

# Step-Up English Language +

## Music (Instrumental & Vocal)

### Sample Week

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:30	Wake up						
08:00	Breakfast						
09:00	Meeting						

<b>09:15</b> <b>ARRIVAL DAY</b> Students can arrive between 09:00 and 17:00, but preferably in the afternoon as there are no planned activities.	<b>New students</b> <b>Continuing students</b> <b>ALL DAY EXCURSION</b> London Walking tour to see some of the famous sites such as Big Ben, Houses of Parliament, Buckingham Palace, Leicester Square, Piccadilly Circus, Trafalgar Square, and Covent Garden.	<b>Functional Language and Exploration Question</b>					<b>Departing students</b> <b>DEPARTURE DAY</b> Students can depart between 09:00 and 17:00, but preferably in the morning as they do not attend the excursion.		
		Future Ready Mindset	Human Insights & Leadership	Strategic Communication	Global Change: Sustainability & Innovation	Digital Transformation			
		<b>Learning and Innovation</b>							
		Explore entrepreneurial success and reliability.	Analyse an inspiring speech and write your own.	Construct evidence-based persuasive arguments.	Examine different stakeholders in global change.	Research future technologies and formulate predictions.			
		<b>Ideas in Action</b>							
		Conversation Workshop	Public Speaking Workshop with a focus on social influence.	Topical Debate with a focus on strategic communication.	Team Presentation & written article with a focus on systems.	Business Exposition (Pitch) showcasing a future vision.			
		<b>Applied Skills: Reflection and Conclusions</b>							
		Spectrum of understanding.	Peer-correction.	Highlighting key factors.	Question-led summation.	Open-feedback.			
		Lunch	Lunch	Lunch	Lunch	Lunch			
		Meeting	Meeting	Meeting	Meeting	Meeting			
<b>Progressive Musical Readiness: Vocalist and Instrumentalist warm-up (Scales, Tone &amp; Tuning)</b>									
<b>Musical Skills</b>									
Observation based informal assessment of musical ability. Assessing how each student learns in order to apply the most efficient and productive notation and teaching strategies.									
<b>Ensemble &amp; Musical Application</b>									
Introduction of musical material. Discussions about pieces for the performance. Establish the repertoire, confirming instrumentation and rehearsing, assigning songs to vocalists and instrumentalists.									
<b>Musical Reflection &amp; Performance Review</b>									

17:45	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
19:15	Welcome Event	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
19:30	Entertainment: House Party	Entertainment: Icebreakers	Entertainment: Bramball	Entertainment: Choice Evening	Entertainment: Race Night	Entertainment: Awards Festival	Entertainment: Relaxed Games
21:30	House Meeting	House Meeting	House Meeting	House Meeting	House Meeting	House Meeting	House Meeting
From 22:00	Lights out	Lights out	Lights out	Lights out	Lights out	Lights out	Lights out



# Foundation English Language +

## Music (Instrumental & Vocal)

### Sample Week

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:30	Wake up						
08:00	Breakfast						
09:00	Meeting						

09:15	<b>New students</b>	<b>Functional Language: Language in Context</b>					<b>Departing students</b>
	<b>ARRIVAL DAY</b> Students can arrive between 09:00 and 17:00, but preferably in the afternoon as there are no planned activities.	<b>Exploring the Camp</b>   <b>Talking About the Past</b>   <b>Living in the City: First Impressions</b>   <b>Getting Started with Music</b>   <b>Navigating the City</b>					<b>DEPARTURE DAY</b> Students can depart between 09:00 and 17:00, but preferably in the morning as they do not attend the excursion.
10:05 (Break)		<b>Real-life Communication through Skills-driven Learning</b>					
10:15		<b>Hobbies and Interests</b> - focusing on active listening and opinion exchange.	<b>Present Simple and Continuous: Daily Life</b> - expressing routines and current activities.	<b>Vocabulary Boost: Extreme Adjectives</b> - enhancing expressive conversations.	<b>Predicting the Future of Music</b> - discussing personal preferences and developing opinions.	<b>Video Diary: A Day in the Life</b> - using descriptive storytelling and communication skills.	
11:05 (Break)		<b>Ideas in Action (Collaborative Projects)</b>					
11:15	<b>Continuing students</b>	<b>Tech-Free Zones and Personal Choices</b> - reflecting on use and routines.	<b>Favourite Things</b> - Using comparisons and explaining reasons of likes and dislikes.	<b>City vs Country</b> - developing analytical thinking.	<b>Technology and Music</b> - discussing future tech and impact on society.	<b>Reflection and Language Awareness</b> - noticing effective language choices.	<b>Continuing students</b>
12:05 (Break)		<b>Language Cup: Language in Action</b>					
12:15	<b>ALL DAY EXCURSION</b> London Walking tour to see some of the famous sites such as Big Ben, Houses of Parliament, Buckingham Palace, Leicester Square, Piccadilly Circus, Trafalgar Square, and Covent Garden.	<b>Unravel</b> : using problem solving skills.	<b>Riddles</b> : building speed of responses.	<b>Short Expressive Presentations</b> (Public speaking).	<b>Team Debate</b> : Logical reasoning & active listening.	<b>Live Sports Commentary</b> : clear narration & diction.	<b>ALL DAY EXCURSION</b> City / Seaside Town Visit where students explore a historic city, visit local attractions, have a walk along the promenade, go to a café or go shopping. Cities include Oxford, Cambridge, Brighton or Portsmouth.
12:45		<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	
14:00		<b>Meeting</b>	<b>Meeting</b>	<b>Meeting</b>	<b>Meeting</b>	<b>Meeting</b>	
14:15		<b>Progressive Musical Readiness: Vocalist and Instrumentalist warm-up (Scales, Tone &amp; Tuning)</b>					
14:30		<b>Musical Skills</b>					
14:30 5-minute Drinks break		Observation based informal assessment of musical ability.	Assessing how each student learns in order to apply the most efficient and productive notation and teaching strategies.	Guiding how each musician can develop an idiomatic tone and confidently apply their own "sound" to the performance.	Exploring musical individuality, focusing on stage presence whilst maintaining technical excellence.	Building confidence on stage and optimising on-stage communication and coordination performance order.	
15:30 5-minute Drinks break		<b>Ensemble &amp; Musical Application</b>					
		Introduction of musical material. Discussions about pieces for the performance.	Establish the repertoire, confirming instrumentation and rehearsing, assigning songs to vocalists and instrumentalists.	Students engaging collaboratively to refine and fine tune their performances.	Full dress rehearsal followed by studio audio recording of each to be mixed.	Rehearsing the repertoire and polishing the running order, to create the show.	
16:30		<b>Musical Reflection &amp; Performance Review</b>					
17:15		<b>Active Recovery, Stretching &amp; Performance Review</b>					

17:45	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
19:15	Welcome Event	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
19:30	<b>Entertainment: House Party</b>	<b>Entertainment: Icebreakers</b>	<b>Entertainment: Bramball</b>	<b>Entertainment: Choice Evening</b>	<b>Entertainment: Race Night</b>	<b>Entertainment: Awards Festival</b>	<b>Entertainment: Relaxed Games</b>
21:30	House Meeting	House Meeting	House Meeting	House Meeting	House Meeting	House Meeting	House Meeting
From 22:00	Lights out	Lights out	Lights out	Lights out	Lights out	Lights out	Lights out

**exsportise**  
summer schools

Equipping students with research-backed  
skills of the future through English Language

SCAN ME

