

# Get healthy, get singing!

The Sing Up and Healthy Schools resource

A fun-packed collection of singing materials to promote children's health and well-being



Featuring *Raise my voice*, a specially commissioned song by Carrie and David Grant, plus four warm-ups and activity plans for KS1 and KS2

**GET HEALTHY,  
GET SINGING!**

ALL TRACKS ARE AVAILABLE  
ONLINE AT [WWW.SINGUP.ORG](http://WWW.SINGUP.ORG)



**sing up**

help kids find their voice

in association with

**Healthy  
Schools**

# sing up

help kids find their voice



## Get healthy, get singing!

Sing Up is delighted to have teamed up with the National Healthy Schools Programme to bring you **Get healthy, get singing!**, a practical singing resource featuring the specially commissioned song, *Raise my voice*, written by Carrie and David Grant.

This very special publication is jam-packed with singing materials and fun activities, all based on the theme of keeping fit, healthy and happy. To accompany their upbeat pop song, Carrie and David have written four vocal warm-ups – *Five portions a day*, *I like me*, *Make it me-sized* and *60 minutes* – which are also included on the next few pages, along with some choreographed dance routines and two 6-week activity plans: one for KS1 and one for KS2, which use *Raise my voice* as a starting point for lots of great cross-curricular work.

Sing Up is the Music Manifesto National Singing Programme (produced by Youth Music, AMV-BBDO, Faber Music and The Sage Gateshead, supported by Government) and was launched in 2007, following the Government's pledge to improve the standard of music education for children. At Sing Up, we believe that singing can have a hugely positive impact on emotional health and well-being: if you sing a song you love, you will immediately feel better about yourself and the world around you. It is also through the medium of song that so many of the best songwriters through history have passed on important messages to future generations. We have therefore decided to create this inspiring selection of resources which celebrates the significance of emotional and physical well-being through song, in the hope that it will act as an invaluable learning tool in classrooms across the country for many years to come.

If you are not yet a Sing Up school, head to our website [www.singup.org](http://www.singup.org) to register online. Once registered, you will receive our free termly magazine, have access to our range of training opportunities, and be able to download all of our online content, which includes many more fantastic songs, warm-ups and teaching resources.

We hope you enjoy exploring the song materials in this publication and that they encourage all those who use them to keep healthy and keep singing!

## The Sing Up team

### **Get healthy, get singing! team**

Editor: Delbar Papadopoulou  
Resource team: Beth Millett,  
Celi Barberia, Louise Cleverdon

### **Contributors**

Robert Beattie, Andy Brooke,  
Elizabeth Dunsford, Carrie and  
David Grant, Duncan Mills,  
National Children's Bureau,  
Adrian Nettleship

### **CD covermount**

Carrie and David Grant, children  
provided by Jam Theatre  
Company, Matt Hay, Ron  
Knights, Metropolis Studios, Jo  
Noel-Hartley, Nic Rowley, Steve  
Welton-Jaimes, Sam Wheat

## About us

Sing Up is the Music Manifesto National Singing Programme, produced by Youth Music, with AMV-BBDO, Faber Music and The Sage Gateshead, supported by Government. For more details, visit [www.singup.org](http://www.singup.org).

Published by **Youth Music**,  
One America Street, London SE1 ONE.  
Tel: 020 7902 2939,  
email: [info@singup.org](mailto:info@singup.org),  
[www.singup.org](http://www.singup.org),  
Registered charity number: 1075032  
and **Faber Music Ltd**,  
74-77 Great Russell Street,  
London WC1B 3DA.  
Tel: 020 7908 5310.  
© Crown copyright 2010.



Produced on behalf of Sing Up by  
**Think Publishing**, The Pall Mall  
Deposit, 124-128 Barlby Road, London  
W10 6BL. Tel: 020 8962 3020.

Printed by Ormside Press Ltd, Redhill, Surrey,  
on Core Silk paper, produced elemental  
chlorine-free, at a mill accredited with ISO14001.



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# A message from the composers

The Healthy Schools initiative is something we passionately believe in. When we were first asked to write this song and the warm-ups, we were sent information on the Every Child Matters agenda as part of our brief. What parents and teachers are being asked to achieve with our children is both inspiring and challenging. For most of us parents, keeping our children safe and healthy is pretty high on our list of priorities, but the concept that every child can be made to feel that they are valued and have a place in society is a much greater challenge. We need to inspire children to believe they can achieve their dreams and contribute positively to society. And for us, this is where music comes in.

Music and singing have the power to touch the soul, and often, where words or actions have failed, music can meet a person's deeper needs. Singing is soul food and builds self-confidence, so we wrote *Raise my voice* to express the inspiration of the Every Child Matters agenda while including sections that are hopefully easy to pick up and sing along to. As the children join in, it is our hope that they will sing the words about themselves and believe them. Concepts that are hard to grasp can be made so much easier to understand when set to music.

Finally, we leave you with this thought: imagine what this nation would be like if all our children started to believe, live out and act upon the lyrics they are singing in these songs?

Now that would be something!

## carrie and david grant

### Biography

Carrie and David Grant are two of the best-known vocal coaches in the country. As well as working with some of the most famous names in the pop industry, Carrie and David have themselves enjoyed successful singing careers and have appeared in numerous television programmes, most notably as the vocal coaches and judges on the *Fame Academy* series.

Carrie and David are fully committed to the promotion of singing and music among young people, having released an international-selling coaching book and DVD. Their *CBeebies* series, *Carrie and David's Pop Shop* provides young children with a fantastic introduction to all types of music.





# The power of song

The Healthy Schools Programme is very pleased to have had this opportunity to work with Sing Up to produce this great resource which promotes the health and well-being of children.

Singing directly relates to the Healthy Schools Themes of Physical Activity and Emotional Health and Well-being, as well as being a great vehicle for learning about other aspects of health and well-being. Singing benefits both the mind and body. Singing exercises the major muscle groups in the upper body and promotes improved posture even when sitting. Singing has psychological benefits, working through hormones in our bodies to reduce stress and improve a sense of well-being.

Put that together with the benefits that singing brings of an increased sense of community and belonging and shared endeavour, then you have a powerful medium to improve children's health and happiness in school. I therefore support that schools see singing as an important part of their strategy to improve the health and well-being outcomes of their school community.

Most importantly, singing is an opportunity for children to achieve and have fun!

## Robert Beattie

Head of the National Healthy Schools Programme

### Healthy Schools Themes

We've included a key to help you identify the themes covered by Carrie and David Grant's warm-ups, *Five portions a day, I like me, Make it me-sized* and *60 minutes*, and their song, *Raise my voice*. Look out for the following logos on the song and warm-up pages:



Personal, Social, Health and Economic (PSHE) education



Healthy Eating



Physical Activity



Emotional Health and Well-being

## Healthy Schools

Singing the song and four warm-ups featured in this resource, and taking part in the suggested activities with your group, can actively contribute towards your school improving the health and well-being of children and young people.

### About Healthy Schools

The National Healthy Schools Programme is a joint initiative between the Department for Children, Schools and Families and the Department of Health. The effectiveness of Healthy Schools in delivering sustained improvements in behaviour, standards and school management is due to schools taking a whole school approach, involving and working with the whole school community of children, staff and parents. The Programme has existed since 1999.

The National Healthy Schools Programme has four core themes which relate to both the school curriculum and the emotional and physical learning environment in school. Each theme includes a number of criteria that schools need to fulfil in order to achieve National Healthy School Status. The themes are:

- Personal, Social, Health and Economic (PSHE) education including Sex and Relationships Education and Drugs Education
- Healthy Eating
- Physical Activity
- Emotional Health and Well-being, including bullying

Schools engaged with their Local Healthy Schools Programme work towards gaining National Healthy School Status. Having gained Healthy School Status, a school will carry out an annual review to show they are maintaining the foundation of health and well-being which they have achieved.

Building on their Healthy School Status, schools are now moving on to the Healthy Schools enhancement model where they will choose two health priority areas to work on.



- 1 Performance track
- 2 Vocal guide track – melody
- 3 Vocal guide track – harmony
- 4 Backing track

# Five portions a day

## Words and Music by Carrie and David Grant

This lively warm-up not only promotes healthy eating but its off-beat rhythms will have singers moving in no time!

### Have a listen

- Syncopation is a feature of this warm-up; in other words, it has rhythmic accents which are not on the main beats. Syncopation is really just a way of making music lively and dynamic, giving it a funky feel which kids will love.

### Try this ...

- Use this warm-up during key moments in the day: for example, in the lunch queue or when lining up for fruit at playtime.
- Get children to really feel the vibrancy by adding some body percussion. Try out the 'clap, drag, click' routine, as demonstrated in the illustrations opposite, to the rhythm of the words 'Five portions a day'.
- The harmony part is accessible, even to less-experienced singers. Split into two groups – group 1 sings the main tune with you. Once this is secure, indicate that they should continue. Turn to group 2, signal that you are now dealing only with them, and sing the higher part, encouraging them to join in.
- Be sensitive to children who have English as an Additional Language (EAL) when singing material which has a literacy element. Invite children with EAL to teach everyone the names of fruit and vegetables in their first language, and incorporate this into the warm-up.

### Subject links

- **Art & Design:** Use this warm-up to stimulate ideas for painting and sculpture in the manner of 16th-century Italian artist Arcimboldo. He painted piles of fruit and vegetables in clever arrangements to give the illusion of people. For ideas, check out [www.giuseppe-arcimboldo.org](http://www.giuseppe-arcimboldo.org).
- **Literacy:** Children could write their own verses, using alternative fruit and vegetables to spell out 'PORTIONS'.
- **PSHE & Citizenship/Science:** *Five portions a day* would make a great starting point for discussions about healthy eating as part of Science and PSHE lessons.



### About the warm-up

- **Key Stage:** KS2 (Years 3-6)
- **Warm-up type:** Unison, optional two-part
- **Purpose:** Rhythmic security; simple part-singing
- **Ideas for adaptation:** Chanting the warm-up

This warm-up, with all its accompanying materials (activities, lyrics, audio and song sheets) is available online at [www.singup.org](http://www.singup.org). The audio tracks were recorded specially for the Sing Up programme by children provided by Jam Theatre Company, mixed and mastered by Matt Hay, with additional mixing by Nic Rowley at Vandborg Studios. The backing track was created by Matt Hay. The activity notes were written by Andy Brooke.



1

Stretch your right arm out in front of you and use your thumb and fingers to count to five while singing and/or shouting the opening line 'One, two, three, four, FIVE PORTIONS A DAY!'



**ONLINE VIDEO** You can go online to this warm-up page in the Voice Box section of [www.singup.org](http://www.singup.org) to find a video clip of the children from Jam Theatre Company performing this dance routine.



## Lyrics

One, two, three, four,  
**FIVE PORTIONS A DAY!**

Five portions a day,  
Five portions a day,  
Five portions a day,  
Five portions a day.

'P' is for Pineapple,  
'O' is for Oranges,  
'R' is for Radishes,  
'T' is for Tomatoes,  
'I' 's Iceberg lettuces,  
'O' is for Onions,  
'N' is for Nectarines,  
'S' is for Spinach.

Five portions a day,  
Five portions a day,  
Five portions a day,  
**FIVE PORTIONS A DAY!**

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# 2

In time to the rhythm of the opening phrase 'Five portions a day' do the following routine: clap your hands once to the left on the word 'Five' ...

# 3

...then drag your right hand and pat your chest once on 'por-' and click once to the right on '-tions'. Repeat this 'clap, drag, click' pattern on the words 'a day', but this time clapping twice at the start. Continue this whole pattern throughout the warm-up until the last, shouted 'FIVE PORTIONS A DAY!'.



## More online

Music, lyrics and echo tracks for all vocal parts are available online.



- 5 Performance track
- 6 Vocal guide track – melody 1
- 7 Vocal guide track – melody 2
- 8 Vocal guide track – melody 3
- 9 Vocal guide track – melody 4

# I like me

## Words and Music by Carrie and David Grant

This is a great warm-up for entry-level part-singing, also focusing on good breathing technique and rhythmic security

### Have a listen

● In this warm-up there are four ideas happening at the same time, three of which begin on the same note. This makes the warm-up a great introduction to singing in parts.

### Try this ...

- Start with the 'H – h – h – h – h – healthy' idea, as a focus for good breathing technique. Say repeated, silent 'H' sounds, indicating that children should join in. Tell them to put one hand on their tummies, between the bottom rib and the navel, and feel what is happening as they breathe – the muscles contract and relax. Explain that these muscles should be supporting the voice when we sing. (Don't do too much of this whispered work or the voice will soon dry out.)
- In the 'I like myself' section, ensure the long notes ('-self', 'me', 'am', 'be') are not cut too short in order to take a breath; breaths must be taken quickly.
- Move on to the 'Ooh' idea. Tell children to imagine they are sitting slightly on top of the note, to avoid going flat.
- Now look at the 'I like me' idea, which has irregular accents. The unusual 3 + 3 + 2 grouping makes for a funky feel that children will love.
- Once children are reasonably confident with each of the four sections, create your own arrangement. Divide singers into four groups and allocate one section to each. Conduct them, pointing to each group when you want them to join in.

### Subject links

- **SEAL/Speaking & Listening:** Use drama techniques, such as role-play and hot-seating, to support children who find it difficult to speak positively of themselves. Develop 'feel-good' scenarios, such as a relay sprint team just after winning a gold medal, or a crew of firefighters who have just made a rescue and brought a fire under control. Encourage them to speak about the difficulties they overcame and how they feel now.



### About the warm-up

- **Key Stage:** KS2 (Years 3–6)
- **Warm-up type:** Four-part
- **Purpose:** Precise rhythms; breathing technique
- **Ideas for adaptation:** Singing parts in different combinations

This warm-up, with all its accompanying materials (activities, lyrics, audio and song sheets) is available online at [www.singup.org](http://www.singup.org). The audio tracks were recorded specially for the Sing Up programme by children provided by Jam Theatre Company, mixed and mastered by Matt Hay, with additional mixing by Nic Rowley at Vandborg Studios. The activity notes were written by Andy Brooke.

## Lyrics

### Melody 1:

I like myself,  
Like being me,  
And who I am,  
Is great to be.

### Melody 2:

H-h-h-h-h-healthy,  
H-h-h-h-h-healthy,  
H-h-h-h-h-healthy,  
H-h-h-h-h-healthy.

### Melody 3:

I like me, I like me,  
Like me,  
I like me, I like me,  
Like me,  
I like me, I like me,  
Like me,  
I like me, I like me,  
Like me.

### Melody 4:

Ooh, ooh,  
Ooh, ooh.

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### More online

Music, lyrics and echo tracks for all vocal parts are available online



## ON THE CD MAKE IT ME-SIZED

- 10 Performance track
- 11 Vocal guide track – melody
- 12 Vocal guide track – harmony 1
- 13 Vocal guide track – harmony 2
- 14 Vocal guide track – harmony 3
- 15 Backing track

## WARM-UP

# Make it me-sized

## Words and Music by Carrie and David Grant

This 'bluesy' warm-up is great for introducing older children to part-singing and scat-singing. It will soon become a favourite warm-up but would equally work well as a short performance item

### Have a listen

- Listen to the performance track. This very 'bluesy' number is great sung with an American accent.
- Listen to the different parts. As well as the main part, there are examples of scat-singing (made-up words, eg. 'doo-wop' and 'doo-doot doop') in the other parts.

### Try this ...

- Sing through the main part, taking care on 'big' – this note is slightly lower than expected, and adds to the blues feel.
- You will hear David Grant's voice in the performance track. Try asking someone from your group to add their own spoken interjections into your version of the warm-up, using a funny voice.
- Timing is crucial in this warm-up. To help children keep their place, encourage them to clap the beat as they sing.
- We all come in different shapes and sizes. While some children with physical disabilities have a very positive attitude towards their bodies, body image can be challenging. Promote confidence by asking children to come up with their own lyrics and then to teach the group a new verse.

### Subject links

- **PSHE & Citizenship:** As suggested by its title, this warm-up also centres on the subject of portion size. Check out the Change4Life website ([www.nhs.uk/change4life](http://www.nhs.uk/change4life)) for some discussion ideas.
- **SEAL/Art & Design:** Focus on self-acceptance. Children could list things which are positive and not so positive about themselves. Children might like to draw a picture of themselves in the centre of the page and add their ideas round the outside, or take a photograph and make a fact file, including headings such as 'good at', 'enjoys', 'needs to improve on' and so on.



**Not too big,  
Not too small,  
Make it me-sized.  
Make it me-sized.**

**Stretch my arms out,  
Bring them in,  
Make it me-sized.  
Make it me-sized.**

**Stretch up high,  
Bend down low,  
Make it me-sized.  
Make it me-sized.**

**Not too big,  
Not too small,  
Make it me-sized.  
Make it me-sized.  
Make it me-sized.**

© 2009 Carrie and David Grant



### About the warm-up

- **Key Stage:** KS2 (Years 5-6)
- **Warm-up type:** Four-part
- **Purpose:** Timing/counting rests; singing in a jazz style
- **Ideas for adaptation:** Reducing the number of parts to three or two for smaller groups or less experienced singers



### More online

Music, lyrics and echo tracks for all vocal parts are available online

This warm-up, with all its accompanying materials (activities, lyrics, audio and song sheets) is available online at [www.singup.org](http://www.singup.org). The audio tracks were recorded specially for the Sing Up programme by children provided by Jam Theatre Company, mixed and mastered by Matt Hay, with additional mixing by Nic Rowley at Vandborg Studios. The backing track was created by Matt Hay. The activity notes were written by Andy Brooke.



- 16 Performance track
- 17 Vocal guide track – melody
- 18 Vocal guide track – harmony 1
- 19 Vocal guide track – harmony 2

# 60 minutes

## Words and Music by Carrie and David Grant

This short number, which promotes exercise as part of a healthy lifestyle, is a good warm-up for focusing on clarity of diction and aspects of breathing

39

6 10

18

### Have a listen

- Listen to the performance track. Notice how the warm-up gets faster and more frantic as it goes on.
- Count with the children as you listen to the track to show that six lots of ten minutes is sixty minutes.

### Try this ...

- Learn the 'Ten minutes stretching' section initially as a call-and-response exercise, encouraging children to copy your actions as well as vocals.
- Use this warm-up to focus on breathing. In places, taking a breath needs to be fairly quick. Prepare for this by getting the children to do some dramatic gasping, as if they are shocked; next, make the gasps quiet and, finally, silent.
- Children with Speech, Language & Communication Needs (SLCN) may require support in articulating the list of actions in order, due to the quick tempo. Provide support by starting each action at the start of the line (ie. on the word 'Ten' rather than on the action itself), which will anticipate the actions and allow slightly more processing time.

This warm-up, with all its accompanying materials (activities, lyrics, audio and song sheets) is available online at [www.singup.org](http://www.singup.org). The audio tracks were recorded specially for the Sing Up programme by children provided by Jam Theatre Company, mixed and mastered by Matt Hay, with additional mixing by Nic Rowley at Vandborg Studios. The activity notes were written by Andy Brooke.

### Subject links

- **Maths:** Investigate problem solving relating to time, depending on the age and ability of the children. For example, if it takes us an hour and a half to do everything in the song, how long would each individual exercise take?
- **PSHE & Citizenship/Science:** Use this warm-up to stimulate discussion about the importance of exercise as part of a healthy lifestyle.
- **Science/PE:** Sing through *60 minutes* two or three times while doing the actions described in the lyrics and shown in the illustrations opposite. Referring to the line 'My heart's jumping after sixty minutes', get children to measure or describe their heart rate before and after doing the warm-up.



1 Stretch

### About the warm-up

- **Key Stage:** KS2 (Years 3-6)
- **Warm-up type:** Unison, optional three-part
- **Purpose:** Clear diction; taking quick breaths
- **Ideas for adaptation:** Change lyrics to include other forms of exercise to use in PE lessons



4 Jump

40

46

55

58



**ONLINE VIDEO** The illustrations (left) show the accompanying moves to this warm-up. Go online to the Voice Box section for a video clip of the children from Jam Theatre Company having fun with these actions.

## Lyrics

Ten minutes stretching  
 And ten minutes hopping,  
 Ten minutes bending  
 And ten minutes jumping.

I've got ten minutes running  
 And ten minutes spinning,  
 That makes sixty minutes,  
 Sixty minutes.

I've got sixty minutes,  
 Sixty minutes.  
 One whole hour is  
 Sixty minutes.

I've got sixty minutes,  
 Sixty minutes,  
 My heart's jumping after  
 Sixty minutes.

I've got sixty minutes,  
 Sixty minutes,  
 Sixty minutes,  
 I've got sixty minutes!

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**More online**

Music, lyrics and echo tracks for all vocal parts are available online