

ON THE CD  
RAISE MY VOICE

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# Raise my voice

## Words and Music by Carrie and David Grant

This feel-good number will be a real hit with the kids. It will encourage children to 'raise their voices' not only in song but also to express their feelings and aspirations

### Have a listen

- Listen to the performance track. Encourage children to clap along to the beat.
- Notice just how much repetition features: each chorus ('Raise my voice' section) is repeated, and occurs three times.

### Try this ...

- Begin with the 'Eh, eh, eh' section, drawing attention to the second 'eh' which comes in slightly ahead of the beat. To help children feel this rhythmic feature, ask them to clap to a steady pulse while singing.
- The verses are a little 'wordy'. Start by slowing down the tempo. Chant the words as a call-and-response while clapping the beat so that singers are in no doubt about the rhythm.

### Subject links

- **PE:** This song has an accompanying dance routine to go with the chorus which has been specially choreographed by Carrie and David. Once your group are familiar with the song, get them to learn the moves – check out the illustrations on pages 16 and 17 which demonstrate each move in sequence.
- **SEAL/PSHE & Citizenship/Art & Design:** Focus on building self-esteem – ask children to produce a 'power shield'\* on a blank template of a shield, divided into quarters. In the first quarter, children draw or list their talents; in the second, a place of happiness or safety; in the third, their fears or obstacles; and in the fourth, their wishes and hopes.
- **SEAL/PSHE & Citizenship/Literacy:** Discuss the meaning of the song lyrics with your group and invite children to change the lyrics of the chant section to focus on issues which are particularly relevant to them at the moment. This could require sensitive handling – regulate this activity, perhaps, through circle time.

\* This activity is taken from the *Healthy Care Training Manual*, published by the National Children's Bureau. For more information, visit [www.ncb.org.uk](http://www.ncb.org.uk)

This song, 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 Steve Welton-Jaimes, with additional mixing by Nic Rowley at Vandborg Studios. The backing track was created by Steve Welton-Jaimes. The activity notes were written by Andy Brooke.

Photographs: Kids from Jam Theatre Company recording *Raise my voice* with Carrie and David in Metropolis Studios in London



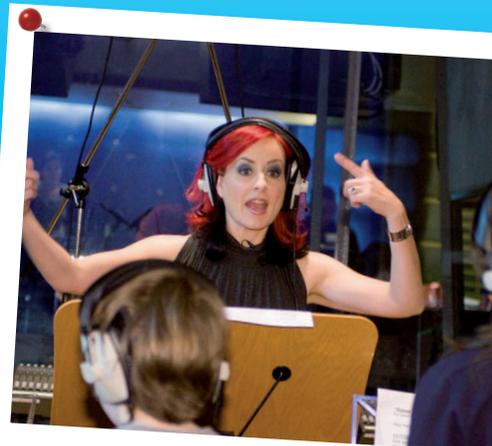
### About the song

- **Key Stage:** KS2 (Years 3-6)
- **Vocal format:** Unison, with optional two or three-part harmony
- **Song style:** Pop
- **Musical features:** Repetition; syncopation; chanting



### More online

As well as echo tracks and extended activities which are available online at [www.singup.org](http://www.singup.org), you can find two videos featuring behind-the-scenes footage and interviews from the recording session at Metropolis Studios.



# Lyrics

*Eh, eh, eh, eh, eh, eh, eh. (x2)*

Got something to say, got a difference to make,  
A part I can play and a role I can take,  
I believe in myself, express how I feel,  
I like who I am and I'm keepin' it real.

*Raise my voice, make a noise,  
'Cos we're all havin' fun with it. (Fun with it.)  
Can't you see, this is me  
And it's OK to go for it. (Go for it.)*

*Raise my voice, make a noise,  
'Cos we're all havin' fun with it. (Fun with it.)  
Can't you see, this is me  
And it's OK to go for it.  
Makes me wanna sing!*

*Eh, eh, eh, eh, eh, eh, eh. (x2)*

I want to be strong, live long and be safe.  
My generation has something to say,  
So much to learn, enjoy and achieve.  
I reach for my goal to be all I can be.

*Raise my voice, make a noise...  
Raise my voice, make a noise...*

*Makes me wanna sing!  
Eh, eh, eh, eh, eh, eh, eh. (x2)*

*(Chanted)*  
**BULLYING? NO!  
WORK TOGETHER? YES!  
HIDE MYSELF? NO!  
BE ME? YEAH!**

*Eh, eh, eh, eh, eh, eh, eh. (x2)*

Strong side by side, we lift those who fall,  
Stand by our friends and we hear when they call.  
Let's all make a change, all play our part,  
It takes you and me, and here's where it starts:

*Raise my voice, make a noise...  
Raise my voice, make a noise...*

*Makes me wanna sing!  
Eh, eh, eh, eh, eh, eh, eh. (x4)*

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# Raise my voice

Words and Music by  
Carrie and David Grant

Happy up-beat tempo

♩ = 192 (swing ♩s)

MELODY

Eh, eh, eh, eh, eh, eh, eh.

5 **Verses 1 and 2**

1. Got some - thing to say, got a dif - fe - rence to make, A  
(2.) want to be strong, 7 live long and be safe. 7

8

part I can play and a role I can take, I be - lieve in my - self, ex -  
My ge - ne - ra - tion has some - thing to say, 7 So much to learn, en -

11

- press how I feel, I like who I am and I'm keep - in' it real.  
- joy and a - chieve. I reach for my goal to be all I can be.

14 **Chorus** (small notes - optional)

Raise my voice, make a noise, 'Cos we're all hav - in' fun with it. (Fun with it.)

18

Can't you see, this is me And it's O K to go for it. (Go for it.)

22

go for it. Makes me wan - na sing! Eh, eh, eh, eh, eh,

26

Makes me wan - na sing! (sing in Verse 2 only)

2. 1

(sing in Verse 2 only)

30 *f*

BUL - LY - ING? WORK TO - GE - THER?  
NO! YES!

34

HIDE MY - SELF? BE ME? YEAH!  
NO! YEAH!

39

*Eh, eh, eh, eh, eh, eh, eh.*

43 **Verse 3**

3. Strong side by side, we lift those who fall, Stand by our friends and we hear when they call. Let's

47

all make a change, all play our part, It takes you and me, and here's where it starts:

51 **Chorus**

Raise my voice, make a noise, 'Cos we're all hav-in' fun with it. (Fun with it.)

55

Can't you see, this is me And it's O K to go for it. (Go for it.)

59 **Coda**

go for it. Makes me wan - na sing! Eh, eh, eh, eh, eh,

63

eh, Makes me wan - na sing! eh, eh,

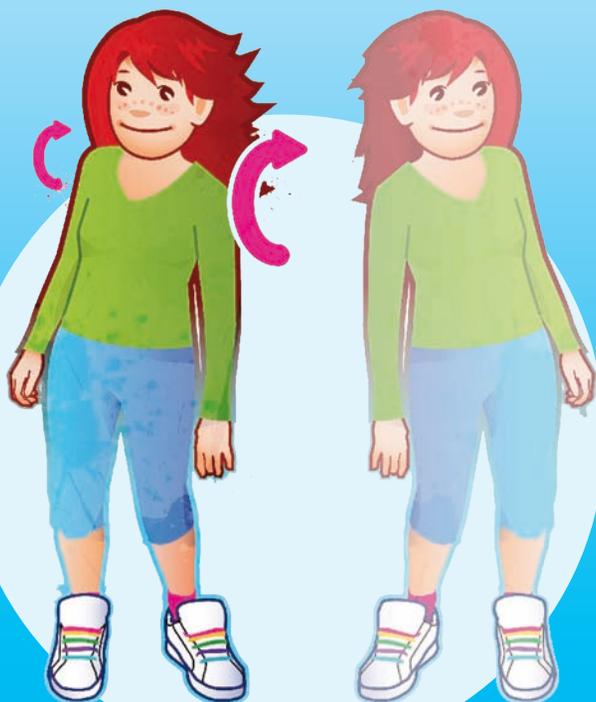
# Makes me wanna dance!

Have fun and get moving to the chorus of *Raise my voice* with Carrie Grant's specially choreographed dance moves



1

When you get to the chorus ('Raise my voice ...') try out the following moves: facing to the right, thrust your shoulders back and forth twice.



3

Next, face forwards and do two shoulder rolls: first with the right shoulder, then the left.



4

a) Turn your whole body to the left while still facing forwards, then point out your right arm and finger.



b) Snap your arm back towards your body, making a fist and pointing your thumb towards you. Then rotate your fist, pointing your thumb upwards to make an 'OK' sign.

# 2

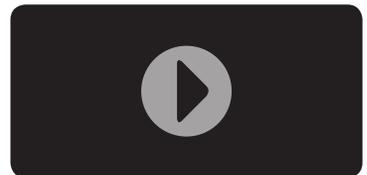
While bending forwards, hold your arms slightly out to the side of your body and bounce from the right to the left. After the last bounce stand upright again and do another shoulder thrust to the left side.



c) Turn your body forwards, while keeping the bent arm position. Then drop your arm and do another set of shoulder rolls, as in illustration 3.

# 5

When you get to the 'Eh, eh, eh' section, bend your arms in front of you, right arm on top of the left arm, and, while making a fist with your hands, rotate your arms in a forwards rolling motion. First do this with your body facing slightly to the right, then slightly to the left and alternate these two motions until the end of this section of the song.



**ONLINE VIDEO:** Go to the Song Bank at [www.singup.org](http://www.singup.org) for the link to the video clip featuring these moves as performed by the kids from Jam Theatre Company.

# Sing your heart out with KS1

Explore different subject areas with Andy Brooke's 6-week activity plan based on *Raise my voice*

As more schools adopt a creative approach to delivering the National Curriculum, children are being rewarded with a fresher, more engaging classroom experience, in which disparate aspects of the various subject areas are unified under a single theme. A well-chosen song can make an effective foundation from which to 'springboard' on to other subjects.

Here is a 6-week programme of work suitable for use with KS1 children, which uses *Raise my voice* as a starting point.

## SEAL/Circle Time

- Play circle games which require children to consider aspirations, relationships, self-esteem and any other themes arising from the song lyrics.
- Use a large blank dice and mark it up with questions such as 'When and why did you last feel proud?' or 'What would you like to improve at, and how can you do so?' Roll the dice, ask the question and ask for volunteers to answer.
- Praise the response and allow one or two questions from the other children.
- The volunteer then rolls the dice, asks the next question (with reading support if necessary) and chooses a new volunteer.
- If you don't have them already, download the official SEAL materials from the national strategies website, [www.nationalstrategies.standards.dcsf.gov.uk](http://www.nationalstrategies.standards.dcsf.gov.uk).

## Geography

- Consider the line 'Live long and be safe' and brainstorm the theme of safety. Take a trip in and around the school grounds and outside the gates. What safety systems are there in, around and outside school? Where are they located, and why? Able KS1 children could take a clipboard and write down their observations, while those who require more support could draw their findings, or pass on information to an adult helper to note down.
- There should be no shortage of suggestions, some of which will vary from school to school, but common measures will include school rules, fire drills, automatic door locks, pedestrian crossings, 'no stopping' zigzag lines, speed restrictions/traffic calming, etc. Children could then produce a safety display, with 'location' as the geographical focus, for which they might:
  - write descriptions of each location, using prepositions such as 'behind', 'in front of', 'past', 'next to' and 'opposite'
  - take digital photographs
  - pinpoint each safety measure on a plan/map of the school
  - suggest reasons why each safety measure is located in a particular place.

## English

- Write some poetry on the themes from the song. For example, children could create acrostic poems based on the song title or any of its themes. Independent writers could write a personal piece, using the letters of their name; others could write about what the school stands for, using the letters of the school's name.

## PSHE/Science

- Brainstorm 'keeping healthy' as a general topic. Play a sorting game, in which children organise word or picture cards into 'healthy' and 'unhealthy'.
- Alternatively, use real objects, such as vegetables and pieces of fruit, sweets and crisps, items of sporting equipment and computer games.
- Ask the children to plan a timetable for a healthy weekend and an unhealthy weekend – which activities and meals would feature? As well as food and exercise, did anyone consider sleep and water as part of a healthy lifestyle?
- Let children play the BBC's online *Health and growth* game, at [www.tinyurl.com/http-bbc-co-uk-schools](http://www.tinyurl.com/http-bbc-co-uk-schools) – this works great on an interactive whiteboard. And if you're not yet a Healthy School, what are you waiting for? Go to [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk) for details.

## PE/Science

- Again, pursue the 'health' theme. Ask the children to notice what happens to their bodies during exercise – perhaps in the course of energetic warming-up to the backing track. They should notice deeper breathing, feeling warm, redness of the skin, etc.
- This could lead on to discussion about the heartbeat, the function of the heart and reasons for the changes which occur during exercise.

## Design & Technology

- Focus on food technology. Ask children to investigate aspects of a range of fruit and vegetables, such as feel, smell, skin, taste and texture. They could photograph examples and add labels to record their findings. They could then taste each and decide on their favourites. They could look at salads, fruit salads and fruit drinks, then design their own, using some of their preferred tastes.
- Finally, get them to evaluate their own and each other's creations.

## Maths/ICT

- Following on from the D&T activities above, children could record favourite fruit and vegetable votes, using a tally chart, and count the totals to show the most and least popular. They could then go on to represent the data in pictograms or block graphs. They might like to try creating pictograms or graphs online – there are lots of websites where this can be done, though adult support is likely to be required. Try [www.tinyurl.com/numbers-pictogram](http://www.tinyurl.com/numbers-pictogram) for pictograms and [www.tinyurl.com/blockgraphs](http://www.tinyurl.com/blockgraphs) for block graphs.

## Music

- Investigate rhythm and pulse. Ask children to clap the pulse to the performance track, taking care to stay in time. Switch off the recording and clap a pulse at a different tempo – slower or faster – and indicate that children should join in, without speeding up. (There is often a tendency to do this at a slower tempo.)
- With the children, sing the 'Eh, eh, eh' chorus section while clapping the beat at various tempos. Divide the class into two groups, and ask group 1 to set the beat, patting knees, while group 2 claps the rhythm of the chorus. Again, experiment with the tempo.

*Andy Brooke is a teacher, songwriter and freelance writer on music education. He has taught music to all age ranges from nursery to sixth form. He now combines the role of primary school music coordinator with that of SENCO.*

# Make a noise for KS2!

The following ideas use *Raise my voice* as a springboard for cross-curricular activities suitable for KS2 children, paying particular attention to Social and Emotional Aspects of Learning (SEAL)

## SEAL/PSHE

- Ask children to identify one or more aspects of life in class that they think ought to be improved, and write them secretly on separate sticky notes. Likely matters of concern may include name-calling, disruption, falling out and being left out, as well as possibly more contentious issues. Attach the sticky notes to the board. Which problems have been mentioned most frequently? Which are the most serious?
- Use a similar system – secret jottings on sticky notes – to identify possible solutions to any of the concerns. Put the second set of sticky notes into a box and ask for volunteers, in turn, to take one out and read it aloud; then, try to match it as a possible solution to one of the issues on the first set of sticky notes.
- Discuss how these solutions might be implemented – is it possible for children alone to deal with any issues? Do some need to be dealt with by adults? How will progress be monitored? What will be the success criteria?

## Geography

- Home in on the line 'I want to be strong, live long and be safe'. How do we ensure that we, our children, grandchildren and humanity live on? Ask children to brainstorm or research terms such as global warming, greenhouse effect, carbon footprint and renewable energy.
- Get your group to calculate their individual carbon footprints. This can be done at a number of websites, such as [www.zerofootprintkids.com](http://www.zerofootprintkids.com). They could then identify possible ways that we could reduce our own carbon footprints at home and school.
- Put them in groups, allocating each a creative task aimed at presenting a message about reducing our carbon footprints: they could design a poster, write a play or produce a song.
- Having thought about how families and schools could cut down on carbon dioxide production, children could be encouraged to look at how whole communities, cities and countries could do the same. For useful resources and teaching notes, look up the school pages of The Low Carbon Partnership at [www.ourplanet.org.uk](http://www.ourplanet.org.uk), and CAFOD at [www.cafod.org.uk/primary](http://www.cafod.org.uk/primary).

## English/Drama

- Children will enjoy using drama to explore ideas from the song, such as those in the chant – bullying, working together, hiding myself and being me.
- Begin with a positive theme, such as 'working together'. Brainstorm and discuss the subject, asking children to give examples of, and answer questions about, times when they have worked together. This could be modelled by the teacher, which would help to set an appropriate tone for addressing such sensitive issues.
- Next, show a picture of people who have used teamwork to achieve something, such as an expedition team reaching the summit of Mount Everest.
- Discuss the task undertaken, the difficulties which were overcome, the emotions before, during and afterwards, and the nature of the team, including pooling complementary skill sets. Ask for volunteers to take the hot seat, answering questions about the expedition.
- Use other strategies, such as flashback and flashforward, to develop improvisations about how things might have progressed, or how people might have felt before or afterwards.
- Other examples of teams working together might include the aircrew of a jumbo jet, a crew of firefighters or the school football team.

## Art & Design

● Children could create artwork which is based on themselves and their values. Preparation work could be a simple brainstorm, or they could bring in photographs and objects from home as the stimulus for a short talk about the things that make them who they are: their likes and dislikes, favourite sports teams or pop musicians, families, pets, hobbies and so on. Look at the *Me in a box* project at [www.paulcarneyarts.com](http://www.paulcarneyarts.com), with photographs and a detailed scheme of work which, while aimed at Years 7 and 8, could easily be adapted for KS2.

## PE/ICT

● Encourage children to learn the dance which accompanies the chorus of *Raise my voice*. Have a look at the illustrations on pages 16 and 17 which show each move in succession.

● Once children have learned the song and dance, get them to film it and produce their own movie. They could use the freely downloadable Movie Maker. Alternatively, they could take still photographs which are appropriate to the song lyrics and produce a slideshow movie using Photo Story 3. Both of these applications can be downloaded from the Windows website.

## Maths/Music

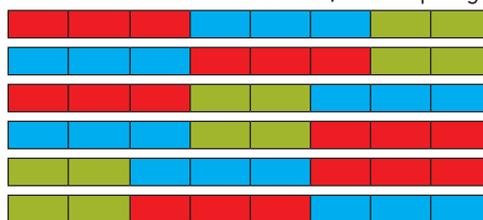
● The chorus of *Raise my voice* features an interesting musical and mathematical pattern:

1	2	3	4	5	6	7	8
Eh			Eh		Eh		

● Notice the 3 + 3 + 2 grouping in the 'Eh, eh, eh' phrase. In both Music and Maths, it would be more 'regular' to group eight into 4 + 4 or 2 + 2 + 2 + 2. You could develop this idea into a percussion activity, with three groups performing the 3 + 3 + 2 pattern, each on a different instrument or body percussion sound, and a fourth group marking the pulse by clapping on the beat.

Group	1	2	3	4	5	6	7	8
A	♥	♥	♥					
B				♣	♣	♣		
C							♦	♦
D	♠		♠		♠		♠	

● You could also use the 3 + 3 + 2 idea to stimulate mathematical investigations. For example, find as many ways as possible of organising 3 red, 3 blue and 2 green multi-link cubes into a line of 8 cubes, without splitting the colour groups.



6-week activity plan by Andy Brooke

## Visit the Song Bank

Visit [www.singup.org/songbank](http://www.singup.org/songbank) to find these and lots more songs linked to the health-related topics discussed in *Get healthy, get singing!*



### Self-esteem:

- *Good to be me*
- *I'm OK*
- *Life is what you make it*
- *You can do it*

### Contributing:

- *Make someone happy*
- *Song for Children in Need 2009*

### Aspirations:

- *Believe*
- *Bright blue sky*
- *Great day*
- *Isn't it nice?*
- *Life is a wonderful thing*

### Friendship:

- *I'm gonna be your friend*
- *I will be your friend*

### Working together:

- *Build It High*
- *Hope for a better tomorrow*
- *Just one person*
- *We all shine for each other*
- *We're all in this together*

### Healthy eating:

- *Menu song*
- *Vegetables and fruit*

### Physical exercise:

- *As I was walking down the street*
- *Learn to swim*



## Get healthy now!



For more information and resources on how to actively promote a healthy lifestyle among your year group visit the following websites:

- [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)
- [www.eatwell.gov.uk](http://www.eatwell.gov.uk)
- [www.tinyurl.com/livewell-5aday](http://www.tinyurl.com/livewell-5aday)
- [www.tinyurl.com/MeSizeMeals](http://www.tinyurl.com/MeSizeMeals)
- <http://smallsteps4life.direct.gov.uk>
- [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- [www.youthsporttrust.org](http://www.youthsporttrust.org)
- [www.healthedtrust.com](http://www.healthedtrust.com)
- [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)

### Healthy Schools

For everything you need to know about Healthy Schools and to contact your Local Healthy Schools Programme Coordinator, go to [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk).

# 3 great reasons to register with Sing Up

## It's free!

Registration is free to anybody working with primary-aged children.

# 1

### Songs & Teaching Resources

On the Sing Up website you'll find everything you need to get children singing as part of their everyday lives. If you're after resources, visit the **Songs & Teaching Resources** area for our extensive selection of songs, warm-ups and lesson plans.

If you want your school to be recognised for its singing, head to the **Awards** area for information about the Sing Up Awards scheme, as well as how to apply.

Or if you want to see how much difference Sing Up is making across the country, go to the **Success Stories** area for articles about schools that have benefited from the programme.

There are also videos, featured songs and news items available straight from the homepage. Head online to [www.singup.org](http://www.singup.org) and check it all out!



# 2

### Training

The **Sing Up Training Programme** is our own series of workshops run across the country with some of the best trainers, covering a range of topics. The workshops are designed for anyone (from classroom teachers to music coordinators) who is looking to gain the skills and confidence to incorporate singing into every school day and across the curriculum, from Early Years to KS3.

You can book a place on a workshop online; visit your Area Leader's page to get contact information and read about the activities they're running in your local area.



### More online

Visit [www.singup.org](http://www.singup.org) for details about training courses and to book a place.

# 3

### Magazine

Sing Up registrants receive two copies of the termly **Sing Up magazine**, which is packed full of useful, practical ideas to get your school singing. Each issue contains song sheets and teaching guides for a selection of songs and warm-ups, with audio tracks included on a covermount CD.

Visit the online **Magazine** area for extras, such as bonus articles, postcards, holiday fun packs and other goodies. You can also access previous articles, add them to your favourites and send them to your colleagues.

