



JUMP IN AND SING!
Teaching Tips!

SONG LIST & PLAN

Week 1:

- i. **Grandma Rap**
- ii. **Baby Beluga**

Week 2:

- i. **The Ghost of Tom**
- ii. **Pirates**

Week 3:

- i. **Kis Nay Banaaya**
- ii. **Bare Necessities**

Week 4:

- i. **Tue Tue**
- ii. **Reach Out**



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JUMP IN AND SING! Is a short in-school singing project, designed to encourage children and their teachers to get back to regular singing again. The songs, which include a spoken rap, songs that can be sung in rounds, songs in different languages and songs that call for a strong performance, will develop a range of musical skills, in particular listening skills and pitching notes correctly.

Some songs are harder than others and some carry an additional level of difficulty should that be required. For example, three of the short songs can be sung in a round (meaning half the class start the song a phrase later, after the song has started). There are songs where harmony lines can be added.

The songs will be taught most effectively when you, the teacher, are leading and singing confidently. Preparation is key here! Try to listen to the two songs of the week in advance several times so that they get into your system. If there is a song you find tricky or dislike, try not to pass that on to the children; it is really surprising how children can learn quite complex music and what they respond to.



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SONG TEACHING BULLET POINTS:

- 1. Listen to the two songs for the week ahead in advance.**
- 2. Build the same regular time into the day to sing e.g. first thing or just after lunch. Give that time a name e.g. *Mayflower's Music Minutes; Singing Spotlight on Clara Grant; Jump In & Sing Session Heat 1***
- 3. Always use the performance track to teach with. Only use the backing track towards the end of the week and if recording and if the children are fully confident.**
- 4. Play the performance track to the children TWICE for them to listen to without singing but with the lyrics on the whiteboard. They will absorb it which will make the teaching easier.**



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- 5. Ask them to read aloud the lyrics with you first, before singing.**
- 6. You sing them a line (without track) and ask them to copy back. Sing two lines, ask them to copy back. Sing the next two lines and ask them to copy back. Go back to the beginning and sing the whole verse, and ask them to copy back.**
- 7. Introduce musical terms such as:**
 - Dynamics = loud or soft, how loud, how soft**
 - Tempo = the speed of the song, how fast or slow**
 - Rhythm = which notes are longer/shorter, can they feel the beat of the music (like a heartbeat)**
 - Intepretation/Expression = how should the song be sung, the mood, what feelings does it provoke**
- 8. Name a *Super Singer* of the day! Reward with points! Add the smiley face sticker to the chart when song is learnt and use this as a class goal.**



FROGGIE'S FOUR:

Grandma Rap!

- 1. Establish a beat first (toe tapping, finger clicks)**
- 2. Learn in sections**
- 3. Practice with and without backing track**
- 4. Ask children to add movements (called the doctor/phone, walking stick, shakerdy shake/hands up, to the side etc etc)**



FROGGIE'S FOUR:

Baby Beluga

- 1. Highlight the slow, swung jazz beat and the saxophones**
- 2. Point out the verse (*Baby beluga in the deep blue sea*) and chorus (*Baby Beluga, Baby Beluga*) structure**
- 3. Explore the story telling aspect of the song**
- 4. Avoid shouting in the chorus!**



FROGGIE'S FOUR:

The Ghost of Tom

- 1. Encourage use of high and low voice**
- 2. Use the *oo* to create a ghostly atmosphere**
- 3. Aim for a smooth line that is in tune, paying attention to the first line**
- 4. Try as a round: half the class start singing the song when the other half get to "*long white bones*"**



FROGGIE'S FOUR:

Pirates!

- 1. Practice reading the chorus first**
- 2. Learn the verse melody slowly and carefully**
- 3. Highlight the verse / chorus structure again, like Baby Beluga**
- 4. When learnt, sing the song with Pirate energy, adding some movements**



FROGGIE'S FOUR:

Kis Nay Banaaya

- 1. Practice reading the Hindi -Urdu words and point out the translation**
- 2. Aim for a gentle, beautiful sound**
- 3. Each line in one breath. Again, like in The Ghost of Tom, aim for a smooth, seamless sound**
- 4. Invite stronger singers to add the harmony part (lies a 3rd above)**



FROGGIE'S FOUR:

Bare Necessities

- 1. Explain what the song is saying!**
- 2. Enjoy feeling the fast, happy beat**
- 3. Watch the scene from the Jungle Book film to add context**
- 4. Split up the song so different children sing different sections**



FROGGIE'S FOUR:

Tue Tue (from Ghana)

- 1. Practice reading the words**
- 2. Ask the children to beat the pulse in their feet (left foot, right foot)**
- 3. Sing as a round: divide class in half, with half starting after "*barima*"**
- 4. Explore changing the dynamics (sing loudly/softly) and the tempo (the speed)**



FROGGIE'S FOUR:

Reach Out (I'll Be There)

- 1. Work carefully on the text, building up fluency**
- 2. Teach each line as call and response**
- 3. Explore the message of the song**
- 4. Invite stronger singers to add the harmony part**



Did you know?

THAMES, the Music Hub for Tower Hamlets, has a new CHILDREN'S CHOIR?

It takes place on Mondays, 4.30pm at Cayley Primary School, Ashton Street, E14 7NG

Details here:

[https://thames.towerhamlets.gov.uk/content/What we do/Making-Music.aspx#ChildrensChoir](https://thames.towerhamlets.gov.uk/content/What_we_do/Making-Music.aspx#ChildrensChoir)

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