

## Boys' Choir Session 2

### Warm-up

- ✓ Push shoulders up to your ears, squeeze and hold. Squeeze the whole body from head/face to toes. The leader will count down 3,2,1 and children are to relax with a shrug and exhale to an 'ahh' sound. Repeat several times exhaling at different vocal ranges.
- ✓ Use this tongue twister: 'Yoda met a Yeti on the Plains of Serengeti'. Start slowly with focus on clear and correct enunciation. Start to pick up the tempo once correct.
- ✓ Ask pupils to lift one foot off the ground steadily. There should be no wobbling or movement. Complete concentration and silence is needed. This helps with engaging the core muscles, needed to breathe and sing well. Repeat with the opposite foot.
- ✓ Choosing individual vowel shapes, the pupils are to create a firework sound traveling throughout their whole vocal range. Creating the shape with hand movements will help to energise the sound and begin improvisation work.
- ✓ Ask the pupils to visualise a candle in the distance. A steady stream of air is to be blown gently towards the candle. Once they are at the end of the stream of breath, ask the pupils to take a deep and steady breath into the bottom of the stomach.

### Warm-up Song

#### **Recap - Can You Clap this Rhythm for Me? (Sheet)**

- ✓ Recap the call and response from the last session.
- ✓ Make sure the pupils are confident and that the melody is correct in the final bar.
- ✓ Try changing key, engaging the pupil's pitch matching skills.
- ✓ Ask pupils if anyone feels confident enough to sing individually.

### Main Body of the Session

#### **Recap/New- Like a Prayer/Livin' on a Prayer (Sheet\*)**

- ✓ Recap the previous session, asking pupils to remind you of the work done and skills learned.
- ✓ Speak through lyrics, use accompaniment and help by prompting.

- ✓ Work on creating a quiet yet focused sound. Bringing the lips further forward and engaging the breath control will help.
- ✓ The second section needs lots of energy and excitement. Use enunciated words, with punchy rhythms to keep the section driving forwards.
- ✓ Start new section without harmonies, stay on the main tune - the harmony can be added at a later date when the piece is secure and confident. This section has a gospel feel and needs to have movement. A relaxed feel for the words whilst keeping the enunciation crisp.

### **Recap - Hey Ungua (Sheet)**

- ✓ Recap once through.
- ✓ Ask the pupils what voices they would like to add. Repeat with new voice type every time.
- ✓ Be aware of the clarity of the moving rhythms on open vowels. These will need to be emphasised so that the rhythmic feel does not get lost.
- ✓ Experiment with a slower tempo so that the rhythmic movement of the melody can be clearly defined.
- ✓ Ask if any of the pupils would like to lead the call and response.

Ask the pupils to come up with some moves to help depict the strong sound that it is needed for the African song.

### **Evaluation & notes for next session**

**Hey Ungua** - To create a consistent, strong tone throughout the vocal line, involve movement, dynamics and tempi changes to give the piece a sense of performance.

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