

KS1 Choir Session 1

Warm-up

- ✓ Jog on the spot. Try in slow motion and then a sprint finish!
- ✓ Wobble like a jelly, then stand like a frozen fish finger. Keep alternating!
- ✓ Encourage good posture: stand tall, shoulders relaxed, back & down, feet slightly apart, crown of the head leading.
- ✓ Ask the children to copy some consonant clusters, encouraging the children to listen first, e.g.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1. | ch | ch | ch | ch | 2. | zh | zh | zh | zh |
| 3. | p | t | p | t | 4. | ff | sh | ff | sh |

- ✓ Encourage the children to think about breathing in, imagining that they are taking a 'cool sip of air', drinking it in through a 'button oo' shape and feeling it trickle down their throats. Make sure that they do not raise their shoulders or make any sound as they inhale.
- ✓ Do a 'sizzle', making it last while you draw a rainbow in the air. Explain that the 'ssss' sound must be continuous and ask them to copy.
- ✓ Ask the children to make a 'big' face and a 'small' face. Repeat. Try happy/sad; cross/laughing; surprised/goldfish.

Warm-up Song

New - Baby 1, 2, 3 (Sheet)

- ✓ Sing the first verse, then repeat it, asking the children to copy the actions.
- ✓ Sing it a third time, with the children joining in with both song and actions.
- ✓ Explain the actions for the next verses and sing them together one by one.
- ✓ Say the words of Verse 6 very slowly, with actions and ask the children to copy. Repeat the last verse a little faster.

Ask the children to sit down (on benches or chairs if at all possible), but explain how important it is to 'sit tall' so that the lungs can work well. Ask the children to imagine that they are puppets on a string, and every time you pull the string, it will prompt them to sit tall.

Main Body of the Session

New - Kye Kye Kule (Sheet)

- ✓ Speak each line slowly and clearly for the children to echo. Repeat.
- ✓ Sing each line, asking the children to copy.
- ✓ Introduce the actions and sing it through twice.

New - Telephone Song (Sheet)

- ✓ Begin with the last line ('With a rick tick tickety tick, oh yeah') asking the children to echo and then to sing the line twice.
- ✓ Invite them to sing 'Hey Mr/Mrs/Miss [YOUR NAME]' and respond with 'I think I hear my name'. Repeat with the answer 'I think I hear it again'. Add 'You're wanted on the telephone' and go from the beginning up to there a couple more times.
- ✓ Continue by putting the name of one of the more confident singers into the line 'If it isn't [NAME] I'm not at home' and add the last line.
- ✓ Sing the song again, but now 'Hey [CHILD'S NAME]' and sing it all through encouraging the chosen child to respond appropriately.

New - Come to the Pet Shop (Singing Sherlock Book 1, p28)

- ✓ Without using the backing track, sing each phrase for the children to echo, repeating as necessary until they are confident.
- ✓ Then try with the music, either using the performance track or the backing track if you are comfortable leading.
- ✓ Discuss the other verses and demonstrate how to sing the chosen animal sound.
- ✓ Try it all the way through.

To Finish

The Penguin Song (Singing Sherlock Book 1, p11)

- ✓ Ask the class to copy 'Penguins attention, penguins begin, right arm' with the correct actions.
- ✓ Teach the opening section, making sure that everyone is singing confidently.
- ✓ Try the verses for R arm, L arm, R leg, L leg. Make sure they are walking like penguins for the last verse - not jumping.

Evaluation & notes for next session

Note which children sang on their own in "The Telephone Song" and how confident/accurate they were.

Did the children sing as well as do the actions for "The Penguin Song"?