



tri-borough
music hub

TRI-BOROUGH MUSIC HUB

Vocal Strategy 2025-2027



Welcome to the **Tri-borough Music Hub Vocal Strategy**, a document designed to support tutors and music teachers delivering vocal work within our community.

Singing is one of the most accessible ways in which we can provide young people with music education. It has physical, mental, social and neurological benefits that can permeate all areas of educational life, and is for most the beginning of their music-making journey.

This document outlines the singing aims and expectations of the Tri-borough Music Hub, in order to make singing a meaningful and enjoyable experience for every young person that we engage with. It covers guidance across a range of settings where vocal work will be taking place, including but not limited to individual and small group singing, choirs, and vocal ensembles taking place in and out of school. We also have a **Singing Assembly Resource**, that covers whole class and large group singing for schools in more detail.

We hope that this document inspires and encourages you to find new ways of challenging and developing the young singers that you work with. As always, our Vocal Lead and the wider TBMH team are on hand to support you throughout.

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TBMH VOCAL STRATEGY AIMS

Singing at the Tri-borough Music Hub...

Is INCLUSIVE and ACCESSIBLE for all students and teachers

- To reflect the diverse community represented in the Tri-borough.
- To provide access and inclusion for all children, including disengaged or vulnerable young people, Looked After children and those with Special Education Needs or Disabilities.

DEVELOPS students and teachers to become better vocalists

- To raise awareness of the importance and benefits of singing.
- To provide school-based staff with the skills to teach and develop high quality singing in their schools, and to support schools in writing their own singing strategies.
- To provide opportunities to share effective practice.
- To provide a comprehensive vocal and conducting CPD training programme.

Positively impacts students CONSISTENTLY across all settings

- To raise the standard and the profile of singing within all schools, TBMH ensembles, and the local community, supporting the promotion and development of high-quality singing across the three boroughs.
- To provide in-school support where necessary to improve or enhance existing provision.
- To provide identifiable and clear progression routes for singing, through in-school and out of school provision and ensembles.

FOCUS AREAS FOR 2025-2027

These have been outlined by the Vocal Lead as the ways in which TBMH will carry out its aims, in order to maintain high quality provision across our activities.

FOCUS AREA 1: Making Singing Accessible for All

- Developing opportunities, activities and events that allow schools and young people in across each of our three boroughs to engage with the Music Hub.
- Promoting and developing music making opportunities for all types of learners (Primary Schools, Secondary Schools, Special Schools, Hearing Impaired, Vision Impaired, and those with disabilities, Alternative Provision, Looked After Children, vulnerable and disengaged children and young people).
- Teaching songs that incorporate different languages, including Makaton and BSL.
- Using initiatives like the singing assembly tour and choir tour to engage schools across the hub, and to create resources that will support the current context of our schools and ensembles.

FOCUS AREA 2: Equipping Tutors Delivering Vocal Activity

- Providing a comprehensive CPD programme that will provide relevant support to tutors delivering vocal activity.
- Implementing a lead and co-lead system across all TBMH choirs, to ensure a culture of collaboration, reflection and shared best practice.
- Supporting TBMH tutors with access to high quality resources that will support their work in lessons and ensembles.
- Maintaining clear communication with vocal tutors about expectations, resources, events and how we can support their journey of delivering high quality music education.

FOCUS AREA 3: Vocal Knowledge and Vocal Confidence

- Developing a consistent understanding across tutors and young people about what it means to sing confidently and maintain vocal health, that increases in detail across year groups.
- Using vocal terminology across singing lessons and TBMH led vocal ensembles.
- Teaching songs from a range of methods (e.g.: sheet music, aural teaching, Kodaly) and genres as a way to build musicianship.
- Building a clear understanding about how to warm up, and the connections between warmups and vocal health.

EXPECTATIONS AND OUTCOMES FOR HIGH QUALITY VOCAL PROVISION

Individual/small group sessions:

- Each session will include both **warmups** and **songs/vocal activities** that can support good practice at home.
- Students will be taught about their own **vocal health**, including knowledge about what their body and voice feels like when it is working well.
- Young people will understand the exercises and focus areas that they can work on at home to develop their **personal progress**.
- Students will have the opportunity to experience **accompanied** and **unaccompanied** work, as part of their musicianship development.
- Young people will have opportunities to reflect on and benchmark their own **progression** (including but not limited to grades or performances).

Choirs/vocal ensembles:

- Young people will have a clear understanding of what **positive singing** looks like (posture, diaphragm breathing, not shouting/straining, smiling, relaxed open singing, articulation, etc.).
- Tutors will manage **positive behaviours for musical learning**, through a range of musical or physical prompts (e.g.: call and response clapping), allowing young people to be fully engaged through a range of activities.
- Each session will include a comprehensive **warmup** (must include, but not limited to body, breathing and vocalising).
- **Part Singing** – a journey that starts from confidently singing in unison through to 2-4+ parts (call and response songs, partner songs, canon, rounds, parallel harmony, etc.).
- Young people will have the opportunity to develop their musicianship and singing skills
- Young people will experience **accompanied** and **unaccompanied** work, as part of their musicianship development.
- Young people will have opportunities to reflect on and benchmark their own progress through **performances**.

DELIVERY OF VOCAL PROVISION IN THE TRI-BOROUGH

- Tri-borough choirs: First Voices (Y1-2), Junior Voices (Y3-6), SMS Junior Choir (Y4-6), SMS Senior Choir (Y6-13), Next Level Voices (Y7-13)
- In-school vocal tuition and choirs led by Music Hub vocal tutors
- Out of school individual/paired vocal tuition held at Saturday Music School
- First Access/Whole Class instrumental programmes for schools incorporating singing
- Large scale vocal projects and events for schools that support part singing, including Infant Voices Festival (Y1-3), Christmas Festival (Y4-6), and Secondary Vocal Showcase (Y7-13)
- Projects with Delivery Partners to enhance and support school provision

GUIDANCE FOR SCHOOLS IN DEVISING THEIR OWN SINGING STRATEGY

- Do you have a choir/vocal group? Is this choir meeting the needs of all the students in your school (e.g.: genre, changing voices, level of ability)?
- Do your students have access to opportunities outside of school that will support their progression as a vocalist? (e.g.: TBMH Choirs, Future Sounds, projects with partner organisations)
- Does your school engage in large scale singing that is accessible to all students? (e.g.: singing assemblies/collective worship)
- Does your school incorporate singing into whole class instrumental programmes, as well as other activities and subjects?
- Does the school engage with vocal provision and CPD from the Tri-borough Music Hub and partners?