



Greater Manchester
MUSIC HUB

play

achieve

inspire

Boys' Choir Session 1

Warm-up

- ✓ 8 strong shakes and counts out loud of the left leg, then right leg, left arm then right arm. Back to the start reducing number by half each time (8/4/2/1). Once finished, impersonate your best chicken movement while projecting 'Rubber Chicken'.
- ✓ Say '**Wayne went to Wales to watch walruses**' – start slowly with focus on clear and correct enunciation. Start to pick up the tempo once correct.
- ✓ Placing the palm of your hand across the front of the stomach, send out strong, short huffs of air to a 'shh'. Start with 4 short bursts and then increase. The pupils should feel the diaphragm engage.
- ✓ Create an open 'ahh' vowel with a closed back of the throat. Use this sound to 'siren' (sliding up and down) through the vocal range. Start to add hand gestures for the boys to follow movement round the register.
- ✓ Use the tongue as a washing machine and circle the inside of the mouth and teeth 4 times to the right and 4 to the left. Helps to engage facial muscles.

Warm-up Song

New – Can You Clap this Rhythm for Me? (Sheet)

- ✓ Begin by treating this song as a rhythm game, enabling you to watch the pupils and begin to see differentiation between pupils.
- ✓ Ask the pupils to sing in unison 'we can clap this rhythm for you, just like this, just like this', once the rhythm has been clapped back by the pupils.
- ✓ If some members of the group are confident, ask them to clap the rhythm back on their own.

Main Body of the Session

New – Like a Prayer/Livin' on a Prayer (Sheet*)

- ✓ Before starting to teach the song, be aware of the different sections of the piece. Make sure you teach the song in small bite size chunks.
- ✓ Sing the whole section you will be working on, demonstrating with a confident voice.

- ✓ Speak through the first phrase of lyrics and then repeat with the pupils.
- ✓ Sing through the first phrase of music and then repeat with pupils.
- ✓ Continue with the same speaking/singing of each phrase individually, repeating with the pupils.
- ✓ Once first section is complete, sing first and second phrase together and ask pupils to repeat. Keep adding phrases until the section is complete and confident.
- ✓ Discuss the 'dreamy' feel that is created musically and ask what use of dynamics and sounds would best suit this particular section.
- ✓ Awareness of clear lyrics and use of the mouth are important – helps to tell the story.
- ✓ Begin the second section, repeating process as you did in the first. The second section will be a more familiar melody and so will not take as long, however make sure they are singing the tune correctly.

New – Hey Ungua (Sheet)

- ✓ Sing the entire song through, both call and response, motioning to pupils when they will be singing.
- ✓ Sing the first phrase and ask the pupils to repeat, and then do the same with the second, third and fourth phrases.
- ✓ Once the pupils are familiar with the song, and having repeated several times. Try changing the pitch and dynamics to see how the pupils follow the changes.

Ask the pupils to come up with some different kinds of voices that they could use for the following choir session, i.e. Giant's voice/posh voice/ witch's voice.

To Finish

- ✓ Re-visit the warm up song and see if any of the pupils would like to clap and sing the response back.

Evaluation & notes for next session

Note which pupils sang confidently/accurately for potential leaders of the group. Are any pupils struggling with pitching?

* This arrangement is used by kind permission of Andrew J. Smith