

Friday Afternoons

Supporting quality singing with young people
and leaders

Friday Afternoons



www.fridayafternoonsmusic.co.uk

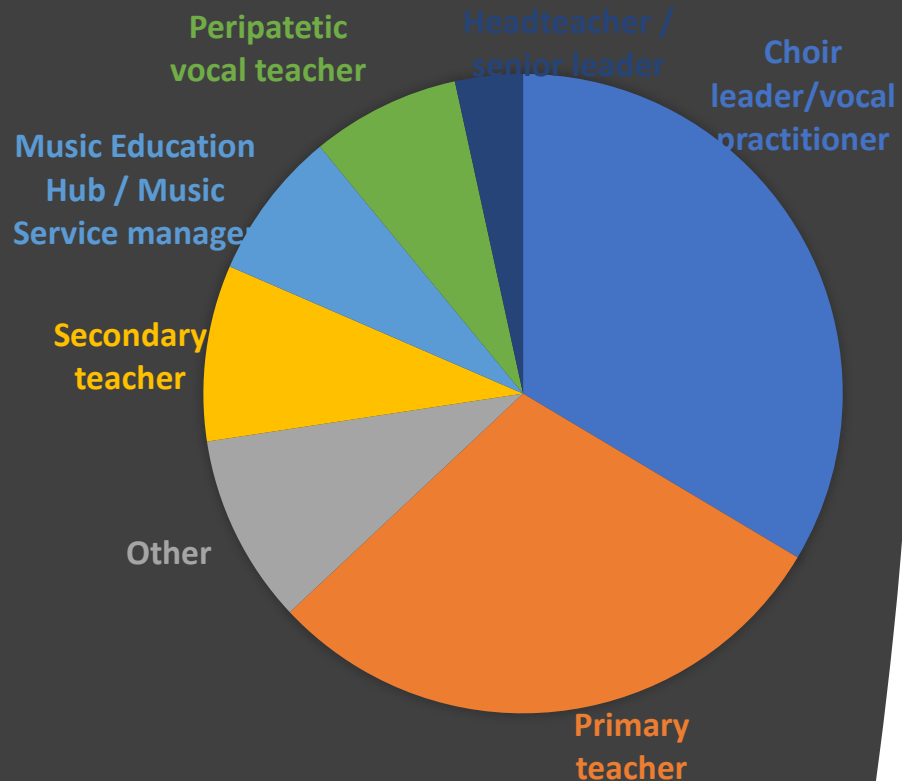
@FridayPMs

SNAPPE
MALTINGS

A Brief History

- Benjamin Britten wrote the original set of *Friday Afternoons* songs for his brother's school in Prestatyn, Wales (1933 – 1935)
- 2013 was the Benjamin Britten Centenary and Snape Maltings encouraged groups of young people around the world to sing the original songs on what would have been the composer's 100th Birthday – 70,000 young people took part
- From 2014 we began commissioning new repertoire from contemporary classical composers, and making them available for children around the world to sing
- We now have over 70 songs for young people's voices available online, plus resources and training opportunities to support teacher development

Evaluation 2018



Discussion with our core group
of practitioners



An online survey with 103
respondents



A telephone interview with 22
respondents

Benefits

“One of the things I value about Friday Afternoons is the musical quality. It would be a real shame to lose that. Others are doing singing for pleasure very well – it’s the high quality which is unusual.”



High Quality Resources and Repertoire



Engaging with Contemporary Composers



Being Part of Something Bigger

Barriers



LITTLE GUIDANCE FOR
THE TEACHERS



RELEVANCE FOR
STUDENTS



INCONSISTENCY OF
RESOURCES

What is Friday Afternoons?

Friday Afternoons is a Snape Maltings led singing project connecting teachers and young people with contemporary composers, through creating high quality repertoire, resources and training to encourage challenging and exciting music making experiences for all.

**Commissioning
new resources to
support access to
the music**

**More training
opportunities
across the
country**

**Improved
website, with
better navigation
and support
to access the
repertoire and
resources**

**Increased
presence at
national events
and discussions**

**A resource
audit aiming
to make what's
already available
more consistent
and easier to
access**

**Continued
commitment to
accessibility**

**Gathering case
studies of previous
projects**

**Working
with our future
writers to ensure
the songs appeal to
a diverse range of
young people**

**More national
and regional
partnerships**



Inspiring young people to sing

A Snape Maltings project

[Visit the Song Bank](#)

What It's About



Songs

Find all of our songs alongside the many resources available. Please note, the *Difficulty* indicator is a guideline – if you aren't sure which songs to sing with your group, simply [get in touch](#).

These resources can also be used to help you deliver Arts Award. Visit our [Arts Award page](#) to find out more and receive an exclusive Friday Afternoons discount.

All Songs

Charanga

Signed Videos

Braille/MSN

Figurenotes

Filter by:

COMPOSER ▼

YEAR ▼





DIFFICULTY ▼

THEME ▼

STRUCTURE ▼

Reset

Browse and filter the list to find what you're looking for.

Song / Composer		Length	Difficulty	Sheet Music	Performance Track	Backing Track
Dream Land by John Barber		3'33"		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shadow-maker by Cecilia McDowall		2'40"		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pleasant and Delightful by Paul Sartin		4'34"		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Resources

Friday Afternoons provides warm ups, leader tutorials, case studies, lesson plans and worksheets to support teaching the repertoire, plus arrangements and creative responses to some of the repertoire. If you have resources you would like to share, please [email us](#). (Check our [submission rules](#).)

Project One Dot

Arts Award

Filter by:

TYPE



SONGS



KEYSTAGE



Reset

Resource	Author / Ambassador	Category	Description
St Paul's Cathedral - Case Study	Tom Daggett	Case Study	A case study from Tom Daggett at St Paul's Cathedral
Diction: Vowels	Dominic Ellis-	Video	Our Friday Afternoons Ambassadors show us how to

FIRE!

A song in E minor that is good for practising your counting.

Vocal difficulty: 

Accompaniment difficulty: 



by [Jonathan Dove](#)

Jonathan Dove - Fire! 0:00 0:00 [Credits](#)

Downloads

 [Lyrics.pdf](#)

 [Melody and Lyrics.pdf](#)

 [Performance Track \(mp3\)](#)

 [Buy full piano score](#)

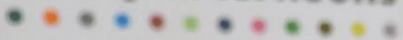
 [Backing Track.mp3](#)

 [Download All Resources.zip](#)

Resources



Friday Afternoons



Join our world of song at
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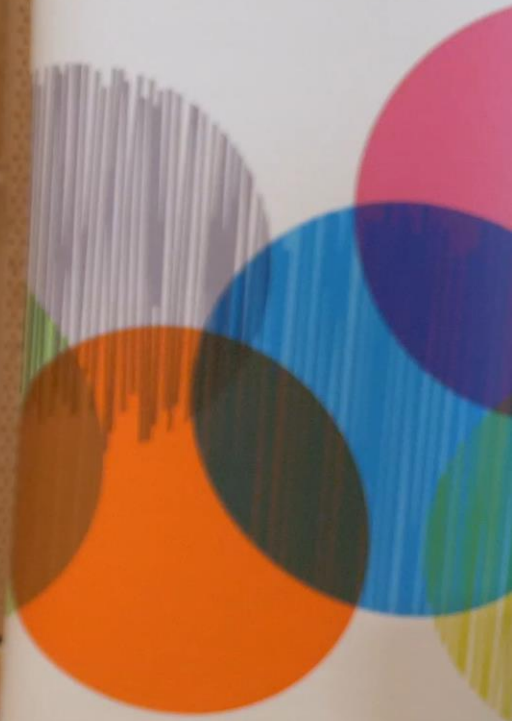


ARTS COUNCIL
ENGLAND

Friday Afternoon



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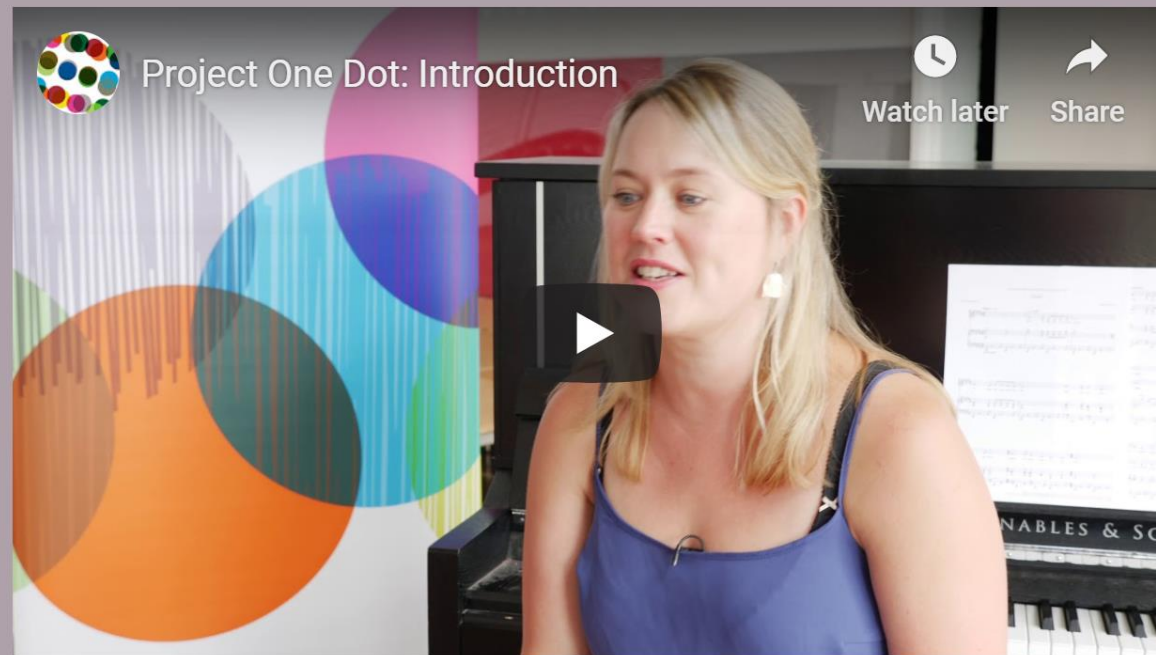
ARTS COUNCIL
ENGLAND




Project One Dot

Project One Dot is an introduction to the Friday Afternoons world, a 'first steps' into the resource designed to support quality singing and creative music making in the classroom in a flexible and adaptable way.

Each module comprises four songs specifically chosen from the Friday Afternoons Song Bank, all of which have been classified as 'one dot' (easy) in level. Each module contains musical exploration activities and extended creative work, which can be taken as stand-alone 'mini projects' or as part of the complete module.



 [Download teacher information sheet \(pdf\)](#)

Project One Dot

“This is the first project I’ve come across that used a song as a basis for a whole term’s work – it was refreshing and inspiring.”

Teacher, Project One Dot

- An introduction to the Friday Afternoons world for Key Stage 2 leaders designed to guide the user through quality singing delivery and creative composition in a flexible and adaptable way.
- Every song in the project has a **‘one dot’ difficulty level** (the easiest in the Friday Afternoons collection) and comes with free **Charanga resources**.
- Project One Dot has **teacher skill development** at its core.
- By the end of the project, you and your young people will have **four well prepared Friday Afternoons songs** that can be performed alongside original **creative work**, including musical exercises and **your own Season Song**.

Project One Dot focuses on:



Upskilling teachers, specifically around classroom composition and creative music making; focussing on the long-term application of these skills



Encouraging an approach to music that is process-driven



Encouraging flexibility and a broader approach to repertoire



Deeper examinations of material: “life beyond the song”



Fostering confidence and an open-minded approach to creative music making sessions.

Introduction

For Everything There is a Season

This set of four *Friday Afternoons* songs all explore the concept of seasons and can be linked to Autumn, Winter, Spring and Summer respectively.

Extended teacher notes on creative ideas and listening activities for all of the songs can be accessed on pages 55 – 67 of this resource.



Musical Explorations

Composing Using a Repeated Ostinato

Listen carefully to the recorded track. Ask the students to identify the word which repeats throughout the song [cuckoo]. Play the song again, and this time ask them to join in with the "cuckoo" part whenever it appears.

Explain that a phrase which repeats like this is called an **ostinato**. Use of ostinato is a very simple but effective way of adding an accompaniment to a song. In this case, it is a two-note ostinato on the notes C, A_♭.

For variety, we can sing the "cuckoo" part slightly higher on the notes E_♯, C. Or we can sing slightly lower on the notes A_♭, E_♯. They will all sound in harmony with the song!

Here are the three possibilities:



Overview



Teacher Skill Development

- How to use the voice as an instrument and compositional tool
- How to listen to and appraise a piece of music, following the musical line

Assessment

- Students can match up and down pitch with arm movements, to varying levels of accuracy
- Students can respond to stimuli and compose/improvise to varying levels of complexity

- Students can edit their ideas to form melodies they like

- Students can listen to a **melody** being played on an instrument and replicate it with their voices

National Curriculum Mapping

- Play and perform, using their voices and playing musical instruments with increasing accuracy
- Improvise and compose music using the **interrelated dimensions of music**: [emphasis on pitch, structure and appropriate musical notations]

Friday Afternoons

Register / Log In

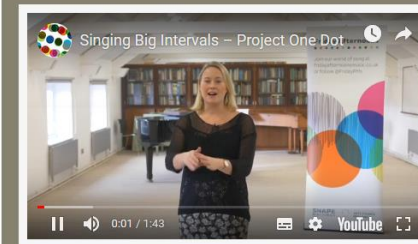


Home Song Bank Share News About

PROJECT ONE DOT - SINGING BIG INTERVALS

Video

Resources



Emily Barden explains how to practice singing big intervals such as 5ths and octaves.

PROJECT ONE DOT

Autumn **The Little Girl of Rain**

Friday Afternoons
.....

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Overview

RESOURCE

Musical Resources plus more information on this song and the composer can be found [HERE](#)

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Singing the Song

The Little Girl of Rain

- This song is all about creating a moody atmosphere, use **dynamics** to enhance this feel, singing the first verses softly and mysteriously, building in volume towards the final verse. Make sure more volume doesn't turn into a shout.
- Use clear **diction** to ensure the words are heard, even when singing softly. Practise tongue twisters to get the **articulators** working hard. A good one is: 'The tip of the tongue, the teeth and the lips' which also reminds the children where the articulators live in the body!

TOP TIP

Remember to warm up
before you sing

Musical Explorations

Exploring Melodic Contours

The artist Paul Klee once famously described the process of drawing as “taking a line for a walk”.

A line is a dot ...



... that went for a walk.

Let's adapt this idea and describe making tunes as taking a note for a walk.

A tune is a note ...

56

- gain. But I will ne - ver let her in - The lit - tle girl of rain.

... that went for a walk

from *The Little Girl of Rain* from *Seasons and Charms*
by Jonathan Dove and Alasdair Middleton

Musical Explorations

ACTIVITY

Combine these ideas by asking the students to trace out these shapes with their hand while singing the song *The Little Girl of Rain*.



The night is cold and dark



Here she is again



Begging me to



let her in the



little girl of rain

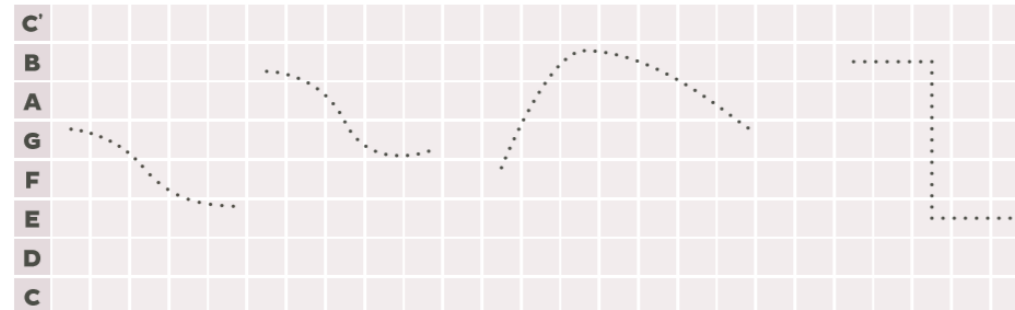
We can now reverse this process as the start of a composition activity.

Musical Explorations

ACTIVITY

Using a blank note grid, ask the students to draw a series of shapes. These can be translated into phrases of a **melody**.

Here is an example grid with four shapes drawn in:

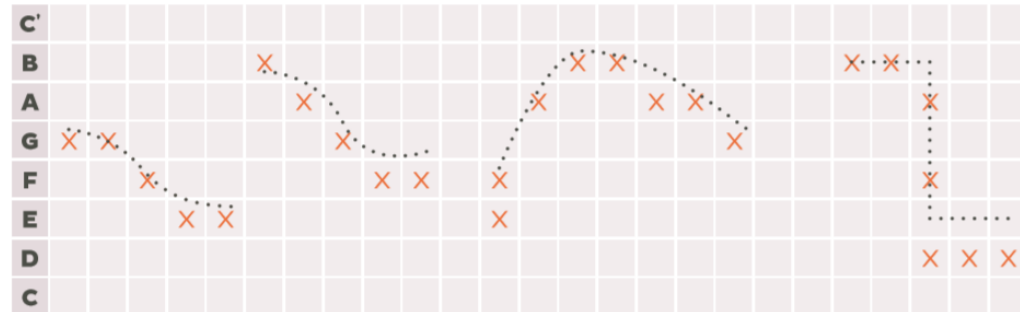


RESOURCE

Download your blank note grid from the [SHARE](#) section of the website.

Musical Explorations

Now mark some crosses on these shapes, e.g:



Using the list of notes in the first column, write out the notes for each phrase. In the above grid for example, the first phrase gives the notes G G F E E.

Now play the notes on an instrument, for example a keyboard, recorder or glockenspiel. This is just the start of composing melodies, and is designed to **free the students imagination** about how to *start* to write a new **melody**. These ideas are not fixed in stone, and if the student doesn't like a particular shape once they've heard it played, then encourage them to change it and try something else. This is all part of the process of **creative music-making**.

Musical Explorations

Try singing the newly composed melodies either using a sound such as 'ahh' or 'doo'. If you wish to develop the activity, why not link to literacy and write your own lyrics taking inspiration from the rain or a storm. Trace the shapes as you sing your new songs.

Delve Deeper

We can **improvise** melodies by dispensing with the graphic notation stage, spontaneously tracing shapes in the air as we sing. Do this slowly at first and listen carefully, making sure that your voice rises in pitch as your arm moves upwards and vice versa. Trace phrase shapes from left to right.

Working in pairs, one child traces shapes while the other sings them. Again, do this *slowly*. Reverse the process so that the first child sings while the second should trace the **melody** being sung. When done on an 'ng' or hummed sound, this is also a great vocal warm-up activity.

See video demonstration here: 

How to get involved

- Register for a free account on the Friday Afternoons website
- Download the free resources available to you
- Get singing, and join the Friday Afternoons community!

www.fridayafternoonsmusic.co.uk

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Friday Afternoons



2020: Russell Hepplewhite and Michael Rosen

Are you are a human being living on Planet Earth? If so, then this song cycle is exclusively for you! Michael Rosen and I have created 12 songs that cover everything about life, planet Earth and the Universe. The elements Earth, Air, Water and Fire are all covered; there are songs about what we are actually made of, and songs about how we engage with the world through movement, language and invention. We have tried to pack as much fun, beauty and silliness into the songs as we can possibly manage so we can inspire you to think about your own unique place in our amazing Universe.

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