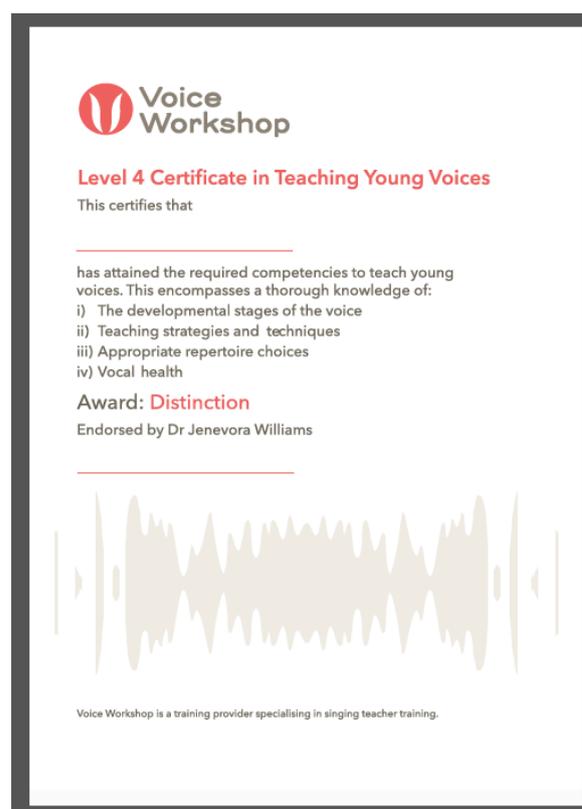


The Certificate in Teaching Young Voices

This certificate is a Voice Workshop Certificate, endorsed by Jenevora Williams. It is awarded when the teacher presents a portfolio with a reflective assessment of six lessons with a student or a choir. Throughout the process there is email and tutorial guidance available at any stage.

The certificate is tangible evidence that you have engaged actively with continuing professional development. The portfolio that is produced shows that you are committed to reflective learning and the application of new techniques. It does need a level of commitment in terms of time for reading and a willingness to engage with change and development.



Permission in writing will need to be obtained in advance from the student and parent/carer. If the lessons are recorded in school, permission from the Head Teacher or Head of Department will also be needed.

From teachers who have completed the certificate:

"I cannot emphasise enough how helpful the course and portfolio has been, particularly your feedback and answers to individual questions from course attendees. It has really helped me to understand key concepts I had been worrying over and provided 'back up' and clarity in what I need to work on in my teaching going forwards - particularly helpful when there's so many books I want to read and courses I want to do to have a couple of immediate practical goals to work on. Thank you so much for this."

"Thank You Jenevora. I have thoroughly enjoyed this learning process and thank you so much for your advice and support and for putting on such a great course."

"It's been a really useful and interesting project for me. I found it challenging having to plan the lessons, as I've previously worked more intuitively and responded to the moment. The writing up and re-reading of the lessons has really made me reflect on what I'm doing, why, what I understand and what I don't. Since doing those case histories, my lessons are definitely more structured, my goals are clearer (and possibly more realistic), and I've felt an increased confidence to trust myself and my ability to be playful within a plan. I think before, I always wondered if I was making it up. "

Portfolio Guidance – Teaching Young Voices Certificate

Background Information (10 marks)

Choose either one student or a choir. Follow the guidance below depending on what you have chosen:

Individual Student

You will need to give a background description of the student. This should include the following:

- Age
- Singing experience and ability level
- Details of any educational needs such as disability, anxiety etc.
- Any other factors significant to the teacher/pupil relationship
- Goals of the student /learner needs
- Your goals for developing the student

Choir/Class

Provide an overview of the choir/Class – size, gender, age range, ability level.

- How long have you been the musical director/Classroom teacher?
- Give some details on the group dynamics
- Do any of the choir members have issues that impact on the rest of the group?
- What are your goals for the choir?

Planning a six-week programme (10 marks)

This should include an overview of what you hope to achieve within the timeframe. It is your broad overall aims for either students or groups.

Put together a plan for each lesson/rehearsal. This needs to have the main areas to cover (eg. Warming-up, Technical issues with the exercises, Repertoire – memorising/musical or stylistic issues,)

As progress is unpredictable, you can write the plan for each lesson after the previous one has been given. Don't write the plan after the lesson has happened, as the mismatch and adaptability is part of the process.

Complete each lesson commentary (20 marks)

This will be easiest if you make an audio recording of the lesson (with the permission of the student). You can then listen through to remind yourself of what you did, what it sounded like, and how long it took.

This part is to show how you structure the lesson, how you apply exercises and discuss any issues that may arise. You can insert comments from the student if they are relevant. Self-reflection is an important part of this. Say what worked and what didn't and try to identify why. Say why you may have deviated from the lesson plan.

Exercise explanations (20 marks)

- You must state why you have chosen each exercise
- Explain what the exercise can achieve in theory
- State how you have applied the exercise, this is in your own words and should allow another teacher to replicate your exercise.
- State how the students/choir responded to the exercise
- An evaluation of the outcome. Was the exercise successful?

If the same exercises are used in more than one lesson, you may choose to have a separate section, like a glossary, for exercise explanations.

Repertoire Choices (15 marks)

Give an explanation of why you have chosen this repertoire and analyse its appropriateness in light of what you have read and learned on the course.

As an appendix, please attach copies of your repertoire choices.

Film (25 marks)

Please identify which lesson has been filmed.

This is viewed and assessed alongside the lesson commentary.

Please position the camera so that both teacher and student can be seen.

References – Please use Harvard System:

Bunch, M., (1995). Dynamics of the Singing Voice. Wein, Germany: Springer-Verlag.