

Moving on

Teaching and performance notes

Before teaching the song, play it as background music to other classroom activities related to moving on and change, so that your class can become familiar with it.

1. Listen to and discuss 'Moving on'

Listen to track 1, then ask the children to describe the general feel of the song (*it is quite slow and gentle with a flowing accompaniment which gradually builds up to a stronger climax*). Ask what gives the song its mood (*the words, tempo, instruments, melody and rhythm, and how they combine*).

2. Discuss the lyrics

Read the lyrics aloud together and discuss how change and moving on are part of life. Ask pupils to suggest some changes that everyone goes through (*eg moving schools, growing up*) and how to cope with them.

3. Learn the first verse and bridge

Listen to track 2. Say the words slowly and in rhythm. several times, encouraging clear articulation. Practise singing along with track 2, then track 3, until everyone is confident.

4. Learn the second verse

When the first verse is familiar, listen to the second verse (track 4). Practise until everyone is confident. Remember that the bridge section follows, as after verse 1.

5. Learn the chorus

Listen to track 5. Again, say the words together. Listen again, paying attention to the melody. Sing along to track 6 until everyone is confident. Encourage the children to breathe only in the rests to achieve a smooth line.

6. Add the optional second voice part

Listen to track 7 and try the second voice part. Allow the two vocal parts to practise together with the performance track and no other instruments until confident. Allow a small group of part 1 singers to practise with the group chosen to sing the additional voice part.

7. Practise singing the whole song

Sing along with track 1 until everyone can sing the whole song confidently. Notice the *ritardando* at the end of the song (gradually slowing down). You might like to conduct the last three words to help pupils place them correctly. Practise singing with the instrumental backing (track 9). Discuss the opposite of *ritardando* (*accelerando* - gradually getting faster). How would this create a different effect for the ending? Perhaps try the ending conducting an *accelerando* to demonstrate the different effect.

8. Prepare to perform

Discuss non-musical factors that help to make a good performance (eg *enthusiasm, energy, confidence and clear articulation*). Think about when/where you will be performing and about costumes/dress code. How you will stage your performance? If possible, rehearse in your performance space.

9. Add untuned percussion

Start by listening to track 1 and clapping slowly along to the song (*four beats in a bar - clap 1,2,3,4*). This will give the children an idea of the rhythm and speed of the song. Only the pre-chorus section of 'Moving On' has an untuned percussion part which introduces the chorus and a high/low bongo or other drum is suggested.

10. Add the optional second vocal part

Listen to track 7. This is an optional second vocal part for the bridge/coda section. Choose a group of children who will sing this accompaniment to the main vocal melody line. A group of Part 1 and Part 2 singers might rehearse separately, using the performance track or track 7 until confident enough to try the full performance with the group.

11. Prepare to perform

Decide on a plan for the performance, recording as much detail as possible, in a similar format to the plan on the following page. A staged performance of the song will be a lot of fun and can be as elaborate as your time and resources allow. You may want to introduce visual stimuli to the stage with projections, posters or billboards depicting ways we must move on in life or perhaps a short role-play to represent the issues outlined in the lyrics.

With your class, discuss non-musical factors that help make a good performance (eg *enthusiasm, confidence, energy and clear articulation*). As a group think about when and where you will be performing the song and dress code/costume. Decide how you will stage your performance (eg *everyone standing in formal rows or in a group tableau*) and rehearse in the performance space if possible.

Intro	CD backing track/Acoustic accompaniment and vocals.
Verse	CD backing track/Acoustic accompaniment and vocals.
Pre-chorus	CD backing track/Acoustic accompaniment and vocals. Untuned percussion.
Chorus	CD backing track/Acoustic accompaniment and vocals.
Verse	CD backing track/Acoustic accompaniment and vocals.
Pre-chorus	CD backing track/Acoustic accompaniment and vocals. Untuned percussion.
Chorus	CD backing track/Acoustic accompaniment and vocals.
Coda	CD backing track/Acoustic accompaniment and vocals. Decide who sings voice parts 1 and 2

12. Performance

Hold a dress rehearsal or final run-through, then discuss last minute improvements in a positive way! Perform 'Moving On' to a live audience.