

KS1 Choir Session 2

Warm-up

- ✓ Shake the hands and wrists, then elbows and whole arms, then waist and hips, one leg then the other, to get rid of the tension.
- ✓ Say the tongue twister '**Buttons and poppers and buttons and poppers and buttons and poppers and sleeves**' slowly and carefully. Aim for clearly enunciated words and repeat using different voices (including singing) and at different speeds.
- ✓ Breathe in through an open mouth to three counts, exhaling to a 'ssss' – like sausages sizzling in the pan) for four slow counts. Make sure that the stream of air is steady and even and that the children do not raise their shoulders as they breathe in. Repeat but exhaling to 5 counts.
- ✓ Trace a pattern in the air, indicating high and low with hand gestures. Use 'oo' and 'ah' sounds.
- ✓ Invite the children to describe 'good posture' and then to demonstrate it.
- ✓ Repeat 'big' face and a 'small' face from last session. Try happy/sad; cross/sleepy; surprised/goldfish; bored/excited then briefly discuss what happened to their posture for each face and then talk about the 'singing face' and why it is so important.

Warm-up Song

Recap - Baby 1, 2, 3 (Sheet)

- ✓ Say the words of Verse 6 very slowly, with actions and ask the children to copy. Repeat a little faster.
- ✓ Recap Verses 1- 5 and sing the song all the way through with all the actions.
- ✓ Repeat, but choose one action to perform in a thinking voice, e.g. elbows

Remind the class how important it is to 'sit tall' so that the lungs can work properly. Ask the children to imagine that they are puppets on a string, and every time you pull the string, it will remind them to sit up.

Main Body of the Session

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

- ✓ See if they can recall the different animals from last week. Can individual children demonstrate the animal sounds?
- ✓ Try verse one unaccompanied, to make sure that they are singing smoothly but with good initial consonants for "Come" and "Hello".
- ✓ Sing all the verses with the music, either using the performance track or the backing track.
- ✓ Can the children think of some more animal noises and make up other verses?

New - Teddy Bear Rock 'n' Roll (Singing Sherlock Book 1, p17)

- ✓ Play the first section of the song for the children to listen to.
- ✓ See if they can tell you how teddy was feeling and how the mood changed.
- ✓ Teach the first section of the song, working for quiet, smooth singing. Sing each the first two bars and get the children to sing them back. Without a break, do the same for the next two bars, and then the next three bars. Then sing all of the first seven bars and ask them to echo. Repeat with the second half of the verse.
- ✓ See if they can make their faces match the mood of the words.

Recap - Kye Kye Kule (Sheet)

- ✓ Ask one of the children to keep a steady pulse on either claves or a woodblock and perform the actions to each line (over 4 beats) with the children copying them.
- ✓ Sing the song three or four times, with the actions, varying the dynamics each time. Make sure that the class also follows the dynamics.
- ✓ Invite small groups of three or four children to lead.

To Finish

Recap - The Penguin Song (Singing Sherlock Book 1, p11)

- ✓ Setting the pulse on a woodblock, ask the class to tap their right arm, then left arm matching the pulse. Try adding legs too.
- ✓ Sing the song all through, making sure that everyone is singing confidently and that they are aware of the other performers.
- ✓ Try the verses for R arm, L arm, R leg, L leg and nod your head.

Evaluation - notes for next session

Are they all singing as well as doing the actions?