

Sing Outside

Young Song Leaders Workshops Summer 2025

- Session 1 material (green)
- Session 2 material (blue)
- Additional material (if time and at massed YSL sessions)

Material to be selected from:

Warm Ups

1. Clap Your Hands

(clap, stamp, hips, wave, tap knees, wave hands, point fingers pat ears, going down, sit and listen.....fold arms)

- Use 'thinking voice' for Beat 8, then 7 and 8, then 6, 7 and 8 etc.
- All sit on 'going down'
- Sit and listen – keep absolutely still then fold arms on Beat 8 (telepathic communication!)
- Use in canon, to help develop part skills. Remember to keep the **pulse** really steady

2. Bananas of the World Unite!

- First clap must be bang on the syllable 'nite' (from 'u-nite')
- Order: pick, peel, chop, mash, blend, shake, drink, go.
- Make the most of the actions!

3. 8,4,2,1 (head, shoulders, thighs, clap)

- End with a big 'Hey' and hold it for the camera!
- Keep the pulse really steady otherwise it WILL get faster!
- Try in canon, first 8 beats apart, then 4, then 2. If that goes well try only 1 beat apart – really tricky

Playground Songs

Most suitable for EY / KS1	Most suitable for KS2	For All
1. I have lost my little partner 2. Lemonade Song 3. Doggy Doggy 4. Going on a picnic	1. John Kanaka 2. Essequibo River 3. Old Brass Wagon 4. Away We Go	1. Dr Knickerbocker 2. Tony Chestnut 3. Grandma, Grandma 4. Li' Liza-Jane

Teaching Tips – with all the songs...

1. Develop the use of:

- Singing voice (accurate pitching, good tone, clear diction)
 - Thinking voice
 - Pulse (tap on knees)
 - Rhythm (two fingers on palm of hand)
 - Arch movement to show outward and return phrases
2. **Separate pitch and rhythm**, so first teach the lyrics by chanting (like a 'rap') then add the pitch (melody) and lastly any actions or movements. You'll probably need to practise these separately, without the song, until your students can do them confidently.
 3. Use gestures for '**my turn**' and '**your turn**', to help with call and response of short phrases
 4. Use the phrase '**Show me you're ready**' and model it every time you begin an activity
 5. **Set pitch and tempo** by using '**Off I go**' / '**Off we go**' / '**Off you go**', on the starting pitch of the song, at the speed you want to use.
 6. Let the children **hear the songs all the way** through BUT always give them a '**listening job**' to help focus their listening and stop them joining in too soon!
 7. **You are a positive role model**, so be patient, break the activities down into small chunks and repeat plenty of times before moving onto the next section

Behaviour Management!

1. Teach them the '**STOP RHYTHM**' | | ** | You clap it, they repeat it then fold arms, ready to listen.
2. **Use The Teacher Stare!!** (even better if you wear glasses!)
3. **Never try to sing or speak 'over' the children.** If they are noisy, use the **STOP RHYTHM** then point individually to all the children who are sitting quietly and say "Well done, excellent listening" or "Bravo, you're sitting beautifully" etc. Avoid using words like 'naughty'. Say they are being 'unhelpful' or 'helpful' and be positive!

SONG BANK

Most suitable for EY / KS1

<u>I Have Lost...</u>(Singing Sherlock Bk1) I have lost my little partner, I must find another one. I'll choose you if you will have me, We will dance till day is done. <i>Clap, clap, tap-tap-tap x 3</i> <i>Turn around.</i> <u>Doggy Doggy</u> All except Dog: Doggy, Doggy, where's your bone? Doggy: <i>Someone stole it from my home.</i> All except Dog: Who stole the bone? Thief: <i>I stole the bone!</i>	<u>Lemonade Song</u> Q A Here I come // <i>Where from?</i> Merton // <i>What's your trade?</i> Lemonade! GIVE US SOME DON'T BE AFRAID! <u>Going On A Picnic</u> Going on a picnic, leaving right away, If it doesn't rain, we'll stay all day. Have you brought the sandwiches? <i>Yes, we've / I've brought the sandwiches.</i> Have you brought the biscuits? <i>Yes, we've / I've brought the biscuits.</i> Have you brought the apples? <i>Yes, we've / I've bought the apples</i> Ready for the picnic, off we go!
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Most suitable for KS2 + All

<u>John Ka-naka-naka</u> (Hawaiian for 'man') I heard, I heard an old man say, <i>John Ka-naka-naka Tu- li- aye.</i> Today, today is a holiday <i>John Ka-naka-naka Tu- li- aye</i> Tu-li-Aye, Tu-li- aye, <i>John Ka-naka-naka Tu- li- aye.</i>	<u>Essequibo River</u> (sea shanty from Guiana) Essequibo river is the king of rivers, all. Buddy ta-na-na, we are somebody 'o-er. Essequibo river is the king of rivers, all. Buddy ta-na-na, we are somebody 'o-er. Somebody 'o-er Jonny, somebody 'o-er. Buddy ta-na-na we are somebody 'o-er. Somebody 'o-er Jonny, somebody 'o-er. Buddy ta-na-na, we are somebody 'o-er.
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Old Brass Wagon (Traditional American folk song, often sung at dances)

Circle to the left, old brass wagon,
Circle to the left, old brass wagon,
Circle to the left, old brass wagon,
You're the one my darling.

Clap your hands, old brass wagon...etc

Tony Chestnut

Tony Chestnut knows I love him.
Tony knows, Tony knows.
Tony Chestnut knows I love him,
That's what Tony knows!

Doctor Knickerbocker

Dr Knickerbocker, Knickerbocker No 9
He likes to dance and he keeps in time.
Now let's get the rhythm of the hands.
Yes, we've got the rhythm of the hands.
Now let's get the rhythm of the No 9
1...2...3 4 5 6 7 8 9!

Cumulative – add:

- feet
- head
- hips
- lips!

Li' Liza-Jane (trad American)

I know a girl that you don't know
Li' Liza-Jane
Way down south in Baltimore
Li' Liza Jane
Oh Eliza, Li' Liza Jane
Way down south in Baltimore
Li'Liza-Jane

Away We Go (adapted from American folk song)

Jump, Jump,
To and fro.
Nod your head and shake your head
And tap your toe.
Round, round, round we go,
Then you take another partner
And away we go.

NB:

Penultimate verse:

Then you choose a final partner
And away we go.

Last verse:

Then you turn to face your partner
And you take a bow.

Grandma, Grandma (American rhyme)

Grandma, Granda, sick in bed.
She called for the doctor, the doctor said
"Grandma, Grandma, you ain't sick,
All you need is a walking stick!"

Hands up, shake- shake, shakety-shake.
Hands down, shake- shake, shakety-shake.

Hands up, shake- shake, shakety-shake.
Hands down, shake- shake, shakety-shake.

To the front, to the back,
To the si-si-side.
To the front, to the back,
To the si-si-side.