confident	Shower	I don't know	A fair amount	2
I feel good as it is fun when you do things with people	Anywhere pretty much other than in a place where it would be disrespectful	I don't know because it sounds different to others and Idont think it's good or bad	Quite alot	8
Happy when alone	Home alone	It sounds bad around people	A fair amount	8

Happy	In the shower	Terrible	A fair amount	3
X	X	X	X	X
Really self-conscious	In the shower, with my friends/siblings	I don't know	A fair amount	1 - VERY unconfident
Happy	Home and the shower	Bad :/	Quite alot	4

X	X	X	X	X
Ok	Home	Ok	A fair amount	3
All right	Home	Bad	A fair amount	4
bad	shower	crackerly and just depressing	A fair amount	3
How should i know	When im singing	Garbage	Quite alot	10 - VERY confident

Describe how you felt about taking part in the singing program at school with Emily.	**On a scale of 1-10, can you tell me how confident you would feel performing a song WITH your friends and class in front of an audience? (1 being very unconfident and 10 being VERY confident).**	**What is your favourite song and why? (Please give explanation and reasons)**	**How do you feel when you listen to music? (Please describe)**	**Do you think music is important? (please give explanation and/or reasons)**
It was ok	8	Someone like you by adle becomes its god	Happy	Yes Because it makes people happy
just a normal lesson but happy i got sweets	8	i dont have a favourite	ok	yes
it was alright but i wouldn't do it again	3	check	i don't really like it but it'll do	music isn't that important, if it would still exist yeah its fine, it doesn't matter
it was really fun	7	dont know	makes me happier and calm	yes, people can express and be happy

Good and more confident	9	Musicals I don't have a favorite song	Happy	Yes because it can help people
When I first heard I was scared but then after I realised it would be ok because we wouldn't have to sing on our own .	5	Far in time by Mother Mother because it's got a jumpy beat.	Happy and calm	Yes because it's a way of people talking without saying anything .
It was alright	3	Sonething	Calm	Yes to keep calm
i felt shy at the begingin but more confidet by week 4	10 VERY CONFIDENT	Dancing Queen , ABBA because i know all of the lyrics	i fell happy	yes otherwise people wouldnt be able to sing or dance
It was fun	9	Ordinary by Alex Warren	Happy	Sort of

X	X	X	X	X
nothing really	3	thick of it	happy	yes because it makes you happy
X	X	X	X	X
It was very fun and im honestly sad it’s over	3	Harvey by her’s because it’s really ambient, and Bet you wanna by BLACKPINK and cardi B because i really like the melody :)	Like everyone else is gone and im just by myself in my own world.	Yes
Okay	8	Love story	Sometimes happy other times sad depends on the song	Yes because it can help people

Curious	7	Anything from Zach gordan	mixed feelings	Yes shows the feelings of people
It's very fun since I can be me during school	10 VERY CONFIDENT	I think one is one direction but another is a lot of pop songs	I feel happy or sad depending on the mood of the song but I generally love songs	Yes because when I was in primary I only felt happy when there was songs and then I realised that it could also be a fun way of doing chores and excerize and I began to experiment -isabelle yr7 (I want you to know who this was bye and thank you so much emily)
made me feel more confident	3	Steve`s Lava Chicken	better than how i sing	yes because you might need it in your future job
Shy	5	I don't have one	Happy	Not to me

X	X	X	X	X
GOOD	10	INDUSTRY BABY BECAUSE I LIKE THE LIRICS AND THE SONG AND THE SINGER	HAPPY AND VERY HAPPY	YES SO WE ARE NOT BORD AND THEN IF WE DONT LISEN TO MUSIC WE WILL BE VERY BORD
X	X	X	X	X
She’s pretty cool	7	Meet he halfway	Idk	Nah it’s dead
It was honestly very fun	9	Still, all ten songs, BUT also indigenous immigrant and a few others by godhandusa	Matters what tipe	I think it really is
I dunno	10	N/A	Something	Yes in certain situations

I thought it was going to be bad but now it's been quite good, I've liked it.	4	N/a	Happy	Yes because some people are singers and that's important to them
X	X	X	X	X
happy	8	get him back	calm	yes
fine I guess	4	it's now probably sailor song just because it's a chill song	happy	half and half
Good because she knows a lot about it	7	Forget about us (perrie Edward's)	Good and happy	Yes because it helps people when they are sad and happy
very safe but wouldnt sing infront of people in here	9	i dont have one anymore	happy	yes very because you can listen to it in any emotion your feeling
It was good fun	7	Ransom bye little tica or highest in the room by travis Scott I also like central cee	Happy	Yes
happy, i enjoyed it	7	nemzzz i like the music	calm	yes every one needs it

Ok I guess	7	End of beginning (Djo) / Little monster (royal blood)	Very chill	Yes very!! Without world would be SAD
Nice. And shy	6	Peter, it's a good song	Happy	Yes because it can make you happy
It was alright	6	Not sure	Good	Yea
Happy	7	Breaking dishes because it’s got a good beat	Happy	Yes
Good	10	Lovers in a past life	Good depending on the song	Yes because it makes people happy and brings them together
Kind of confident but still shy	9	Astronomy. Conan Gray. It’s just nice to.	Really relaxed	Yes if music wasn’t invented I wouldn’t be able to relax

Happy it was fun	10	California gurls	Emotional	Yes because it makes people happy
X	X	X	X	X
Better then keyboard	5	Someone like you - adele	Depends what song-very calm	Yess it helps with ALOT
Good	8	Rescue as there is very heavy voice changes	Happy :)	Yes because it can express your emotions

X	X	X	X	X
Good	9	Na	Ok	Yeah
Pretty alright	8	I believe in a thing called love by the darkness because it is very rocky	At home	Yup it brings people together
It wasn't as bad as I thought it would be. Actually okay	9	DIE with a smile	good happy	yes it shows emotion
Pretty good	10 VERY CONFIDENT	Flint and steel of imagination because its nice	I dont know	Yeah because it sounds nice

x x x x x

Results

Paired Samples T-Test

Paired Samples T-Test

	statistic	df	p

Paired Samples T-Test

Paired Samples T-Test

	statistic	df	p

Paired Samples T-Test

Paired Samples T-Test

			statistic	df	p	Mean difference	SE difference
Wk1_How confident singing solo?	**Wk3_How confident singing solo?**	**Student's t**	-3.45	38.0	0.001	-0.821	0.238

Note. H_a $\mu_{Measure\ 1 - Measure\ 2} \neq 0$

Repeated Measures ANOVA

Within Subjects Effects

	Sum of Squares	df	Mean Square	F	p
RM Factor 1	.	.	.	.	.
Residual	.	.	.	.	.

Note. Type 3 Sums of Squares

[3]

Between Subjects Effects

	Sum of Squares	df	Mean Square	F	p
Residual	.	.	.	.	.

Note. Type 3 Sums of Squares

Repeated Measures ANOVA (Non-parametric)

Friedman

χ^2	df	p
23.9	2	<.001

Pairwise Comparisons (Durbin-Conover)

			Statistic	p
Wk1_How confident singing solo?	-	**Wk3_How confident singing solo?**	4.07	<.001
Wk1_How confident singing solo?	-	**Wk4_How confident singing solo?**	5.95	<.001
Wk3_How confident singing solo?	-	**Wk4_How confident singing solo?**	1.88	0.065

[4]

Independent Samples T-Test

Grouping variable 'Gender' must have exactly 2 levels

Independent Samples T-Test

		Statistic	df	p
Wk1_How confident singing solo?	**Student's t**	.	.	.

Note. H_a $\mu_{Group\ 1} \neq \mu_{Group\ 2}$

One-Way ANOVA

not enough observations

One-Way ANOVA (Welch's)

	F	df1	df2	p
Wk1_How confident singing solo?	.	.	.	.

References

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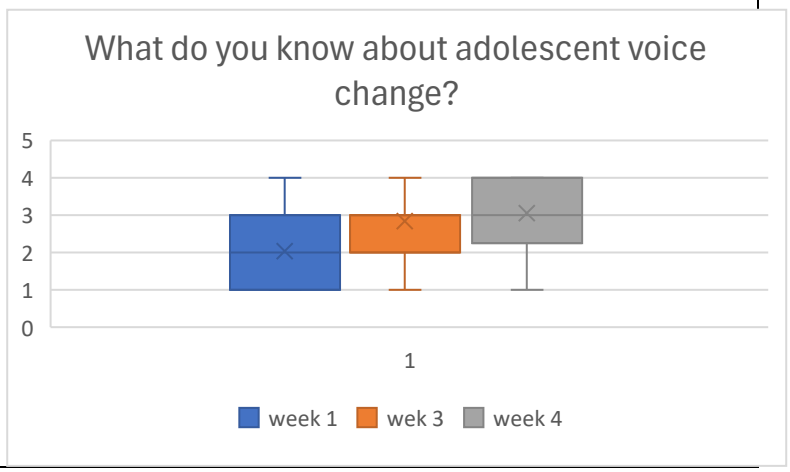
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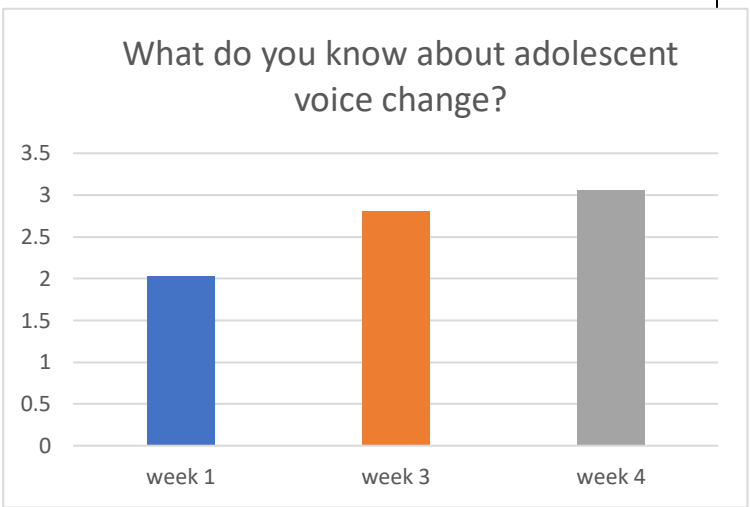
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week 1	week 3	week 4
2	2	2
1		1
2	4	4
2	4	4
2	3	3
2	2	3
2	2	2
3	3	3
2	3	3
2	3	
1	1	2
2	3	
4	3	3
1	2	2
3	3	4
2	3	4
3	3	4
1	2	2
1	3	
1	2	2
1		
1	1	2
2	3	4
1	4	3
1	4	4
2	3	
1	2	2
1	3	3
2	3	3
1	2	2
4	3	3
2	3	4
3	4	4
2	3	3
1	4	4
2	3	3
1	3	4
2	2	3
3	3	3
2	4	
3		3
4		4
2	2	
4	4	3
3	3	3

What do you know about adolescent voice change?



week 1	2.03
week 3	2.81
week 4	3.06

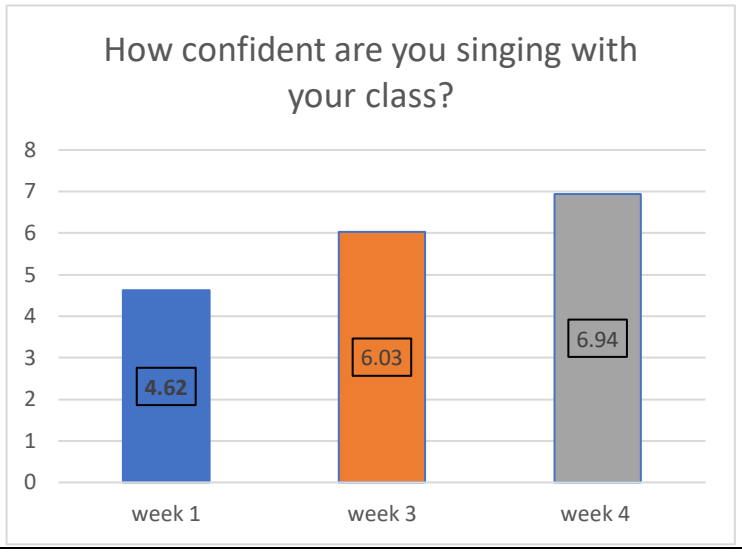


3	2	3
3		4

How confident are you singing with your class?

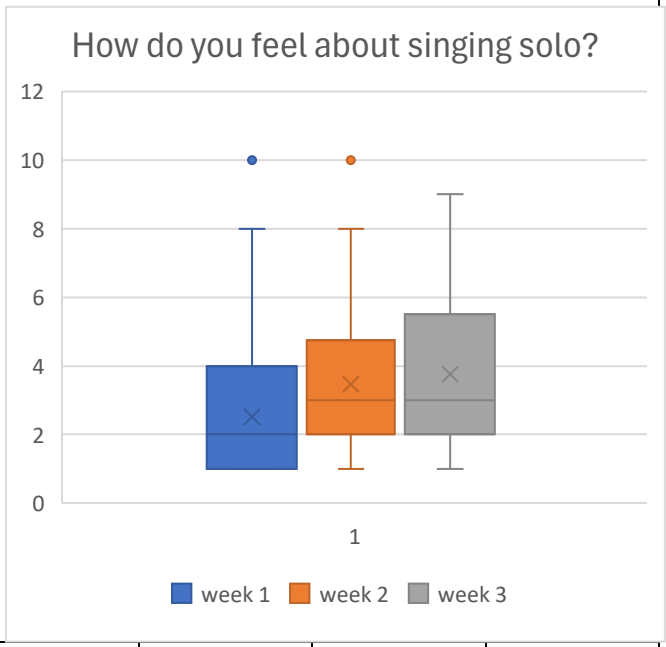
Week 1	Week 2	Week 3			
6	7	8			
8		8			
1	3	3			
5	7	7			
7	8	9			
4	5	5			
2	3	3			
8	10				
8	9	9			
8	10				
2	3	3			
1	1				
1	3	3			
7	8	8			
5	7	7			
10	10				
2	3	3			
3	5	5			
8	8				
7	8	10			
4					
6	7	7			
3	5	9			
9	10	10			
1	4	4			
10	10				
6	6	8			
3	4	4			
3	6	7			
8	8	9			
5	5	7			
6	6	7			
6	7	7			
5	6	6			
6	6	6			
4	6	7			
8	9	10			
3	8	9			
4	6	10			
10	10				
5		5			
6		8			

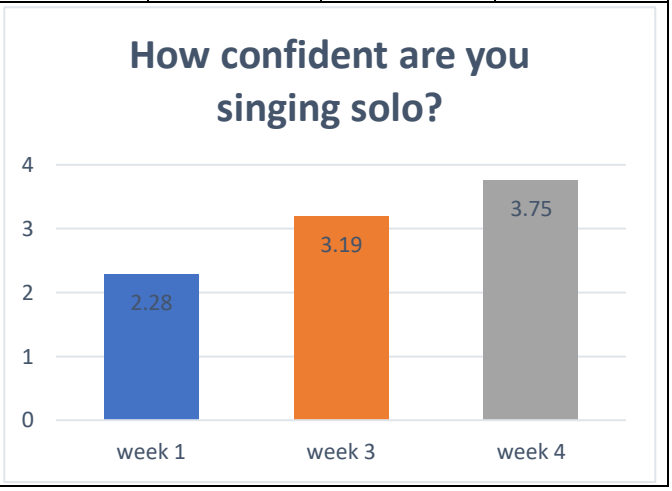
1	2				
4	5	9			
2	4	8			
5	8	9			
4					
			week 1	4.62	
			week 3	6.03	
			week 4	6.94	



How confident are you singing solo?

week 1	week 2	week 3				
4	3	3				
1						
1	1	1				
2	2	2				
3	3	3				
1	3	3				
1	2	2				
7	7	7				
5	6	7				
	10					
1	1	1				
1	2					
1	1	1				
2	3	3				
5						
4	7	7				
1	1	1				
1	2	2				
2	2					
1						
1	3					
4	4	7				
2	4	9				
1	2	2		week 1	2.28	
8	8			week 3	3.19	
2	5	5		week 4	3.75	
1	1					
1	2	4				
5	5	3				
5	5	6				
2	2	3				
1	2	2				
2	2	2				
1	3	3				
2	2	2				
4	2	8				
1	8	8				
1	2	3				
10	10					
1						
3		4				
1	1					





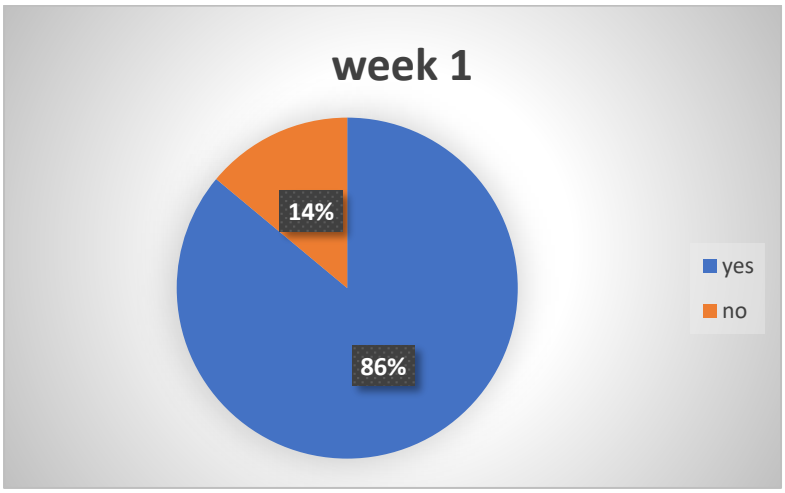
3	3	3				
1	4	4				
1	3	3				
5						

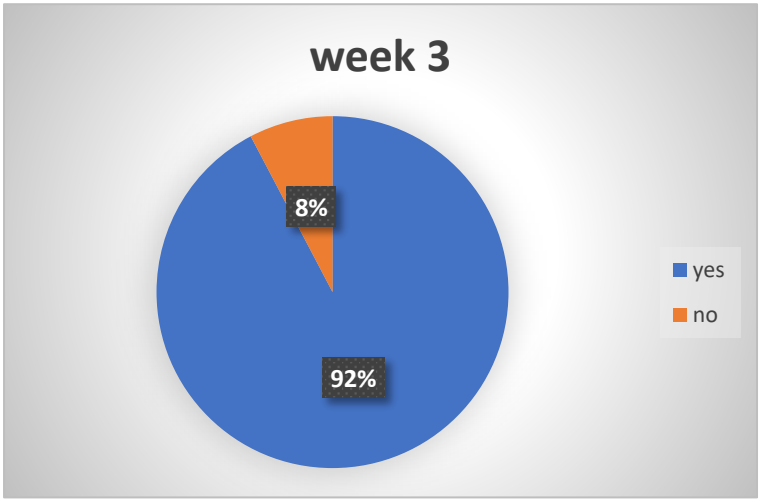
Is Music important?

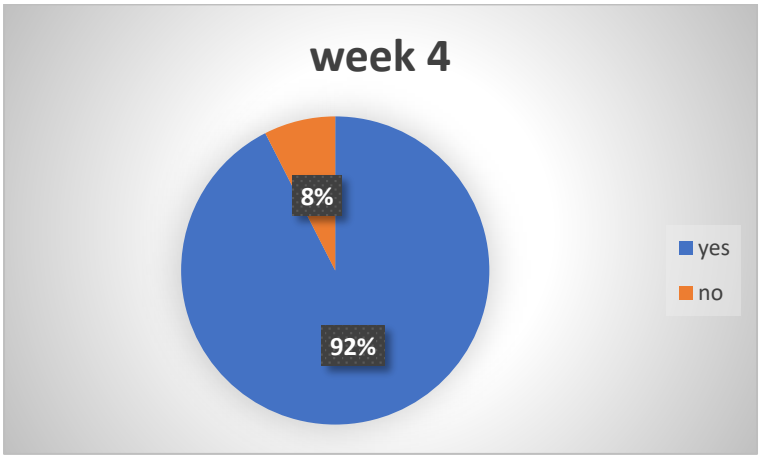
week 4	Week 3	week 1
yes	yes	yes
yes		yes
no	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
	no	yes
yes	yes	yes
	no	no
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
no	yes	yes
	yes	yes
yes	yes	no
no	yes	no
yes	yes	yes
yes	yes	yes
yes		yes
	yes	yes
yes	yes	
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	no
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
yes	yes	yes
	yes	yes
yes		yes
yes		yes
	yes	yes
yes	yes	no

yes	yes	
yes	yes	no
yes		yes

	week 1		week 3		week 4
yes	37	yes	24	yes	37
no	6	no	2	no	3

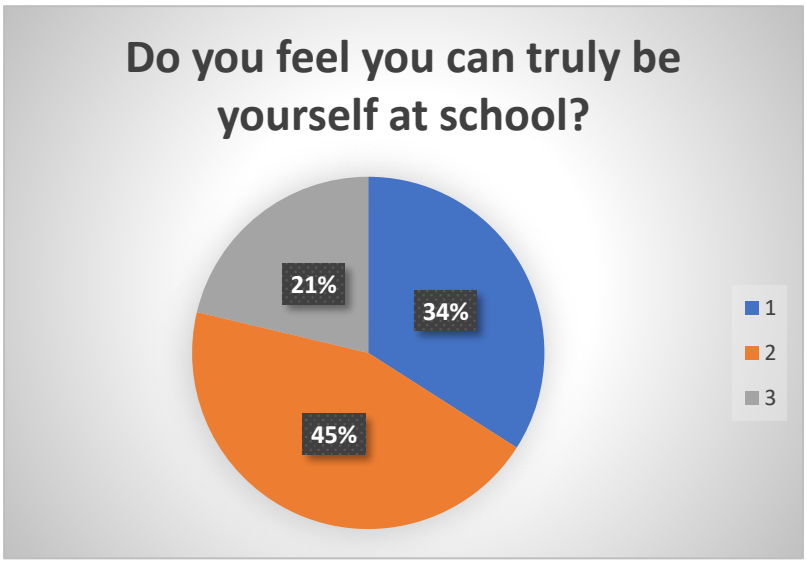






Can you truly be yourself at school?

No	2
No	2
No	2
No	2
No	2
No	2
No	2
No	2
No	2
No	2
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Sometimes	3
Yes	1
Yes	1
Yes	1
Yes	1
Yes	1
Yes	1
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Yes	1
Yes	1
Yes	1
Yes	1
Yes	1
Yes	1
Yes	1

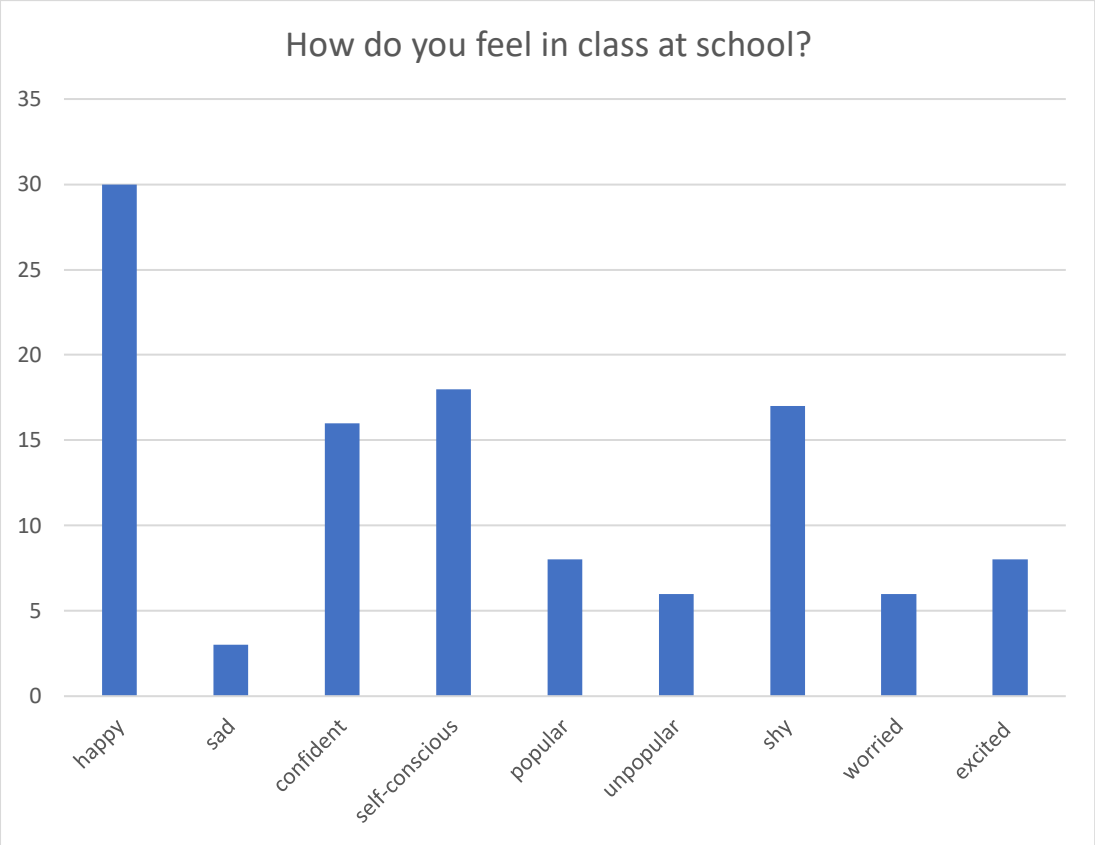


Yes	1
Yes	1
Yes	1

How do you feel in class at school?

happy	sad	confident	self concious	popular	unpopular	shy	worried	excited
1	0	0	1	0	1	0	1	0
1	0	0	0	0	0	0	0	0
0	0	0	1	0	1	0	1	0
1	0	1	0	1	0	0	0	1
1	0	0	0	0	0	0	0	1
1	0	1	0	0	0	0	0	0
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1	0	0	1	0	0	0	0	0
0	1	1	0	0	0	0	0	0
1	0	1	0	0	0	0	0	1
happy	sad	confident	self-conscious	popular	unpopular	shy	worried	excited
30	3	16	18	8	6	17	6	8



PARTICIPANT 8 INTERVIEW

Speaker 1 – Interviewer Emily Woodward
Speaker 2 – Participant 8

00:00. Speaker 1:
Let us begin. So my first question to you is, how did you feel the whole. How did you find. Sorry, the whole experience of joining in with the singing program.
00:09. Speaker 2:
At first I felt quite shy, but by the end I felt more confident singing in a group.
00:13. Speaker 1:
Yeah, definitely. I saw that from a lot of people, actually, which is great. Do you feel like it got easier to participate as the weeks progressed?
00:21. Speaker 2:
Yes.
00:21. Speaker 1:
And why, Why is that?
00:23. Speaker 2:
I found that I learned the skills. Such as the humming and sovts – I think that's what they were called.
00:26. Speaker 1:
Yeah. To help your voice feel a little bit warmer. Yeah. Brilliant. Why did other people start participating more? Because right at the start, when I came in, only about four or five people wanted to actually use their voices. But that got more and more each time. Why do you think that might.
00:46. Speaker 2:
I think it was because at the beginning people felt quite shy, but now they've….Now more people are doing it. They've joined in.
00:55. Speaker 1:
Yes. Because I think when one person takes the lead and goes, you know what, let's just do it, another person will join and another person. It's sort of like an effect.
01:04. Speaker 2:
Chain reaction.
01:08 Absolutely. What do you think the word confidence means?
01:11. Speaker 2:
I think it means feeling proud in yourself and what you're doing.

Commented [BW1]: Shy at first
Confidence grew throughout the programme

Commented [BW2]: Easier to participate as weeks went on

Commented [BW3]: Building skills and knowledge

Commented [BW4]: Shy and worried at first but as weeks progressed it got easier to join.

When others join in its easier

Commented [BW5]: Others joining gives encouragement

Commented [BW6]: Proud - confidence

01:16. Speaker 1:
Absolutely. And do you ever feel confident in anything? Doesn't have to be at school. (Speaker 2 nodds) Yeah. Good.
01:24. Speaker 1:
And where do you feel you can 100% fully be yourself?
01:31. Speaker 2:
I think anywhere, really. There isn't quite a specific place.
01:34. Speaker 1:
Good. You're happy to be yourself and you're confident. I love that.
01:39. Speaker 1:
So are you fairly confident around your class at school and you don't really care? How did you get like that? Because so many people want to be more confident,
01:52. Speaker 2:
I don't really mind what other people think.
01:54. Speaker 1:
Brilliant. That's so good. And did you. Were you like that in primary school as well?
01:58. Speaker 2:
Yes.
01:58. Speaker 1:
Good. Okay. And do you ever worry about speaking up in class or worry that you might sound silly?
02:07. Speaker 2:
Not really. I just say what I think the answer could be.
02:11. Speaker 2:
Or if I get it wrong, I don't think it matters too much for me.
02:15. Speaker 1:
Gosh, that's so good. I wish I was a bit more like you. And do you feel a bit more confident about singing since you started the singing program with me?
02:24. Speaker 2:
I feel more confident singing in a group now, yeah.
02:28. Speaker 1:
Excellent. Do you feel happier that you now know a bit more about how your voice works? What it looks like and maybe about adolescent voice change. Do you feel like, oh, I know a little bit more now about it?
02:41. Speaker 2:
Yeah, definitely. I feel it can help.
02:44. Speaker 1:

Commented [BW7]: Confident and proud at times

Commented [BW8]: Confident in own skin

Commented [BW9]: Not worried what others think

Commented [BW10]: Confident person

Commented [BW11]: Doesn't dwell on things

Commented [BW12]: Even more confident singing in a group, not that worried initially

Commented [BW13]: Knowledge is good

Yeah. Why would it help? Why would it be a good thing to know about?

02:50. Speaker 2:

Because if your voice cracks suddenly, then you know why.

Commented [BW14]: Knowledge is good

02:52. Speaker 1:

Yeah, because otherwise that can be a bit scary or embarrassing, can't it? But if we know why, then we're fine. Wow, You sped through those questions. That was amazing. That's you done. Thank you so much.

Emerging themes:

- Improving skills and knowledge increases confidence.
- Positive teaching methods increase class engagement.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Confident less self-conscious people feel more confident to sing.

Participant 14

Speaker 1 = Interviewer (Emily Woodward)

Speaker 2 = Particpant 14

Speaker 1:

So first question is, how did you find the whole experience of joining in with singing in your class?

Speaker 2:

I think I got more confident with singing, and it just brings everyone together.

Commented [BW1]: Confidence grew
Team - bringing together

Speaker 1:

Love that answer. Okay, good. So in week one, how did people feel generally about taking part, do you think?

Speaker 2:

Like, more anxious and don't want to, like, come out? Because it was, like, really quiet, but then at the end, they were, like, really loud in the singing game we did. Everyone was getting along better.

Commented [BW2]: Anxious at the start

Commented [BW3]: Difference in volume week 1 to week 4

Commented [BW4]: Friendships improved in the class

Speaker 1:

I know on the finish, the lyric, everyone was shouting out the answers. Dancing, weren't they? So would you say it bonded your class together?

Speaker 2:

I think everybody felt, you know what, it's not that embarrassing. Let's just go for it. Yeah, we were more bonded.

Commented [BW5]: Friendships and bonding

Speaker 1:

So, like you said, do you feel like it got a little bit easier to participate as the weeks progressed?

Speaker 2:

Yes

Speaker 1:

Yes. Why?

Speaker 2:

Confidence comes up and grows.

Commented [BW6]: Confidence grew

Speaker 1:

Yeah. And how did I help that happen, do you think?

Speaker 2:

Like, you try to get everyone included

Commented [BW7]: Inclusive

Speaker 1:

Yeah. So I tried to include everybody. Did I force you all to sing?

Speaker 2: No, because you said, like, you don't. have to sing. Especially in the final week. Everyone wanted to sing because they wanted to win points for their team.

Speaker 1:

Yeah, yeah. For the finish, the lyric, the game. Yeah. And then everybody was desperate to get more points. So during that activity they didn't care what their voices sounded like, did they? And we all just had great fun on that one.

Speaker 2:

Yeah, we let go of any inhibitions and just went for it. We were more confident.

Speaker 1:

And what does the word confidence mean to you?

Speaker 2:

Like, shows your personality and how you, like, get braver.

Speaker 1:

Maybe not worrying what others think?

Speaker 2:

Like, no self anxiety or, like, consciousness.

Speaker 1:

Yeah. And do you ever feel like that? Confident - do you ever feel confident?

Speaker 2:

Sometimes.

Speaker 1:

Where? Where is it that you feel fully 100% yourself and be confident?

Speaker 2:

Like, usually by myself, because I feel like no one's staring at me.

Speaker 1:

Yeah. And by yourself, what, at home or at home. And then what about round your family?

Speaker 2:

I'm not that confident around my family. I'm, like, at least half conscious about myself.

Speaker 1:

Oh, you are? Yeah. And so when you're on your own, you're like, "I can be exactly who I want to be without anybody judging".

Speaker 2:

Yes

Speaker 1:

Okay. And do you have a friendship group or a friend that you feel like you can be yourself around?

Speaker 2:

Commented [BW8]: Wanted to sing
Confidence singing
Team work

Commented [BW9]: Confidence

Commented [BW10]: Being brave

Commented [BW11]: Being confident means no self consciousness

Commented [BW12]: Confident when alone

Commented [BW13]: Not that confident with family - by self

Commented [BW14]: No judgement when alone

A little bit? Not 100%, though.

Speaker 1:

Not 100%. What about when you were in primary school, did you feel a bit more confident at primary school?

Speaker 2:

Yeah, I did. Because, like, we were young and we don't care about, like, about ourselves.

Speaker 1:

When did that change, do you think?

Speaker 2:

Near the summer holidays, near year seven.

Speaker 1:

Just about heading on into year seven, that anxiousness starting to build. “Oh, my gosh. I'm going to be in a class with loads of people compared to my small primary school.” Did you go to a fairly small primary school in comparison to this?

Speaker 2:

So it's probably what, only about 300 and here has like 1000.

Speaker 1:

So your last school was much smaller then. So you're being grouped into our whole class of people you don't know from all different schools. I can imagine that is quite worrying.

Speaker 2:

And you, like, have to change, like, lessons with different people.

Speaker 1:

So the worry of maybe getting to class on time and who are my friends gonna be? So you think in the summer holiday, last summer holidays, maybe that feeling of anxiousness built up and then when you went straight into year seven, you had thoughts of what is everyone gonna think of me? I need to make sure that I'm maybe not the loud one,or the one that everyone's laughing at or I don't want to do anything to make people rude or hate me.

Spaker 2:

Exactly, yeah. Because we care so much about what people think. We probably shouldn't.

Speaker 1:

Do you feel like in our singing class, that changed a little bit just in that class? So not around the school, but in the class, did you feel like on week four, you didn't care as much.

Speaker 2:

Not About what other people thought because, like, you got used to the voices around you

Speaker 1:

Are you fully yourself ever at school?

Speaker 2:

Commented [BW15]: Nobody to feel 100% confident with

Commented [BW16]: Primary school - confident, no worries

Commented [BW17]: Feelings on self changed when heading to high school.

Commented [BW18]: Small fish in a big pond

Commented [BW19]: New and different people

Commented [BW20]: Care about others opinions in high school

Commented [BW21]: Less worries in singing class as the weeks progressed

Not really, no.

Speaker 1:

Do you ever worry about speaking up in class or worry that you may sound silly or wrong?

Speaker 2:

Yeah.

Speaker 1:

Because of other people?

Speaker 2:

Yeah, because, like, people that I. The people that don't like me might just start picking on me and stuff.

Speaker 1:

Yeah. And that is a worry, isn't it? You don't want that. No.

Do you feel a little bit more confident about singing in your class since you started the programme with me?

Speaker 2:

Probably, yeah. A bit more confident.

Speaker 1:

Probably is a good enough answer. So overall you feel like the confidence within you and within the class grew from week one to week four.

Speaker 2:

Yeah, definitely.

Speaker 1:

People were more likely to participate because everyone else was doing it. So we felt sort of normal.

Speaker 2:

Everyone was doing it, so why would anybody laugh at us? That sort of thing. And the finish the lyric game was super fun.

Speaker 1:

And everybody joined in because maybe it was a different way of learning. We were still learning, weren't we? We were learning about singing, we were learning about using our voices, but people didn't really care because we were doing it as like a game or a competition.

Speaker 2:

They won't care because it's more fun as a lesson.

Speaker 1:

Commented [BW22]: Not self at school

Commented [BW23]: Fear of being judged

Commented [BW24]: Fear of being judged and bullied

Commented [BW25]: Confidence grew

Commented [BW26]: Confidence grew

Commented [BW27]: Everyone doing it

Commented [BW28]: Fun

Commented [BW29]: Fun lesson

Yeah. Yeah. I think sometimes those are the most educational lessons, the ones where we're actually, like, having loads of fun or we're getting up and moving about because they're more memorable.

Speaker 2:

So it's not boring. You're not just looking at a board and writing.

Commented [BW30]: Not boring - fun lesson

Speaker 1:

Thank you. That's all I need from you today.

Emerging Themes:

- Improving skills and knowledge increases confidence.
- Positive teaching methods increase class engagement.
- Primary school has less judgement, and you feel less self-conscious.
- High School changes confidence levels and increases self-consciousness.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Singing together forms stronger bonds.
- New things can feel scary.

Particpant 20

Speaker 1 = Interviewer
Speaker 2 = Particpant 2

Speaker 1:
Okay, so first up, how did you find the whole experience of joining in with singing in your class?
Speaker 2:
I found it quite fun because I do quite enjoy singing, especially on my own. I haven't really done it in front of other people before, but I did quite enjoy doing it with other people as well.
Speaker 1:
Good. What do you think about going from week one to week four?
Speaker 1:
Did you feel like it got a little bit easier as the weeks got went by?
Speaker 2:
Yeah, probably because I started to realise that no one really cares about, like what your voice sounds like. So I start to become more confident as the weeks went on.
Speaker 1:
Amazing. Yeah.
Speaker 1:
Brilliant. That's the whole point of it, so I'm glad about that. So less self conscious, little bit more confident as the weeks went on. Brilliant. Can you tell me what you think the word confidence means to you?
Speaker 1:
What is it to be confident? You know, there's no wrong and right answer here. It's just what you feel.
Speaker 2:
I think that it's not being scared about what other people think. Whether it's when if you do quote unquote well or quote unquote badly, then you don't really care.
Speaker 2:
You just care that you've done it.
Speaker 1:
Brilliant. Yeah. Do you ever feel confident?
Speaker 2:

Commented [BW1]: FUN
Commented [BW2]: Enjoy singing alone.
Commented [BW3]: New experience singing in a group.
Commented [BW4]: Nobody actually cared what your voice was like.
Commented [BW5]: Confidence gained
Commented [BW6]: What confidence is
Commented [BW7]: Not caring about other people opinions
Commented [BW8]: Achievement
Pride

Not a lot, but sometimes, yeah.

Speaker 1:

Yeah. It's hard to feel confident really, isn't it? Because I think being at school, I remember worrying what other people thought of me.

Speaker 1:

I still have that issue sometimes where I worry about what other people think of me. But it's good that you felt that as the weeks progress, you cared a little bit less about what people thought.

Speaker 1:

So where do you feel you can fully 100% be yourself?

Speaker 2:

In my room.

Commented [BW9]: Confident when alone

Speaker 1:

In your room when you're at home with your own family.

Speaker 2:

Yeah. Or while I'm out with my friends.

Commented [BW10]: Confident with family and friends

Speaker 2:

Because honestly, if I'm like in a bigger town because I go to my dad's, it's. It's a way bigger city.

Speaker 1:

Yeah.

Speaker 2:

I don't really care what people think. So I could express myself more through clothing and stuff like that.

Commented [BW11]: Wishes they could express themselves all the time.

Commented [BW12]: Small town, everyone knows each other

Speaker 1:

So, yeah, that's great. So you you feel like you can be confident then as well. Brilliant.

Speaker 2:

And around the people you chose to hang out with. Because in school you're put in a class with people that you wouldn't normally pick to be friends with.

Commented [BW13]: Not friends with classmates

Speaker 1:

Okay. So what stops you from showing your full self and being yourself at school?

Speaker 2:

Probably all the stereotypes that come with it.

Speaker 1:

Because.

Speaker 2:

Because, like, if I was fully myself, then people would probably like assume way More than they do already.

Speaker 1:

So I feel like perhaps you can't fully be yourself at school and open up and be honest unless you're with your main little friend group. Is that right?

Speaker 2:

Yeah

Speaker 1:

I was exactly the same at school.

Do you ever worry about speaking up in class or worry that you might say something that sounds silly or it might be wrong? Do you ever worry about that?

Speaker 2:

Yeah, because I've had a stutter since I was young. So yeah, I do sometimes worry about.

Speaker 1:

I haven't even noticed that you've got a stutter, so you're doing very well. What about singing? Do you feel like, oh my gosh, I would not want to sing in front of everybody or do you feel a little bit more like you would now?

Speaker 2:

I think that I would a little bit more because I took this thing called super singers back in primary as well. So that increased my confidence quite a bit with it as well.

Speaker 1:

So you sang a bit more at primary school than you did now?

Speaker 2:

Yeah,

Speaker 1:

That seems to be the thing I keep hearing. I guess there's so many lessons that happen when you're in high school. It's very different, isn't it?

Speaker 2:

No one really cares then at primary school about what you do or what you sound like, because it's in school with loads of kids your age and younger than you.

Speaker 1:

So yeah, everyone joined in, didn;t they? I think when I've taught primary schools versus high schools, people are much more self conscious in high school than they are in primary school. They just do it. They don't care, they just go for it. They don't care what they sound like, they're just having fun.

Speaker 2:

Yeah, that's what it was like at primary school for me.

Commented [BW14]: Worried about opinions of others

Commented [BW15]: Participant 20 got a little upset during this. Reflecting on times they struggled to get their words out.

Commented [BW16]: Positive reinforcement, move the question on as I noticed the participant getting noticeably upset.

Commented [BW17]: Confident when singing

Commented [BW18]: Sung in primary school

Commented [BW19]: Checking they sung lots in primary school compared to senior

Commented [BW20]: Primary school singing
None at high school

Commented [BW21]: Not self conscious at primary when singing

Commented [BW22]: Fun singing at primary because everyone did it, nobody judged.

Speaker 1:
But I think when we get to a secondary school we start worrying a little bit more about what other people think of us, which is natural when we get to this age, to be honest, as part of adolescence. Do you feel a little bit more confident about singing in your class? Since starting the singing program with me?
Speaker 2:
Yeah.
Speaker 1:
Singing as a group perhaps a little bit more than singing on your own. The first class I did with you was really quiet. Really quiet.
Speaker 1:
Do you remember we sat in a circle?
Speaker 2:
Yeah.
Speaker 1:
People. It's funny, there's a lot of research suggests that sitting in a circle makes everyone feel like they're together and they're more likely to participate. However, I felt like, I felt like, everybody was much more worried when they were sitting in a circle because they felt everyone was looking at them.
Speaker 2:
Yeah, because, like, in a circle you've got way bigger view than of everyone else and you know that other people can definitely see you from whatever angle you're really at.
Speaker 1:
Whereas we then went back to sitting at our tables and everybody was facing me, nobody could see anybody else's faces. They didn't care. They heard sound coming from everybody else. So they were like, oh, I might as well just join in then.
Speaker 2:
I was near back down.
Speaker 1:
Yes. Over here.
Speaker 1:
So you probably felt like, well, everyone's looking this way so they're not looking at me anyway, so more likely to join in.
Speaker 2:
Yeah.

Commented [BW23]: More confident in class since singing programme

Commented [BW24]: Reflecting on week 1

Commented [BW25]: Felt like being watched
Being judged
Awkward

Commented [BW26]: Felt like everyone was staring and judging

Speaker 1: Do you think it would be easier now if I got everyone in a circle now because everyone started joining in and they all know the clapping rhythms and they all know, like the singing, all of that sort of stuff.

Speaker 2:

I think with like the parts that we know, like warm up some stuff, I think that would be better.

Speaker 1:

Yes.

Speaker 2:

But otherwise, I think not new stuff.

Speaker 1:

Yeah, I agree. The fear of the unknown, I think it is. Yeah. People are scared to do something that they're not sure of. And people are a little bit like sheep. They like to copy what everyone else does. If one person, does it, they're more likely for the next person to do it. Did you feel like that? Like, oh, because these people are doing it, I'll join in. Or because. And I think other people felt like that.

Speaker 2:

Yeah. Because personally, I was. I think I might have been one of the first ones, like, actually start singing. So at first everyone was like, I mean, kind of weird. But eventually other people did join in and it was quite fun then.

Speaker 1:

So you felt like everyone got so used to it and it felt a bit more normal.

Speaker 2:

Yep.

Speaker 1:

Do you think that the way maybe I approached the lesson helped people feel a little bit more comfortable in doing it?

Speaker 2:

Because unlike normal teaching, when you stop at slides, explain every single word. I swear I've had teachers explained why they chose the freaking background colour for the slides before.

Speaker 1:

Do you find that a bit boring, a bit slow?

Speaker 2:

Yeah, well, you did stuff like finished lyrics, but you also did that with a method to it. Like, I realized later that because of the finished lyrics, everyone was singing along and being a lot less self-conscious than it was before.

Speaker 1:

Commented [BW27]: More confident in exercises already taught.
noticing improvement.

Commented [BW28]: Fear of unknown
Unsure

Commented [BW29]: Weird to sing

Commented [BW30]: Class participation

Commented [BW31]: Class participation and improvement

Commented [BW32]: Different teaching approach
Interesting

Commented [BW33]: Games used as teaching method.
Learning through play

Commented [BW34]: Class participation
Fun
Enjoyment
Not self conscious
Confident

Yeah, I think it helped everyone's friendships bond a little bit more, didn't it? Everyone had so much fun.

Speaker 2:

Yeah. (student name), be like dancing.

Speaker 1:

Everyone was I know. He wouldn't have done that on week one, would he?

Speaker 2:

No way!

Speaker 1:

Much more Scared to do it. I think that class just showed how much music can make everyone happier and make people like each other a bit more.

Speaker 2:

Yeah.

Speaker 1:

Brilliant.

Speaker 1:

Thank you so much. That's it.

Commented [BW35]: Class friendships
Bonds forming

Commented [BW36]: Student improvement in skill, confidence

Commented [BW37]: Fun
Happy
Good mood

Emerging themes:

- Improving skills increases confidence.
- Positive teaching methods increase class engagement.
- Primary school has less judgement and you feel less self-conscious.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Singing together forms stronger bonds.
- New things can feel scary.

Particpant 40 - Interview

Speaker 1 = interviewer

Speaker 2 = Participant 40

Speaker 1:

So can you tell me how you found the whole experience of joining in with the singing in your class?

Speaker 2:

Because I've done a lot of singing before and I felt like it would be a fun thing to do.

Commented [BW1]: Previous singing experience.

Speaker 1:

And how did you feel it went over the four weeks?

Speaker 2:

It went good.

Commented [BW2]: Good

Speaker 1:

Did you feel like it got easier as the weeks progressed to participate in the class fully?

Speaker 2:

I felt like I was ready enough to participate to begin with.

Commented [BW3]: Previous singing experience gives confidence

Speaker 1:

Because you do singing outside of school?

Speaker 2:

Yeah.

Speaker 1:

So I'm just going to say this….. Speaker 2 comes to Triple Threat Stage School , my theatre school and joins in with singing, acting and dancing once a week with me. And also has viola lessons.

Commented [BW4]: Experience at stage school

Speaker 2:

Yep.

Speaker 1:

Anything else? Do you do any other singing? Oh, you join. You're in choir as well?

Speaker 2:

Yeah.

Commented [BW5]: Choir - previous singing experience.

Speaker 1:

So you do quite a lot of singing. So singing for you is not something that's scary.

Speaker 2:

No, not scary.

Commented [BW6]: not scared to sing

Speaker 1:

Where do you feel like you can be fully 100% yourself?

Speaker 2:

At home and at Triple Threat.

Speaker 1:

That's amazing. Why do you feel like that, Triple Threat?

Speaker 2:

Because I feel like it's a safe space.

Speaker 1:

What makes it safe?

Speaker 2:

That people won't make fun of people and it's. It's just a safe place.

Speaker 1:

I agree. And do you think people won't make fun of people because everyone's joining in, doing the same thing or because everybody's there because they like it?

Speaker 2:

Yeah, that's the reason, both because everyone is doing the same thing and they've chosen to do it because they love it.

Speaker 1:

Do you feel like perhaps at school, when I came in to sing, not everybody obviously wants to be doing singing, so it's harder to then be that big, loud student I teach weekly at triple Threat? Because you're big and loud at Triple Threat.

Speaker 2:

Yeah, I am, but not here.

Speaker 1:

You feel happy at triple threat because you've got good friendship groups at Triple Threat, haven't you? And then I guess when you're in your class at school. you're with people that maybe you don't spend much time with.

Speaker 2:

Yeah. Not my friend group always.

Speaker 1: You wouldn't choose to spend much time with with everyone in your class perhaps…So it's maybe a bit harder to show them who the real speaker 2 is, do you think?

Speaker 2:

Yeah, that's true. But I've performed on stage many times.

Speaker 1:

You have?

Speaker 2:

So it's not that big.

Speaker 1:

Commented [BW7]: Confidence at home and stage school.

Commented [BW8]: Stage school is safe space

Commented [BW9]: Shared passion and understanding

Commented [BW10]: Everyone singing gives encouragement to others

Commented [BW11]: Loud at stage school but shy at school.

Commented [BW12]: At school you're with a mixture of people who may not understand you.

Commented [BW13]: Not fully self

It's not that big a deal. Did you. I mean, I noticed in the class that you weren't as loud as you normally would be at Triple Threat.

Speaker 2:

I wasn't.

Speaker 1:

Are you quite quiet in your classes at school?

Speaker 2:

Yeah, I'm very. I'm like a quiet person at school.

Speaker 1:

Not a triple threat. You're like a totally different person. You're the Speaker 2 I know at Triple Threat. It's loud and, I don't know, really confident.

Speaker 2:

I'm quiet at school, but then when I do, like after school clubs or something, I'm very loud.

Speaker 1:

And is that because the people that are at those after school clubs are doing the same thing as you and want to be there?

Speaker 2:

Yeah

Speaker 1:

They're interested in the same thing.

Speaker 2:

Solos though, that's different. But I will be louder.

Speaker 1:

Yeah, you'll be louder.

Speaker 2:

Yes.

Speaker 1:

I think I encouraged you to sing solo in the singing program, didn't I? With maybe a couple of other people. And you were confident enough to do that, weren't you?

Speaker 2:

Yeah. And doing that finish the lyric thing was fun.

Speaker 1:

That was fun, wasn't it?

Speaker 2:

Our table won.

Speaker 1:

Commented [BW14]: Not loud at school

Commented [BW15]: Not loud at school

Commented [BW16]: At school quiet, in happy place loud and self

Commented [BW17]: Shared interest

Commented [BW18]: Remembering class activity

Commented [BW19]: Fun

You did excellently. Okay, so what do you think stops you from showing yourself and being yourself to everyone else at school?

Speaker 2:

Because not everyone else likes the same thing. And then it just. It's just different.

Commented [BW20]: Different interests

Speaker 1:

Are you worried about how others might think of you?

Speaker 2:

Yeah.

Commented [BW21]: Judgement

Speaker 1:

Do you think that's changed from primary school to junior to high school? Do you think you worried a little less when you were in your other school?

Speaker 2:

I think I worried a little bit less in primary school.

Commented [BW22]: Less worried at primary school

Speaker 1:

So do you ever worry about speaking up in class or worry that what you may say might sound silly or wrong?

Speaker 2:

Sometimes, but sometimes not. Depends what lesson I'm in.

Commented [BW23]: Worries in class

Speaker 1:

So is it the fear of being judged?

Speaker 2:

Yeah.

Commented [BW24]: Judgement

Speaker 1:

And people thinking badly of you?

Speaker 2:

If it's in music, I'm completely fine.

Commented [BW25]: Music is favourite lesson. confidence in music.

Speaker 1:

Yeah.

Speaker 2:

Music's my favourite lesson.

Commented [BW26]: Music favourite lesson.

Speaker 1:

Oh, that's nice. And you're like, I actually know what I'm talking about here.

Speaker 2:

And my music teacher is my favourite teacher.

Speaker 1:

Do you feel a little bit more confident? I know you were already quite confident, but do you feel a bit more confident about singing in front of your class since doing the project?

Speaker 2:
Yes.
Speaker 1:
Brilliant.
Speaker 1:
do you think that everybody else found it got a little bit easier as the weeks progressed?
Speaker 2:
Yes, one student really didn't want to do it at the beginning, but then at the end he felt more confident.
Speaker 1:
Yeah, There were lots of people, actually, that I think at the start did not want to do it because they thought I was going to maybe force them to sing.
Speaker 2:
Yeah, I wanted to do it.
Speaker 1:
You did? Yeah. Did I force anyone to sing?
Speaker 2:
I think you encouraged them to be more confident.
Speaker 1:
Would you like there to be more singing in school? I know you already do choir and you do your shows, but would you like there to be singing maybe every year in school that everyone had to join in with? And if everyone joined in, how do you think people would feel?
Speaker 2:
I think they'd feel more confident because they're not doing on their own.
Speaker 1:
Yeah.
Speaker 2:
And everyone will be doing the same thing.
Speaker 1:
Yeah. And do you think that that might help things like friendships, social groups, because we're all doing something the same together at the same time, so no one cares.
Speaker 2:
Yes. And if we sound different or get voice cracks, we will know its normal.
Speaker 1:
Yeah. we'll get over it and we'll move on.
Speaker 2:
I've had voice cracks many, many, many times.

Commented [BW27]: More confident singing in class

Commented [BW28]: More confidence - confidence grew

Commented [BW29]: Encouragement from teacher

Commented [BW30]: Confidence when doing something together in a group.

Commented [BW31]: In a group altogether.

Commented [BW32]: I group means confidence

Commented [BW33]: Vocal skills and knowledge

Speaker 1:
How do they feel? Feel? How do you feel? Do you feel like, embarrassed when that happens?
Speaker 2:
No, not that embarrassed I just keep going.
Speaker 1:
Excellent. That's exactly what I like to hear. Well done.
Speaker 2:
Sometimes I might just stop for a few minutes to cough or something and then I just go, just keep going.
Speaker 1:
That brings us to the end of our interview. Thankyou so much.

Emerging themes:

- Improving skills and knowledge increases confidence.
- Positive teaching methods increase class engagement.
- Primary school has less judgement, and you feel less self-conscious.
- High School changes confidence levels and increases self-consciousness.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Singing together forms stronger bonds.
- Previous singing experience helps confidence.
- Safe places to be yourself are important.

Commented [BW34]: Knowledge about voice gives confidence

Teacher interview

Speaker 1 = Interviewer Emily Woodward (*comments marked as BW*)

Speaker 2 - teacher

Speaker 1:

Music teacher (name)

Speaker 2:

That's me.

Speaker 1:

That's you. Can you tell me how you felt watching the singing program?

Speaker 2:

It was really interesting because some of those students, when I first told them that they were going to do it, were completely like, I'm not doing that. I'm not even going to sit in there. And then you see them realise that it's not as bad as what they think it's going to be. And then by the end, they're fully in. Yeah. And, like, you get the odd few that aren't, but the majority of them are invested and they'll just kind of get on with it.

But also it's good for me to see how to approach it, because you fall into the habit of going, well, if you don't join in, you're going to get this. And I really hate saying, if you're not joining in, then there's going to be a sanction. But you. I do it when they're on keyboards because there's no reason why they can't. But it's so difficult when it's their voice because it's theirs. And I feel so guilty when I say that. It's good to see, like, how you can approach it without having to be…Strict.

Speaker 1:

Yeah, it's a tough one because I think voice is, like, quite a vulnerable thing.

Speaker 2:

And that's why I struggle with it, because I think I don't know how to make you sing, because when I was your age, I wouldn't have sung.

Speaker 1:

Yeah. And is singing in your curriculum?

Speaker 2:

So the government. Because it's not. There's a national curriculum for music, but it's really like, there's nothing in it. It just basically says performing, composing and appraising have to be part of it, and it says that singing has to be part of it. And they give you, like, a. Nobody ever sticks to it.

Commented [BW1]: Dismissive, not interested in singing at first.

Commented [BW2]: Changed feelings towards singing.

Commented [BW3]: Joined in and enjoying it.

Commented [BW4]: Watching others teach is beneficial.

Commented [BW5]: Sanctions for not doing something.

Commented [BW6]: Different approach to singing. Positive encouragement rather than sanctions.

Commented [BW7]: Music teachers struggle with teaching singing.

Commented [BW8]: Singing is in the curriculum

But it's called a model music curriculum, which is, like, we suggest that students are able to sing in harmony by the time they're in year nine and stuff like that. So technically, singing is in there, but it is always the thing that I skip and why, when I run out of time.

Speaker 1:

Why?

Speaker 2:

Because. Because I worry about how I approach it and then how the kids react to it.

Speaker 1:

Do you worry that they might judge your voice?

Speaker 2:

No. That doesn't bother me.

Speaker 1:

That doesn't bother you?

Speaker 2:

I worry that they. I worry that I don't approach it in a way that makes them confident.

Speaker 1:

Yeah.

Speaker 2:

And I worry That I will do it and they'll be terrified, or I'll do the wrong thing and it will really impact how they see themselves, like singing.

Speaker 1:

But have you ever been taught how to teach singing?

Speaker 2:

Never.

Speaker 1:

But you're expected to teach singing. How are you supposed to do that? That's like me saying, I'm going to teach you guitar today. I don't know how to play the guitar.

Speaker 2:

This is the thing. So I. I try and pick. I've looked quite a lot online at different ways that people do it. So a lot of schools do karaoke. So, like first five minutes, there's Song of the Week and everyone in Year seven, eight and nine, it's on the board and they do it like karaoke. Then I try and pick, like, easy songs that they can do. It worked better when I used to do singing as my first topic in Year seven and then it was fine. And the rest of the time they were here, they would do those. But how curriculums have worked this year and for the last couple of years, actually I haven't been able to do it and that's had the impact because I know if I start with it in Year seven, they'll be fine.

Speaker 1:

Commented [BW9]: Singing is a requirement but it is often skipped and overlooked.

Commented [BW10]: Worry

Commented [BW11]: Music teachers worry about making them less confident.

Commented [BW12]: Self doubt about teaching singing. Worries about future impact on wrong teaching methods.

Commented [BW13]: Never been taught to sing or taught how to teach singing.

Commented [BW14]: Teaching something you know nothing about

Commented [BW15]: Learning on line and watching others.

Commented [BW16]: Starting singing at the beginning of year 7 works better.

Commented [BW17]: Start early

Yeah. I believe that if Everybody starts from day 1 in year seven and it's something that is normal, eventually every single person in the whole school. I know it will take a long time for the whole cohort to get there, but by the time those year 7s are in year 11, every single person is singing. And so then you're a singing school and nobody's embarrassed because they are all doing it because everyone in primary school sings, it's like not even a thing.

Speaker 2:

Do you know what, though? It's interesting because I always thought that. And if I start them on it in Year seven, which is what I used to do at my old school, they were fine with it.

Speaker 1:

Yeah.

Speaker 2:

But it's unbelievable the amount of them who would do it every day at primary school and would do singing assemblies. But as soon as you mention it here at secondary school, as soon as they are here and you say, we're going to do some sing, wow, they huff and puff. So. So even though they did it all the time at primary school, they still. They have this. Not all of them, but a lot of them have a very negative view of it.

Speaker 1:

Yeah. I mean. I mean, from the data that your students have shown it, it's very much because they're so worried about what other People are thinking and you see that here.

Speaker 2:

So I could start them singing when I did it at my old school, I would start them singing in Year seven and then if we revisited it in Year eight, terrified. But I think that's because we would do singing and then we wouldn't not do it for ages. Whereas what I need to do is Year seven, September singing and then we sing every lesson.

Speaker 1:

Yeah.

Speaker 1:

Even if it's literally two minutes at the end or at the beginning, just so there's something. Or even if it's just like an icebreaker activity halfway through the class. Let's just get up and do such and such.

Speaker 2:

Yeah.

Speaker 1:

Which would work.

Speaker 2:

And that's difficult because for other stuff, I have, like so many other things, but I have nothing for singing.

Commented [BW18]: Start of term in year 7 singing would mean everyone sings and feels normal.

Commented [BW19]: Primary school sing
Secondary school they don't want to.

Commented [BW20]: Little and often to build confidence singing.

Commented [BW21]: No tools, exercises for singing, but lots for other instruments.

Speaker 1:
that's a little breaker activity? But that's because you've not been taught anything.
Speaker 2:
Yeah.
Speaker 1:
So how are you supposed to have some?
Speaker 2:
Well I do now after your singing lessons
Speaker 1:
Yeah. You now have. Yay. So you said going on from Year seven, this new Year, you're going to try and start implementing singing for everybody to try and get them a little bit more confident with their voices.
Speaker 2:
Because what I would like. Because according to the. What is this thing called that we're meant to follow? It's not the model. The National Plan for Music Education. I don't know if you've seen it.
Speaker 1:
No.
Speaker 2:
It's like a big government document where they basically have said, this is everything that we want music to be like in schools. So when a student leaves primary school, this is all the stuff they should do. So they should be able to read treble clef notation by the time they leave primary school.
Speaker 1:
Yeah.
Speaker 2:
Right. It doesn't happen. But as part of it. And. And it's coming into Ofsted, so Ofsted will start looking at it. And part of it is that there should be singing assemblies. So what I want to do is get them doing it in Year seven and then I can do singing assemblies, because that's what they should be doing.
Speaker 1:
That'd be so fun. But it's also picking the songs that.
Speaker 2:
They like that will terrify me.
Speaker 1:
Oh, yeah. That is scary.
Speaker 2:

Commented [BW22]: Increased skills and confidence in teaching singing.

Commented [BW23]: Implementing singing into school earlier and more often.

Commented [BW24]: Singing assembly into high school.

Commented [BW25]: Terrified to sing in assembly

A class. I could deal with 120 of them in the hall. I would be terrified.

Commented [BW26]: Terrified

Speaker 1:

I think if you whack on a song that they're all going to know with the words behind you, you'll be surprised. They'd be fine. But, yeah, if you're. If you're thinking something like classical, maybe not. I couldn't think of the assembly songs we used to sing.

Speaker 1:

What did we used to sing? Give me Oil In My Lamp.

Speaker 2:

The Jesus Laden we are Jesus. Yeah.

Speaker 1:

They don't want any of that.

Speaker 1:

So, moving on, do you feel like music is supported by every teacher in the school?

Speaker 2:

No, absolutely not. Absolutely not.

Commented [BW27]: Music is not supported in school by all teachers.

Speaker 1:

Why do you think that is?

Speaker 2:

So teachers can be reluctant to let students leave for music lessons because they feel like their subject is far more important than what mine is. They don't understand. Some teachers do. And they will pay lip service to understanding the wider benefits of music. But when it comes to the practicalities of it, not necessarily very supportive. If there are. Like when it comes to funding, there isn't any. So what I have to buy is what I make through concerts. So if I don't put a concert on, I'm not going to make any money and therefore I'm not going to get.

Commented [BW28]: Other teachers reluctant to let student out of lesson for singing.

Commented [BW29]: No understanding

Commented [BW30]: Not supportive

Commented [BW31]: No funding

Commented [BW32]: Concerts in own time to make money for music department.

Speaker 1:

But then are you then more stretched because it's just you. You're the only music teacher. Right. You've got Peri teachers, but I guess you have to pay them hourly or whatever. And so you have to spend your own time putting on concerts in order to fund your music classes.

Commented [BW33]: Stretched and overworked - no support

Speaker 2:

Yeah. And I get. I get a budget. Don't get me wrong. My budget is not a bad budget compared to what a lot of schools are getting. But what it doesn't take into consideration is that music is expensive. And if you want a good music department, you have to put the money into it. And I have been quite lucky here in that I have a classroom and it's a new classroom and new equipment compared to what I had in the old one. But it's a half job.

Commented [BW34]: Music is expensive

Speaker 1:

Yeah. Do you think SLT appreciate everything you do?

Speaker 2:
Some members, definitely. There are some members of SLT who very much appreciate everything that happens and understand how much time goes into it. And there are others that have absolutely no idea.
Speaker 1:
Yeah. So sad, isn't it?
Speaker 2:
But I would say I am quite lucky here in the support that I get in comparison to a lot of schools because there are other schools who. There's no support, there's no funding. For example I know of someone who was putting a concert on and they book the hall for the day, but another member of staff needs it. So they're told, you'll have to do your concert after school.
Speaker 1:
It just always feels second place right?
Speaker 2:
I would say that English, maths and science are considered the most important here.
Speaker 1:
Yeah.
Speaker 2:
Which I get, because they're your main subjects that you need. But what people don't consider is if it's just academic, you've got no skills.
Speaker 1:
No.
Speaker 2:
Like, there's no people skills.
Speaker 1:
And what about for those students that are not academic and actually thrive in a more creative environment?
Speaker 2:
Exactly!
Speaker 1:
Before we wrap up, can you let me know how many students are in the school and how many students are on pupil premium?
Speaker 2:
Yeah, let me just look it up for you……..so we have 736 students and 172 of those students are pupil premium. So a big percentage of this school are from families with very low incomes.

Commented [BW35]: Some Slt understand and support, others don't.

Commented [BW36]: Lucky at this school in comparison to others.

Commented [BW37]: Most important subjects English maths and science.
Not music

Commented [BW38]: No other skills in academia.

Commented [BW39]: Music gives skills

Commented [BW40]: Pupil premium

Commented [BW41]: Under privileged area / school.

Speaker 1:
Gosh, that does seem a big percentage, let me work that out now on my calculator……..so 23.4% of the school are from low income families and are pupil premium.
Speaker 2: yeah, a lot!
Speaker 1:
How many students at the school have private music lessons here at Fakenham academy?
Speaker 2:
Oh, I know that, It's a number I'm very proud of. So we have 88 students who have private music lessons, but when I started here a few years ago we only have 20 students having lessons.
Speaker 1:
So how does that work at your school, do the parents pay, or does the school help in any way?
Speaker 2:
So the school subsidise lessons by 50% and the parent pays for the other 50%. But GCSE music students get free private music lessons and any students on pupil premium also get free private lessons. So we are lucky as most schools are not like that.
Speaker 1:
That's brilliant! Thanks for sharing that with me, very helpful indeed.
Yeah, cool. I think we're there. Thankyou so much.

Commented [BW42]: Passionate teachers get results.

Commented [BW43]: Music is growing at fakenham

Commented [BW44]: Support from the school is there.

Emerging themes:

- Negative feelings changed to positive feelings.
- Confidence in students grew.
- Positive teaching methods increase class engagement and enjoyment.
- Unconfident teaching specialised subjects, leading to fears of worry, self-doubt, being judged, feeling scared.
- Early intervention.
- Unsupportive environment.

Teacher - Emerging themes:

- Negative feelings changed to positive feelings.
- Confidence in students grew.
- Positive teaching methods increase class engagement and enjoyment.
- Unconfident teaching specialised subjects, leading to fears of worry, self-doubt, being judged, feeling scared.
- Early intervention.
- Unsupportive environment.

emerging themes:

- Improving skills and knowledge increases confidence.
- Positive teaching methods increase class engagement.
- Primary school has less judgement, and you feel less self-conscious.
- High School changes confidence levels and increases self-consciousness.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Singing together forms stronger bonds.
- Previous singing experience helps confidence.
- Safe places to be yourself are important.

Emerging themes:

- Improving skills and knowledge increases confidence.
- Positive teaching methods increase class engagement.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Confident less self-conscious people feel more confident to sing.

Emerging Themes:

- Improving skills and knowledge increases confidence.
- Positive teaching methods increase class engagement.
- Primary school has less judgement, and you feel less self-conscious.
- High School changes confidence levels and increases self-consciousness.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Singing together forms stronger bonds.
- New things can feel scary.

Emerging themes:

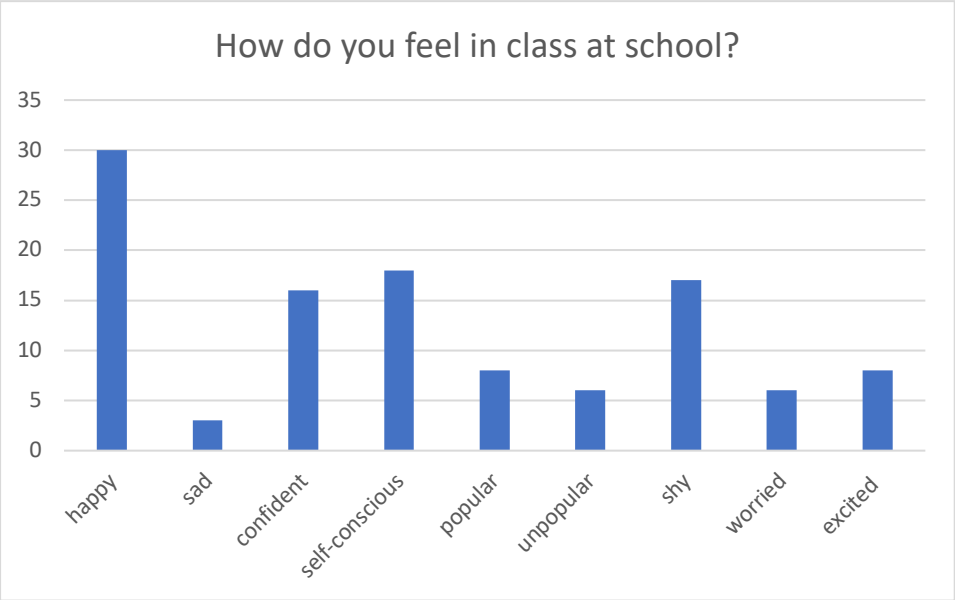
- Improving skills increases confidence.
- Positive teaching methods increase class engagement.
- Primary school has less judgement and you feel less self-conscious.
- Singing can be fun in a group with positive teaching methods.
- Class involvement and inclusion increases class confidence.
- Singing together forms stronger bonds.
- New things can feel scary.

Focus group

Emerging themes:

- Improving skills increases confidence.
- Positive teaching methods increase confidence.
- Increasing knowledge gives confidence.
- Singing can be fun with positive teaching methods.
- Class involvement and inclusion increases confidence.
- Music is emotive and builds friendships/forms stronger bonds.

All students were enquired about their emotional experiences in class among their classmates, with the option to select several emotions from the following choices: Happy, Sad, Confident, Self-conscious, Popular, Unpopular, Shy, Worried, and Excited. The research indicated that many students experience happiness in their class, although many also exhibit feelings of self-consciousness and shyness.




BREATHING
It all starts with the breath

Think of your lungs like a balloon inflating and deflating

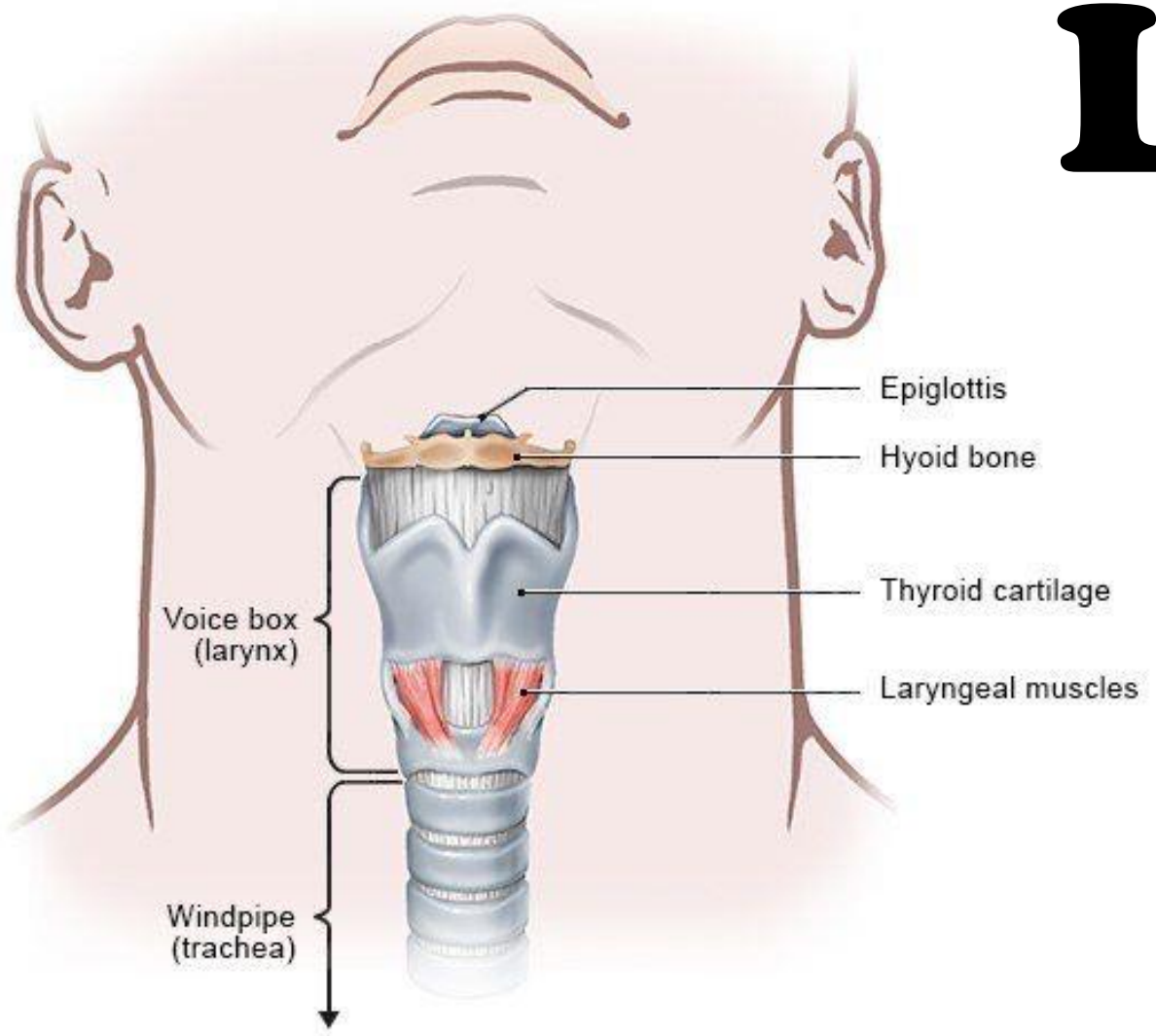



CHALLENGE
Who can breath out for the longest?

We have looked at how breathing works for the singer, now we can start producing sound.....but how does that work?

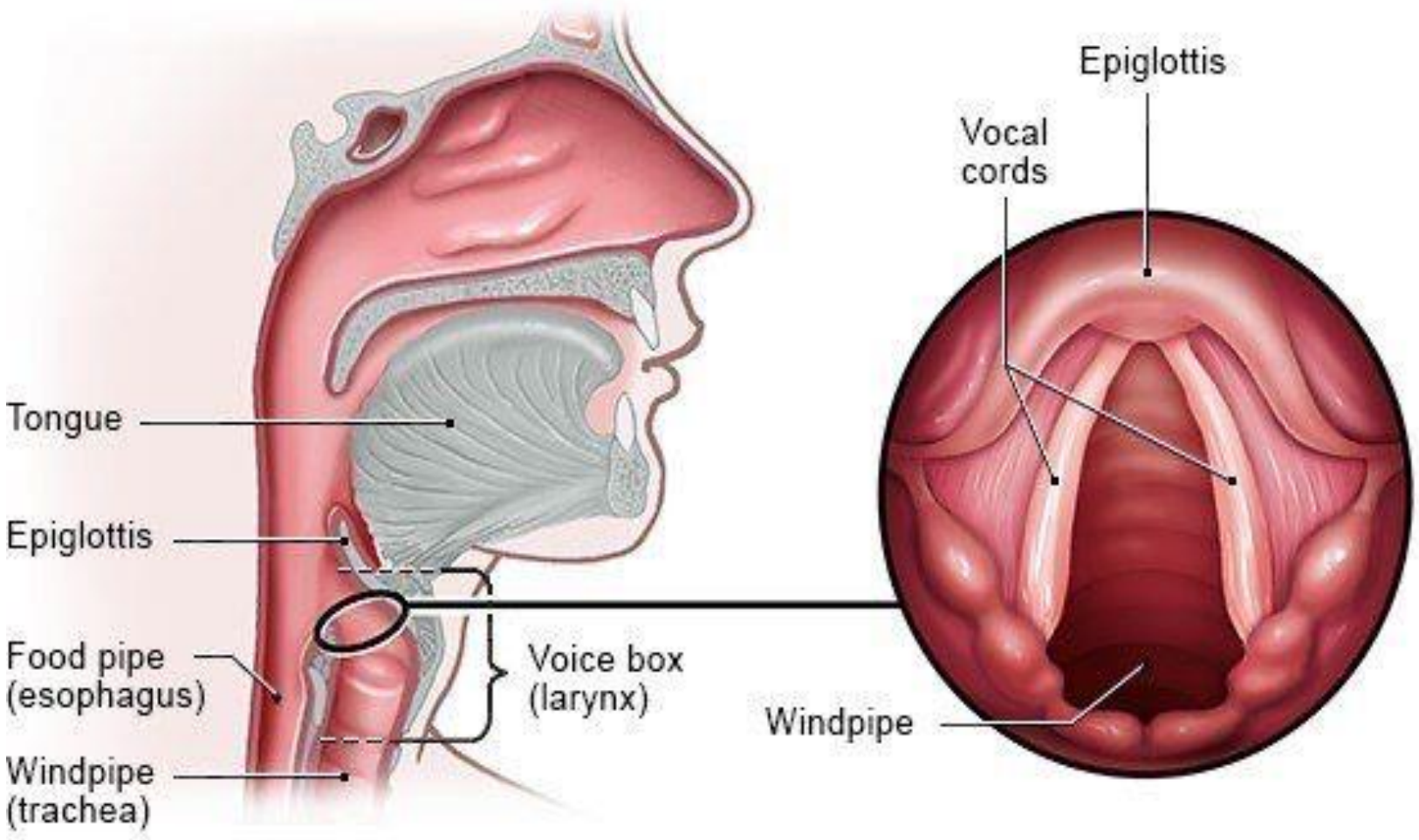
It all starts with the breath, which is the energy and driving force for making and producing sound. But air alone doesn't make sound. The air needs to pass through the vocal folds in the larynx. Let's have a look.....

LARYNX



Vocal folds, (sometimes known as vocal cords) are two bands of smooth muscle tissue found in the larynx (sometimes called a voice box).

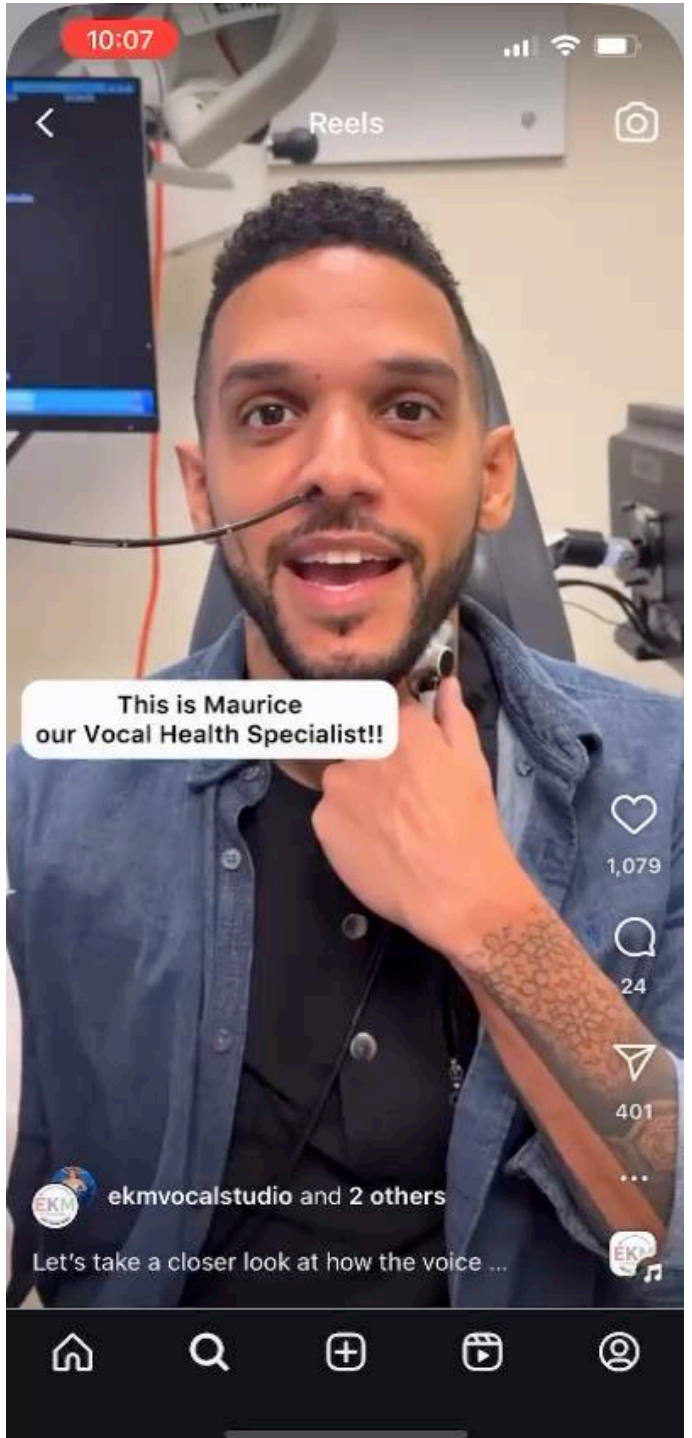
VOCAL FOLDS



The vocal folds jut inwards from the sides of the larynx to form an opening in the glottis in the throat. The vocal folds vibrate together and air passes through the folds from the lungs to produce the sound of your voice.

Let's have a look at that in action through a laryngeal endoscopy....which is a long flexible tube with a camera which goes down the nose and into the throat to examine the larynx and vocal folds.

We are about to see the inside of someone's larynx.



LARYNX POSITIONS

HIGH MID LOW

TWANG NEUTRAL SOB


VOCAL
PLAY

WEEK 3
Singing

- BODY PERCUSSION
- SOVT SIREN
- BREATHING CHALLENGE
- TIKTOK RHYTHM/VOCAL CHALLENGE
- WHY DOES MY VOICE SOMETIMES SOUND DIFFERENT?
- WE WILL ROCK YOU

BREAK 1

BREAK 2

BREAK 3

BREAK IT DOWN

FOLLOW THE LEADER

SOVT VOCAL WARM UP

SOVT - (Semi-Occluded Vocal Tract) exercises are beneficial for voice training, especially for singers and speakers, as they help reduce tension, improve vocal efficiency, and build stamina. These exercises involve partially obstructing the vocal tract, creating back pressure that aids in vocal fold vibration and enhances vocal control.

SIREN : HUM . LIP ROLL . PUFFY CHEEKS . SI-NG

BALLOON BREATHING CHALLENGE

- BREATHE IN FOR 8
- HOLD FOR 4
- HISS FOR AS LONG AS YOU CAN…

- ABC – VOCAL WARM UP ….WHAT LETTER CAN YOU GET TO?

- ARPEGGIO – LETS SEE HOW MANY WE CAN DO IN ONE BREATH



TIKTOK RHYTHM/VOCAL CHALLENGE

12345678

2345678

345678

45678

5678

678

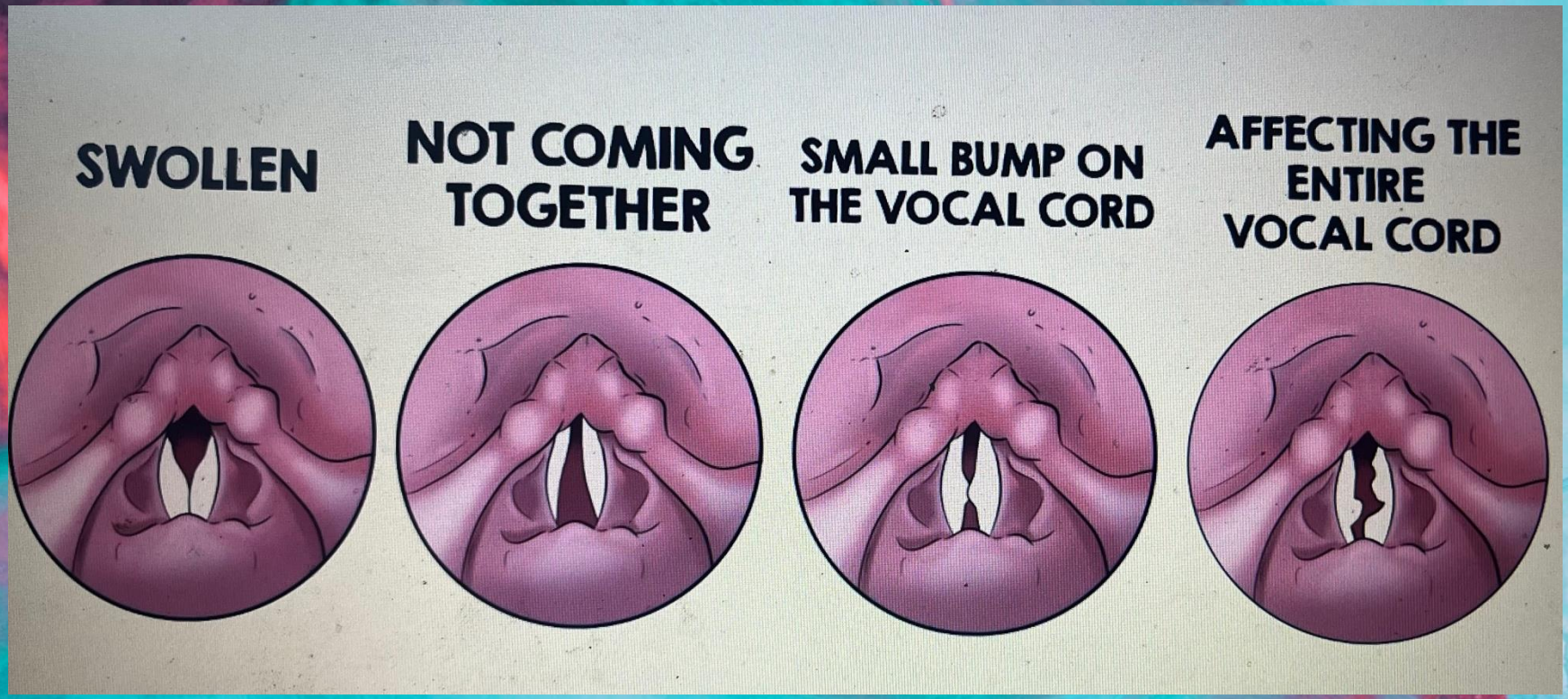
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WHY DOES MY VOICE SOUND DIFFERENT SOMETIMES?

Vocal Hoarseness - is a change in the quality or pitch of your voice, often sounding rough, raspy, or breathy. It can be caused by various factors....



Typically, there are 4 reasons why this happens, and it's usually 1, or 4 of these problems!


WE WILL
ROCK YOU

Buddy, you're a boy
Make a big noise
Playing in the street
Gonna be a big man some day
You got mud on your face
You big disgrace
Kicking your can all over the place,

Singing...

We will,

we will rock you!

We will,

we will rock you!

Buddy, you're a young man, hard man
Shouting in the street
Gonna take on the world some day
You got blood on your face
You big disgrace
Waving your banner all over the place

Singing...

We will,

we will rock you!

We will,

we will rock you!

Buddy, you're an old man, poor man
Pleading with your eyes
Gonna make you some peace some day
You got mud on your face
You big disgrace
Somebody better put you back into your place

We will,we will rock you!

We will, we will rock you!

We will,we will rock you!

We will, we will rock you!

WEEK 4
Singing

- FOLLOW THE LEADER SOUNDS
- BODY PERCUSSION
- SOVT SIREN
- BREATHING CHALLENGE
- PAPA'S GOT A HEAD LIKE A PING PONG BALL
- GAME
- RECAP / QUESTIONNAIRE

FOLLOW THE LEADER ... USING SOUND

BREAK 1

BREAK 2

BREAK 3

BREAK IT DOWN

SOVT VOCAL WARM UP

SOVT - (Semi-Occluded Vocal Tract)

HUM

LIP ROLL

PUFFY CHEEKS

SI-NG

BALLOON BREATHING CHALLENGE

- BREATHE IN FOR 8
- HOLD FOR 4
- HISS FOR AS LONG AS YOU CAN…

- ABC – VOCAL WARM UP ….WHAT LETTER CAN YOU GET TO?



PAPA'S GOT A HEAD LIKE A PING PONG BALL

PAPA = STAMP YOUR FOOT

HEAD = TOUCH YOUR HEAD

PING PONG = TAP THIGHS

BALL = CLAP

FINISH THE LYRIC

FINISH THE LYRIC

Working as a team....you are going to compete for a PRIZE!!

What is your buzzer sound?

The first team to buzz in with the correct answer wins the point!

If you say the answer you get 1 point BUT.....if you sing the answer you get 3 points!

FINISH THE LYRIC

Chappell Roan – "Pink pony club"

God what have you done...

God what have you done... You're a pink pony girl..and you dance at the club oh mama!

FINISH THE LYRIC

Sabrina Carpenter “Espresso”

I’m working late, cause I’m a singer…


I'm working late, cause I'm a
singer ...oh he looks so cute
wrapped round my finger

FINISH THE LYRIC

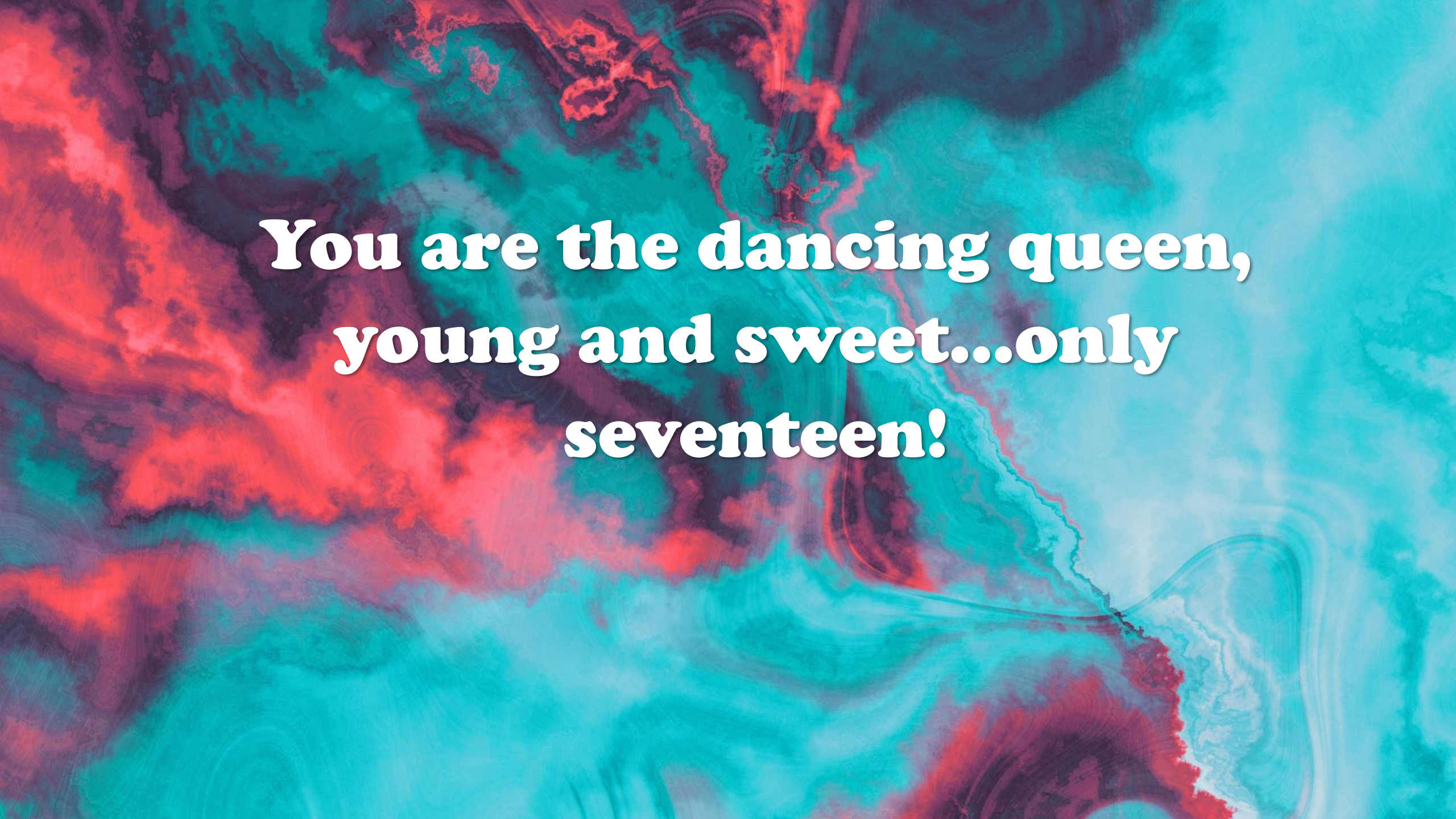
Jack Black – Lava Chicken

Crispy and juicy, no you're having a snack...


Crispy and juicy, no you're having a snack... Ooh, super spicy, it's a lava attack

FINISH THE LYRIC
ABBA – DANCING QUEEN

You are the dancing queen,
young and sweet...


You are the dancing queen,
young and sweet...only
seventeen!

FINISH THE LYRIC

QUEEN – Bohemian Rhapsody

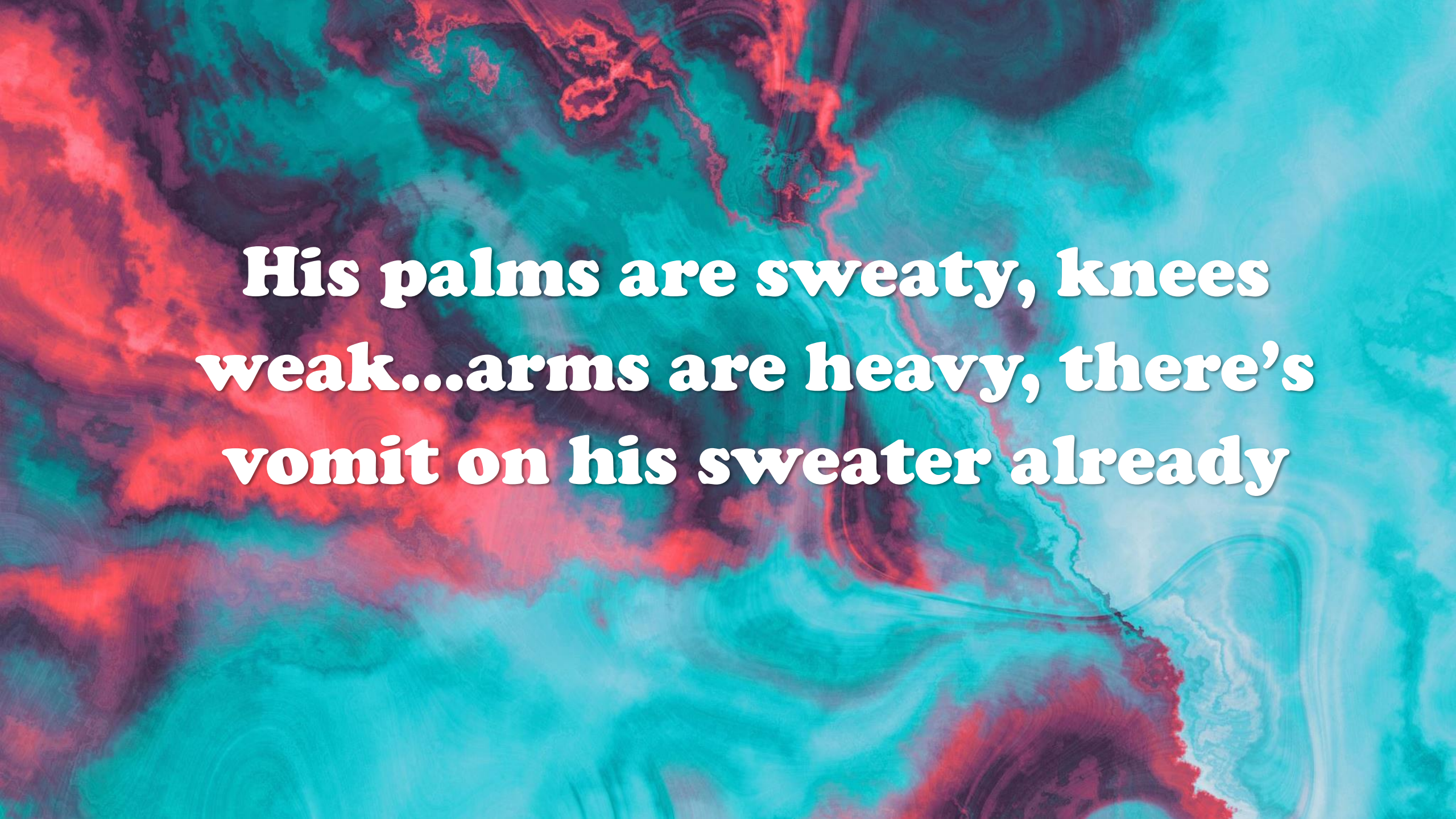
Is this the real life....


Is this the real life...is this just
fantasy

FINISH THE LYRIC

Eminem – Lose Yourself

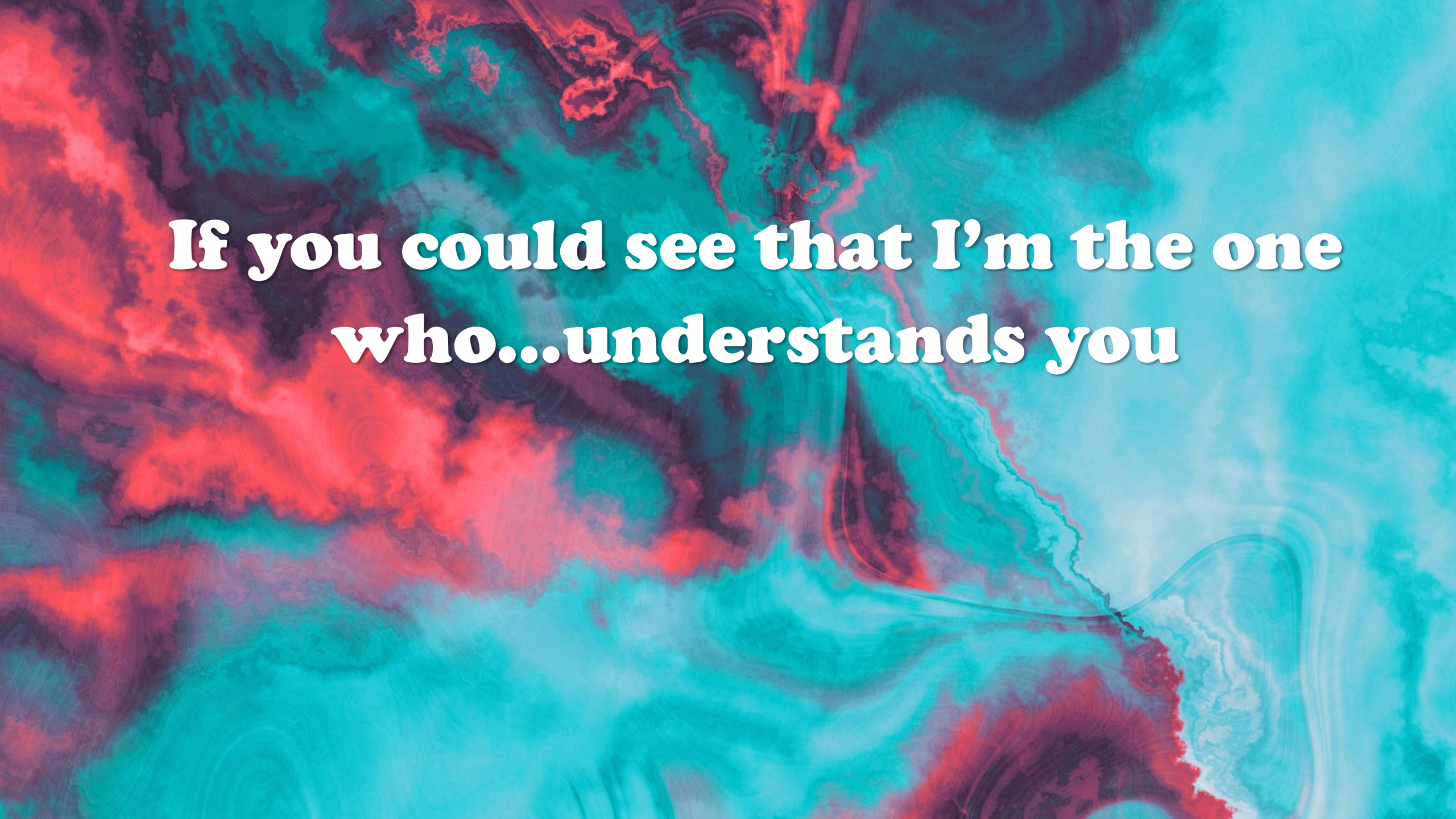
His palms are sweaty, knees weak...


His palms are sweaty, knees
weak...arms are heavy, there's
vomit on his sweater already

FINISH THE LYRIC

Taylor Swift “you belong with me”

If you could see that I’m the one who…


If you could see that I'm the one
who...understands you

FINISH THE LYRIC

Benson Boone – Beautiful things

Please, stay, I want you I need you Oh God...


Please, stay, I want you I need
you Oh God... Don't take, these
beautiful things that I've got!

FINISH THE LYRIC

Olivia Rodrigo – Vampire

The way you sold me for parts...

The way you sold me for parts...as you sunk your teeth into me

FINISH THE LYRIC

Sia – Chandelier

I'm gonna live like....


I’m gonna live like....tomorrow
doesn’t exist

FINISH THE LYRIC

Adele – Someone like you

I wish nothing...


I wish nothing...but the best for
you, too

FINISH THE LYRIC

Labrynth – jealous

I'm jealous of the rain...


I'm jealous of the rain...that
falls upon your skin

WHO WON?
WHO GETS THE PRIZE?

RECAP & QUESTIONNAIRE TIME!


WE WILL
ROCK YOU

Buddy, you're a boy
Make a big noise
Playing in the street
Gonna be a big man some day
You got mud on your face
You big disgrace
Kicking your can all over the place,

Singing...

We will,

we will rock you!

We will,

we will rock you!

Buddy, you're a young man, hard man
Shouting in the street
Gonna take on the world some day
You got blood on your face
You big disgrace
Waving your banner all over the place

Singing...

We will,

we will rock you!

We will,

we will rock you!

Buddy, you're an old man, poor man
Pleading with your eyes
Gonna make you some peace some day
You got mud on your face
You big disgrace
Somebody better put you back into your place

We will,we will rock you!

We will, we will rock you!

We will,we will rock you!

We will, we will rock you!



7 Week Singing Programme

Teacher Guide



Aims of the singing programme

1. To provide adolescent students and teachers with a positive experience of singing.
2. To increase student confidence whilst singing and performing.
3. To provide adolescent students with an opportunity to learn different vocal exercises and techniques.
4. To encourage quality singing by providing an experience that promotes good vocal health, technique and support for the adolescent singer.
5. To provide teachers with the tools and experience to develop the teaching of singing in schools.
6. To have fun whilst singing.

Programme Contents
Vocal technique/ posture/ breathing/musicality/rhythm

Each singing session will have a different focus, building upon singing technique and singing confidence using a range of vocal warmups and vocal technique exercises. Sessions will include both physical and vocal warmups, ice breaker activities such as rhythmic body percussion and concentration exercises, breathing exercises and TikTok style singing challenges.

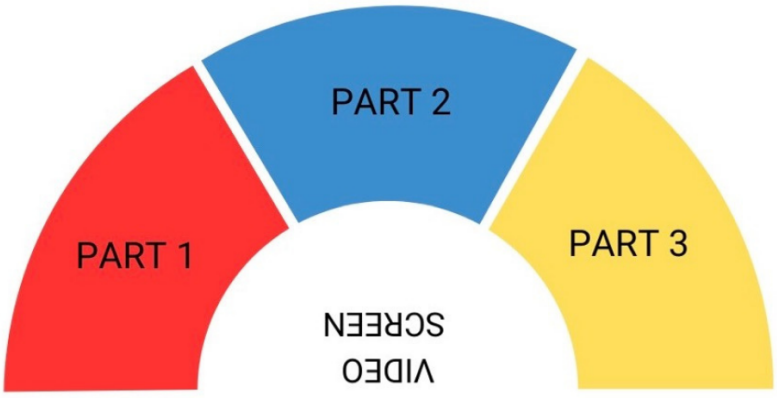
Repertoire for first 7 weeks of singing (half a term at school).

Session	MAIN FOCUS
1	SOVTE – semi occluded vocal tract exercises
2	BREATHING – Breath support
3	TWANG
4	BODY PERCUSSION – group circle activity
5	HARMONIES
6	GROUP SONG
7	ORGANISED INFORMAL PERFORMANCE

Singing Session details

- Each singing session must take place in a suitable area (e.g. school hall – small classroom space is not sufficient).
- Singing sessions run for 15-20 minutes.
- Students must be seated on chairs/benches laid out ahead of the session. There needs to be a laptop available (with the YouTube link ready to hit 'play') plugged into an interactive whiteboard/ projector with speakers.
- Class teacher must be present at all times throughout the singing session to encourage, and enable the session to take place.
- YouTube videos are titled: week 1, week 2, week 3 etc. They need to be played in order.

Singing session student positions



Students will have a fixed position which they sit in each singing session for song learning and vocal exercises. There is to be a clear space behind the chairs/benches for physical and active learning e.g. body percussion, group singing games and warmups.
During harmony singing, generally part 1 will take the higher parts, part 2 the tune and part 3 the lower part. It is advisory to split stronger more experienced singers up amongst all parts.
It is also advisory to mix friendships groups up amongst the singing positions.

In school organised informal performance

Schools are asked to create an informal performance opportunity in week 7. This is an opportunity for students to perform their favourite vocal exercises, songs and challenges in front of either fellow pupils in an assembly or parents during the school day. This gives them a chance to perform in front of an audience. The performance will be led by the class teacher. This is a chance for both the student and teacher to step out of their comfort zones and feel a sense of pride and achievement.

Resources

Everything the singing session teacher needs will be found in this teacher vocal guide. It will contain lyrics and instructions to support the adolescent students learning.

Colours will be used in lyrics to support understanding:

BLACK – unison singing

RED – parts 1 only

BLUE – parts 2 only

YELLOW – parts 2 only

https://youtu.be/911Y9UX_3Dw?si=OOwCwj4qsIEIF7f

GREEN – parts 2 & 3

BEHAVIOUR management

Hopefully this class will feel fun and engaging, therefore behaviour should be good. However, it is advisory to use **positive reinforcement** to encourage all students to take part.

E-resources

Videos – via a private YouTube channel link:
https://youtu.be/911Y9UX_3Dw?si=JhLvd94v4NDNyzm1

MP3 link – To backing tracks and vocal exercises for use in week 7- the performance

WEEK 1 – PRESS PLAY (20 minutes)

Introduction to SOVTE (semi occluded vocal tract exercises).

1. **Icebreaker 'Getting someone's attention' –**

Don't be scared of your own voice, your voice is brilliant, and your voice is powerful!

HEY HEY HEY (REPEAT)
HA HA HA (REPEAT)
HE HE HE (REPEAT)
HEY HA HE (REPEAT)
HA HE HEY (REPEAT)
HE HAY HA (REPEAT)

SOVTE

Sirens – hmm (hum), NG (si-NG), lip roll, puffy cheeks, fricatives (VVV)

2. **Sirens** – starting at your lowest note and sliding up to your highest note and back down.

Everyone has a different vocal range, so some students will be able to reach lower notes, and some higher – doesn't matter!

3. **TEENY TINY TRUMPET** staccato (puffy cheeks) - If you look silly doing this, you're doing it right! Staccato means short and sharp.

4. **'TOXIC'** vocal warm up using NG, PUFFY CHEEKS, LIP ROLLS, HUMMING.

5. '**Please don't stop the music'** vocal warm up combining the icebreaker exercise with our SOVTE NG sound

BREATHING - WEEK 2 Press play (15 MINUTES)

Breath support – introduction on how to stand and support breath.
Breathing using imagery of a balloon slowly inflating with air and then slowly deflating.

Activity 1
Find a space.
Listen to video instructions on postural positions 1-10 and join in!
1 = flopped over
5 = hunched over old person
10 = soldier standing to attention.
Optimal position is NUMBER 9!

STAY IN YOUR SPACE and listen to the video whilst joining in
1.Vocal warm up
Siren (NG, lip roll, puffy cheeks, VVV, hum)

2. Breathing challenge – arpeggio to the sound **'nom' how many can we do?**

3. **Find a space – lie down on your back and listen to the video instructions.**

Breathe in for 8 counts slowly, feeling the 'balloon' (lungs) filling with air.
Hold the air for 4 counts
Then slowly hiss out and keep hissing for as long as you can.
Who is the last one hissing?

4. **Come back to seated positions for the final breathing exercise** - Sam smith vocal warm up in 1 breath – **challenge yourself!**

WEEK 3 – TWANG (press play – 15 minutes)

Introduction to TWANG

1. **Sirens** (hmm, NG, VVV, puffy cheeks, lip roll)

TWANG

Vocal warm up to enable reaching higher notes, producing more volume and sounding more powerful.

Think pouty and bratty!!

Oh no you don't, Never never know
Oh no you don't, Never never know
Oh no you don't, Never never know
Oh no you don't, Never never know

(Going up in semitones)

2. **Twang vocal warm up –** 'Nay nay nay', 'Way way way' - Repeat up the scale.

3. **Learning a chorus of a song** – Unwritten by Natasha Beddingfield.

Staring at the blank page before you
Open up the dirty window
Let the sun illuminate the words that you cannot find
Reaching for something in the distance
So close you can almost taste it
Release your inhibitions
Feel the rain on your skin

No one else can feel it for you
Only you can let it in
No one else, no one else
Can speak the words on your lips
Drench yourself in words unspoken
Live your life with arms wide open
Today is where your book begins
The rest is still unwritten, yeah

4. Then adding lots of TWANG quality to see if it affects volume…..Making TWANG choices when singing……

Week 4 – Body percussion (Press play – 30 minutes)

Activity 1 – Ice breaker rhythmic game
Sitting in usual formations – learn the song on the video by watching and repeating.

Adding actions

Option 1

2x knee taps
2x shoulder taps (person on the left)
2x knee taps
2x shoulder taps (person on the right)
Repeat until end of song.

Option 2

2 x knee taps
2x hand claps (person on the left)
2 x knee taps
2x hand claps (person on the right)

Option 3

Pause the video and ask a singing group member to give a 2-beat action, and another singing group member to give another 2 beat action.

Body percussion activity

Break 1 (tap, clap, tap)
Break 2 (tap-tap, clap, tap)
Break 3 (tap-tap, clap, tap-tap-tap, clap, tap-tap-tap, clap, tap)
Break it down (chest, clap, chest, clap, chest-chest-chest, clap chest WOO! chest, clap, chest, clap, chest-chest-chest, clap chest, YEAH!

Activity

Start off in pairs – (the person sitting next to you)

BODY PERCUSSION	VOCAL
Jump, clap, butterfly, butterfly	NG, GAH, CHA CHA CHA
Jump, clap, butterfly, butterfly	NG, GAH, CHA CHA CHA
Jump, clap, butterfly, butterfly	NG, GAH, CHA CHA CHA
Jump, clap, butterfly, butterfly	NG, GAH, CHA CHA CHA
Jump, clap, jump, clap, jazz hands, click	HEY, HEY, WOAH, OH
Repeat	Repeat

Once that is done, label yourself person A and person B.
Person A go and form a circle in the middle of the space. Now turn to face outwards.
Person B go and stand in front of your partner (person A).
Pause the video

Exercise repeat

BUT this time every time we jump, we all jump to the right. So inner circle will jump right, and outer circle will jump right (it will look like you're going opposite ways) Every time we clap, we clap our new partners hands together with our own.
This can go on for as long as the singing session teacher likes.
Play the video once task is complete

Activity 6 - Finish with concentration body percussion – watch the video and repeat.

Harmonies – week 5

(20 minutes) - PLAY VIDEO

1.SOVTE warmups (sirens etc)
2.TWANG WARM UP – 'I can spot a fake' by Ava Max.
3.GLOTTAL CLOSURE WARM UP

4. <u>Singing in a round</u> – body percussion activity one from last week (week 3),but adding the challenge of singing in a round.

Part one sing and do actions first
Then part 2 join in.
Then part 3 join in.

Continue for a few rounds.

5.<u>Harmomy task 1</u>
Adding a simple harmony to the well-known section of Hey Jude, by the Beetles.

Part 1 and half on part 2 (the closest ones to part one) will take the tune.
Part 3 and the other half of part 2 (the ones closest to part 3) will take the lower harmony line.
Sing along to the video.
If your class is confident, they can try this accapella (without music) by pausing the video.

6. <u>Harmony task 2</u>
Adding a simple harmony to the chorus learnt in week 2 (unwritten).

Part 1 to learn and sing the harmony
Part 2 and 3 to sing the tune.

GROUP SONG – WEEK 6 PRESS PLAY (30 minutes)

1 - **Ice breaker body percussion activity (learnt in week 3 video)**

Break 1 (tap, clap, tap)

Break 2 (tap-tap, clap, tap)

Break 3 (tap-tap, clap, tap-tap-tap, clap, tap-tap-tap, clap, tap)

Break it down (chest, clap, chest, clap, chest-chest-chest, clap chest WOO! chest, clap, chest, clap, chest-chest-chest, clap chest, YEAH!

2. SOVT exercises

Vocal sirens & don't stop the music warm up (learnt in week 1)

3. TikTok vocal challenge

3 – TIKTOK vocal challenge
12345678
2345678
345678
45678
5678
678
78
8
78
678
5678
45678
345678
2345678
12345678

4 – Breathing Arpeggio challenge

Arpeggio challenge on ‘nom’ from week 5!

5. **Learn the full version of UNWRITTEN – made famous... (again) by TikTok**

We learnt the chorus and harmony in week 5!

There is opportunity for 4 x solos in this song **IF ANYONE WANTS TO DO IT! (PAUSE VIDEO TO DECIDE – IF NOBODY WANTS TO SING SOLO, IT CAN BE SUNG IN SINGING PARTS 1,2 &3)**

Part 1 to learn and sing the harmony
Part 2 and 3 to sing the tune.

Unwritten

(Solo) I am unwritten
Can't read my mind, I'm undefined
(solo) I'm just beginning
The pen's in my hand, ending unplanned
(Part 1) Staring at the blank page before you
(Part 2) Open up the dirty window
(Part 3) Let the sun illuminate the words that you cannot find
(With Harmony) Reaching for something in the distance
So close you can almost taste it
Release your inhibitions
Feel the rain on your skin
No one else can feel it for you



Only you can let it in
No one else, no one else
Can speak the words on your lips
Drench yourself in words unspoken
Live your life with arms wide open
Today is where your book begins
The rest is still unwritten, yeah
Oh, oh

(Part 3 solo) I break tradition
Sometimes my tries, are outside the lines
(Part 2 solo) We've been conditioned to not make mistakes
But I can't live that way oh, oh
(Part 1) Staring at the blank page before you
(Part 2) Open up the dirty window
(Part 3) Let the sun illuminate the words that you cannot find
(With Harmony) Reaching for something in the distance
So close you can almost taste it
Release your inhibitions
Feel the rain on your skin
No one else can feel it for you
Only you can let it in
No one else, no one else
Can speak the words on your lips
Drench yourself in words unspoken
Live your life with arms wide open
Today is where your book begins……
Feel the rain on your skin
No one else can feel it for you
Only you can let it in



No one else, no one else
Can speak the words on your lips
Drench yourself in words unspoken
Live your life with arms wide open
Today is where your book begins
The rest is still unwritten

The rest is still unwritten
The rest is still unwritten
Yeah, yeah, yeah, yeah

YOU'VE DONE IT!!

WEEK 7 – Performance

Schools are asked to create an informal performance opportunity in week 7.

This is an opportunity for students to perform their favourite vocal exercises, songs and challenges in front of either fellow pupils in an assembly or parents during the school day.

This gives them a chance to perform in front of an audience.

The performance will be led by the class teacher.

This is a chance for both the student and teacher to step out of their comfort zones and feel a sense of pride and achievement.

Prior to the performance

PLEASE WARM UP (SUGGESTED WARM UP BELOW)

1. **Body positions**: 1-10 & stand in number 9 ready for performance

2. **SOVT exercises**: Siren to NG, HUM, PUFFY CHEEKS, LIP ROLL, VVV

3. **USE MP3 resources to play 2 tracks from any of the following:**

SAM SMITH
DON'T STOP THE MUSIC
TOXIC
TWANG (WAY WAY WAY / NAY NAY NAY)

Suggested informal performance

SUGGESTED INFORMAL PERFORMANCE
Body percussion – Break 1, 2, 3, break it down
Warm up song – Any from the list above….let the students vote! **(use MP3 track)**
Performance song – Unwritten **(Use MP3 TRACK)**
Get together at the end to praise the students and congratulate them! **THEY WERE AMAZING!!**