

## KS2 Choir Session 2

### Warm-up

- ✓ Shake out hands, wrists, elbows, upper body, hips, legs, feet, ankles, so that the whole body feels “floppy”.
- ✓ Put your shoulders up to your ears and then relax them. Do this two or three times, feeling the tension build and enjoying the moment of relaxation.
- ✓ Imagine blowing out the candles on a cake; first one at a time then try blowing them all out in one breath.
- ✓ Blow air out gently onto your index finger. This encourages an even flow of breath controlled from the abdominal muscles.
- ✓ Try the tongue twisters: ‘**Eleven lemon lollipops**’, ‘**Ten tiny tottering turtles**’ and ‘**Fluffy, floppy puppy**’.

### Warm-up Song

#### **Recap – Step back Baby (Singing Sherlock Book 2, p23)**

- ✓ Recap the response (Step back baby, step back), asking the children to copy it.
- ✓ Recap the song one line at a time adding the actions, asking the children to copy and adding the response onto the end of each line as well.
- ✓ Sing through the whole song together.

Ask the children to sit down (on benches or chairs if at all possible), reminding them how important it is to ‘sit tall’ so that the lungs can work well. Remind them of the image of a puppet on a string.

### Main Body of the Session

#### **Recap – Tongo (sheet)**

- ✓ Ask the children to echo each line, but singing it without sustaining the final notes.
- ✓ See if anyone can remember what happened at the end of phrases last session.
- ✓ Sing it again, this time sustaining the long notes. See if they can improve the long notes.
- ✓ Encourage them to work for a lovely, rounded ‘oo’ sound and to make the singing as smooth as possible.

### **New - Magic Travel Machine (Singing Sherlock Book 2, p37)**

- ✓ Listen to the opening section of the song (the chorus).
- ✓ Without using the backing track, teach the chorus one line at a time, encouraging them to be as accurate as possible with the pitch.
- ✓ Invite the children to make up actions for the chorus and sing it along with the performance track, listening to verses 1 & 2 and joining with the chorus.

### **Recap - Roller Ghoster (Singing Sherlock Book 2, p61)**

- ✓ Recap the first section from the previous session - with actions if you like! - making sure that the notes are accurate. Keep the tempo steady.
- ✓ Once this is secure, sing along to the CD performance track, listening to the middle section and join in when the first section returns at the end.
- ✓ See if the children can identify what happens to the music in the middle section (minor key, sounding a little more mysterious).

### **New - I Like the Flowers (Sheet)**

- ✓ Sing the song all the way through, adding actions if you like.
- ✓ Repeat one line at a time, with the children echoing, ensuring that the pitch is accurate.
- ✓ Sing two lines at a time for the children to copy, making sure that the links between the lines are secure.
- ✓ Try it all the way through.

## **To Finish**

### **Recap - Crash Beep Beep (Singing Sherlock Book 2, p21)**

- ✓ Without using the backing track sing the chorus to the children with the actions.
- ✓ Repeat one line at a time, with the children echoing, making sure that that the pitch is accurate, particularly on line 3.
- ✓ Sing verse 1 one line at a time with actions asking the children to echo.
- ✓ Continue with the rest of the song in the same way.

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

Are the children able to sustain the long notes in **Tongo**? Is their posture helping?