



Essentials Course - Overview

Session 1 – starting out (120 mins)

Welcome!	Introduction and Welcome
Participants watch a short film followed by a group discussion	What do you do in a singing lesson? What are the essential skills that a singing teacher needs to have?
Participants watch the start of singing lesson given by Joy Naylor followed by a group discussion	How do students learn? What is the balance between teacher led and pupil led learning? How does a teacher get the best out of their student?
An opportunity to discuss a diagnostic form for a first lesson and a lesson plan (individual and group)	What do I need to know about a student before I start to teach them? Do I need a lesson plan? How do I ensure I cover everything in my lesson? How much time should I spend on each aspect of singing?
Introduction of homework for the next session	What books should I read? Create a lesson plan Pedagogy preparation
Learning Objectives for Session 1	To reflect on how pupils learn To consider methods of learning To ponder on your own teaching skills and strengths To explore the balance and pace of a lesson

Session 2 – the nuts and bolts (135 mins)

Participants watch a PowerPoint presentation on basic pedagogy given by Linda Hutchison followed by discussion	How does the voice work? What are the essential facts I need to know in order to explain this clearly to my students?
Participants watch a practical demonstration given by Rob Lines on how to get the body ready for singing	Body alignment is essential for successfully singing. How do I ensure the body is ready to sing? What warm-ups should I use and why?
Participants watch a video by Melanie Mehta on how to access help via voice clinics if and when that is needed.	When should I be concerned about the voice? What are the signs that something is wrong? How do I get help?
Introduction of homework for the next session	Further reading on pedagogy Collation of warm-ups – how and why to use them Quiz to complete



Learning Objectives for Session 2	<p>To understand how the voice works</p> <p>To dispel any myths or misconceptions about pedagogy</p> <p>To recognise the importance of preparing the body and voice for singing</p> <p>To know how to access help</p>
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Session 3 – let’s talk about..... (140 mins)

Consolidation, analysis and discussion	<p>What have we learnt so far?</p> <p>How do we use the knowledge we have with our students?</p> <p>How much do they need to know about the voice?</p> <p>Does this differ depending on the type of voice we are teaching?</p> <p>How many different types of voices are there?</p>
Participants watch a PowerPoint presentation on the changing voice given by Suzanne Chadwick	<p>What happens when the voice changes?</p> <p>Is this different in boys and girls?</p> <p>What strategies and exercises should I use to support and help the change?</p>
Introducing different singing styles – classical, music theatre, CCM – Participants watch Adrienne Hale working with three different students in different style	<p>How do I teach different singing styles?</p> <p>Are there aspects of technique that are the same?</p> <p>Are there aspects that are different?</p> <p>How can I adapt my knowledge confidently?</p>
Introduction of homework for the next session	<p>Further reading on the changing voice and how the voice works</p> <p>Quiz to complete</p>
Learning Objectives for Session 3	<p>To understand how the voice develops</p> <p>To appreciate that there are universal aspects of technique</p> <p>To recognise that different styles require different approaches</p>

Session 4 – beginning the journey (130 mins)

Participants watch a video in which Janet Shell discusses how to set up your teaching studio	<p>What do I need to have to teach successfully from home?</p> <p>Are there any health and safety considerations?</p>
Participants watch a video in which Angela Durrant explores how to advertise yourself and run a business	<p>How do I get students?</p> <p>Where should I advertise?</p> <p>How do I use social media/websites successfully?</p>



Participants watch a discussion by Janice Thompson and Heidi Pegler and safe-guarding considerations and GDPR issues	How do I safe-guard myself as well as my students? What is my duty of care? What do I do if I am concerned about a student? Where can I get help?
Participants watch video by Janet Munro in which she explains some of the tools to keep students learning and progressing	How do I motivate my students? How do I ensure they are learning? What about singing exams?
Final Discussion	How can I continue to grow as a singing teacher?
Learning Objectives for Session 4	To consider the teaching environment To gather ideas on marketing To understand safe-guarding responsibilities To know how to ensure students are progressing
<i>Completion of the Course – requirements for accreditation</i>	<ol style="list-style-type: none"> 1. Attendance of all four modules 2. Completion of reading tasks and supporting documents 3. Completion of quizzes at a certain result level