

OUR
SINGING
VOICES

ARE THE BEST
MUSICAL INSTRUMENTS
IN THE UNIVERSE!



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

WIGMORE HALL'S SCHOOLS PROGRAMME IS
SUPPORTED BY JOHN LYON'S CHARITY

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BEST MUSICAL INSTRUMENTS
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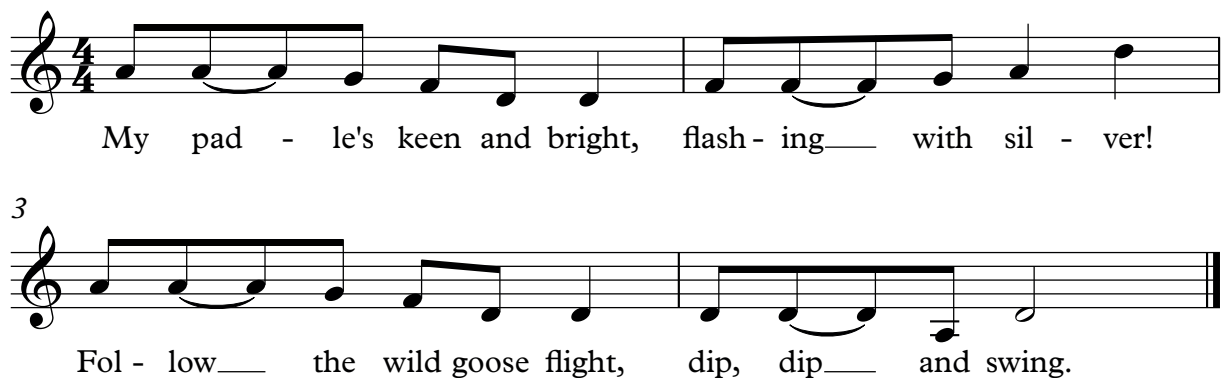
**WITH OUR VOICES, WE CAN
CREATE AMAZING STORIES,
GO ON MAGICAL JOURNEYS
AND TRAVEL TO BEAUTIFUL
PLACES ALL OVER THE WORLD
- ALL WITHOUT LEAVING OUR
SCHOOL HALL.**

CANOE SONG

THIS SONG, WRITTEN IN 1918 BY MARGARET EMBERS MCGEE, HAS THE FEEL OF A TRADITIONAL NORTH AMERICAN FOLK TUNE. CLOSE YOUR EYES AS YOU LISTEN. CAN YOU PICTURE THE SCENE?

MY PADDLE'S KEEN AND BRIGHT
FLASHING WITH SILVER
FOLLOW THE WILD GOOSE FLIGHT
DIP, DIP AND SWING

Margaret Embers McGee



My pad - le's keen and bright, flash - ing___ with sil - ver!

3
Fol - low___ the wild goose flight, dip, dip___ and swing.

CAN YOU LEARN THE SONGS AND THE SIGNS TOGETHER, USING THE LINK BELOW TO DOWNLOAD THE RESOURCE? THIS RESOURCE WAS CREATED BY ACCESSIBLE ARTS AND MEDIA. THE GROUP MAY FIND IT EASIER TO JOIN IN IF THERE IS SOMEONE IN FRONT, LEADING THE SIGNING. MAYBE THERE'S A CONFIDENT PUPIL WHO COULD TAKE THIS ROLE?

IF YOU'RE FEELING REALLY ADVENTUROUS, YOU COULD TRY SINGING THE SONG AS A ROUND. SPLIT INTO 2 GROUPS. THE SECOND GROUP STARTS SINGING WHEN THE FIRST GROUP SINGS THE SECOND LINE. CONGRATULATIONS! YOU ARE SINGING IN HARMONY!

DOWNLOAD SIGNING RESOURCES + MP3 HERE
[HTTP://WWW.AAMEDIA.ORG.UK/INDEX.PHP/RESOURCES/SINGING-AND-SIGNING](http://www.aamedia.org.uk/index.php/resources/singing-and-signing)

MAKE A BODY PERCUSSION THUNDERSTORM

WE DON'T ALWAYS NEED MUSICAL INSTRUMENTS, OR EVEN OUR VOICES, TO MAKE MUSIC. WE CAN CREATE AMAZING PIECES SIMPLY USING THE SOUNDS WE CAN MAKE WITH OUR OWN BODIES. HERE ARE SOME EXAMPLES OF BODY PERCUSSION

- ★ CLAPPING HANDS
- ★ STAMPING FEET
- ★ CLICKING TONGUES
- ★ RUBBING PALMS TOGETHER

CAN YOU THINK OF ANY MORE BODY PERCUSSION NOISES?

NOW THINK ABOUT WHAT SOUNDS YOU MIGHT HEAR IN A THUNDERSTORM. CAN YOU FIND BODY PERCUSSION SOUNDS WHICH MATCH THEM? PUT THE SOUNDS TOGETHER INTO A SEQUENCE TO CREATE YOUR NEW PIECE. FOR EXAMPLE:

- | | |
|---------------------------|--|
| WIND BLOWING IN THE TREES | - RUB PALMS TOGETHER |
| FIRST FEW RAINDROPS | - TAP ONE FINGER SLOWLY ONTO PALM OF OPPOSITE HAND |
| RAIN GETTING HEAVIER | - TAP 2 FINGERS, THEN 3, THEN 4, GETTING FASTER |
| DOWNPOUR | - CLAP HANDS FAST |
| THUNDER | - STAMP FEET ON THE FLOOR |

IT SOUNDS EVEN MORE EFFECTIVE WHEN SEVERAL PEOPLE PERFORM TOGETHER. COULD THE PUPILS TAKE TURNS TO LEAD THE GROUP THROUGH THE SEQUENCE?

SNAIL + MOUSE

THIS SONG IS GREAT FOR PRACTISING FAST AND SLOW MUSIC.

**SLOWLY, SLOWLY, OH SO SLOWLY, CREEPS THE GARDEN SNAIL
SLOWLY, SLOWLY, OH SO SLOWLY, UP THE GARDEN RAIL!**

**FASTER, FASTER, FASTER, FASTER, GOES THE LITTLE MOUSE
FASTER, FASTER, FASTER, FASTER, ROUND AND ROUND HIS
HOUSE!**

slow

slow - ly, slow - ly, oh so slow - ly creeps the gar - den snail,
3
slow - ly, slow - ly, oh so slow - ly up the gar - den rail...

The slow section consists of two staves of music in 4/4 time. The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line. The tempo is marked 'slow'. A '3' is written above the second staff, indicating a triplet of notes.

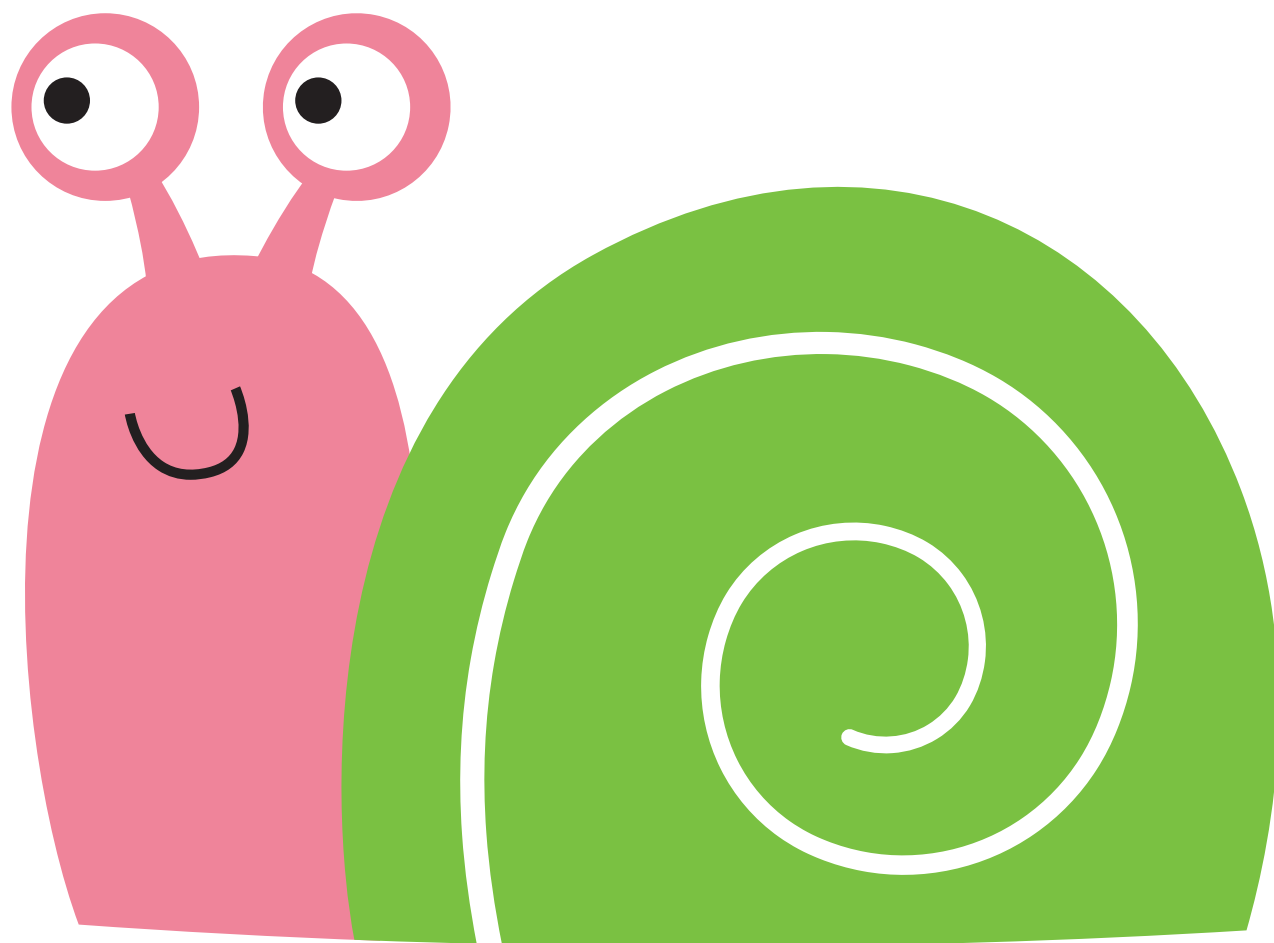
fast

5
fas - ter, fas - ter, fas - ter, fas - ter, goes the lit - tle mouse!
7
fas - ter, fas - ter, fas - ter, fas - ter, round and round his house

The fast section consists of two staves of music in 4/4 time. The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line. The tempo is marked 'fast'. A '5' is written above the first staff, and a '7' is written above the second staff, indicating the starting measure numbers for each line.

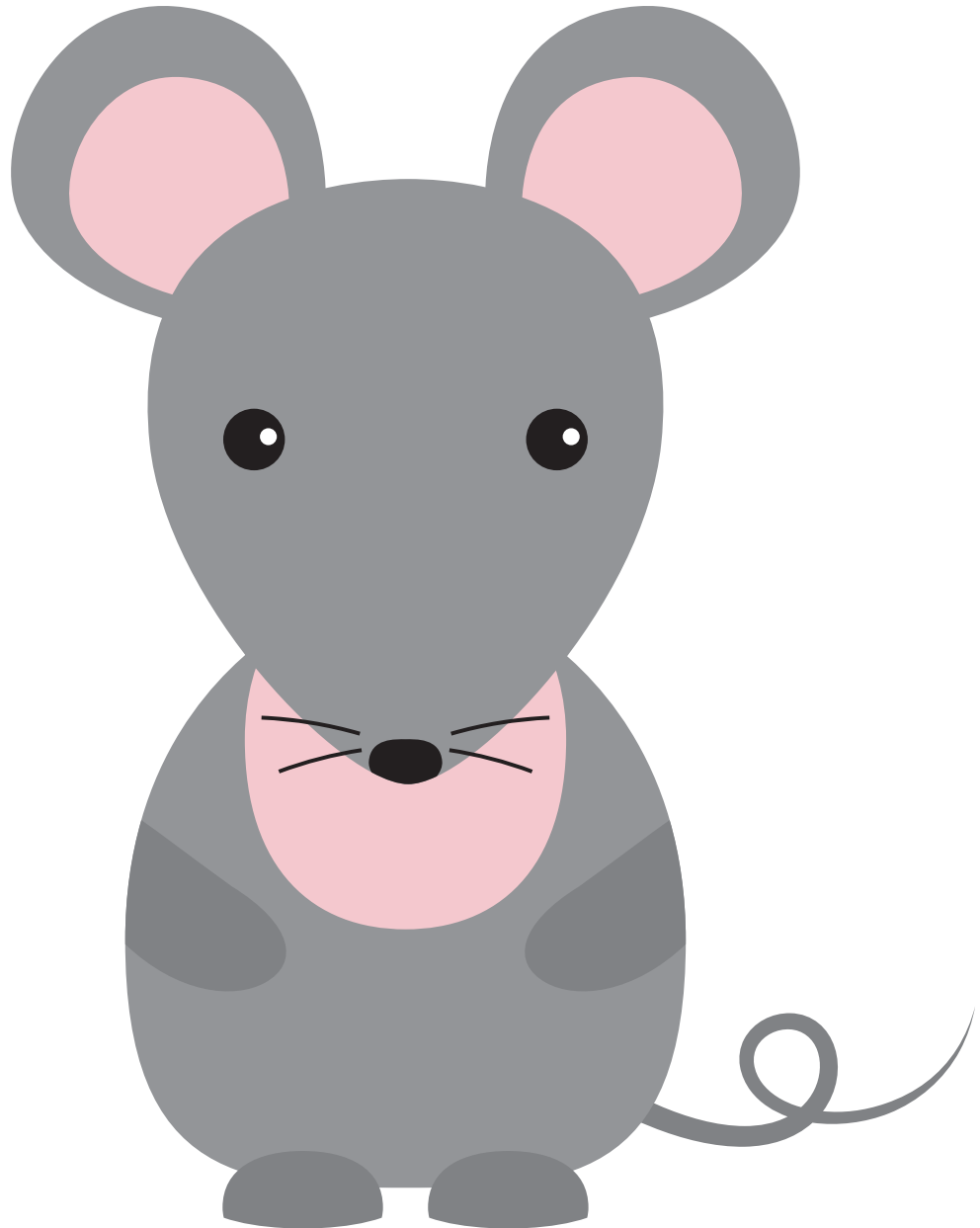
DOWNLOAD MP3 HERE
[HTTPS://SOUNDCLOUD.COM/WIGMORE-HALL-LEARNING-1/SNAIL-MOUSE](https://soundcloud.com/wigmore-hall-learning-1/snail-mouse)

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SNAIL + MOUSE

THERE ARE LOTS OF WAYS TO PERFORM IT.

- ★ LEARN THE WORDS AND MAKE UP SOME ACTIONS
- ★ HOW SLOW CAN YOU GO? HOW FAST CAN YOU GO?!
- ★ PUPILS COULD 'CONDUCT' THE SONG BY HOLDING UP A PICTURE OF THE MOUSE OR SNAIL TO CUE EACH OF THE SECTIONS
- ★ IF YOU HAVE ACCESS TO SHAKERS AND OTHER PERCUSSION INSTRUMENTS, YOU COULD MAKE SOME SLOW AND FAST MUSIC TO GO WITH THE DIFFERENT SECTIONS OF THE SONG
- ★ WITH BABIES AND VERY YOUNG CHILDREN, IT CAN BE USED AS AN ANTICIPATION/TICKLE SONG
- ★ CAN YOU MAKE UP ANOTHER RHYMING VERSE WITH A DIFFERENT ANIMAL? A JUMPING FROG? A SLIDING SNAKE?

DOWNLOAD MP3 HERE
[HTTPS://SOUNDCLOUD.COM/WIGMORE-HALL-LEARNING-1/SNAIL-MOUSE](https://soundcloud.com/wigmore-hall-learning-1/snail-mouse)

SWING LOW / OH WHEN THE SAINTS / I'M GONNA SING

THESE THREE SPIRITUALS WERE ALL CREATED BY AFRICAN AMERICAN SLAVES IN THE UNITED STATES IN THE 18TH AND 19TH CENTURIES. WRITTEN AMID THE BITTER SUFFERING OF SLAVERY, THE SONGS IMAGINE A JOYFUL FUTURE OF FREEDOM.

YOU CAN SING THEM THROUGH IN ORDER, OR IF YOU'RE FEELING ESPECIALLY CONFIDENT, TRY SPLITTING INTO THREE GROUPS AND SINGING THEM ALL AT THE SAME TIME. IT MIGHT SOUND A BIT JUMBLY AT FIRST BUT ONCE YOU'VE GOT THE HANG OF IT, THE SONGS SHOULD STACK UP REALLY NICELY. CHECK OUT THE VIDEO BELOW TO SEE HOW THEY ALL FIT TOGETHER.

SWING LOW, SWEET CHARIOT
COMING FOR TO CARRY ME HOME
SWING LOW, SWEET CHARIOT
COMING FOR TO CARRY ME HOME

OH WHEN THE SAINTS
OH WHEN THE SAINTS
OH WHEN THE SAINTS GO MARCHING IN
I WANNA BE IN THAT NUMBER
OH WHEN THE SAINTS GO MARCHING IN

I'M GONNA SING, SING, SING
I'M GONNA DANCE, DANCE, DANCE
I'M GONNA SING, I'M GONNA DANCE, ALLELU!
WHEN THE GATES ARE OPEN WIDE
I'LL BE STANDING BY YOUR SIDE
I'M GONNA SING, I'M GONNA DANCE, ALLELU!

CAN YOU MAKE UP SOME ACTIONS TO GO WITH EACH SONG?

SWING LOW / OH WHEN THE SAINTS / I'M GONNA SING

Swing low, sweet cha - ri - ot, com-ing for to car-ry me home, Swing

5 low, sweet cha - ri - ot, com-ing for to car-ry me home! Oh when the

9 saints go march-ing in Oh when the saints go march-ing in, I wan na

13 be in that num- ber, oh when the saints go march-ing in I'm gon-na

17 sing, sing, sing, I'm gon-na dance, dance, dance, I'm gon-na sing, I'm gon-na dance, al-le - lu! When the

21 gates are o-pen wide I'll be stand-ing by your side, I'm gon-na sing, I'm gon-na dance, Al-le - lu

**SING UP HAVE DONE A VIDEO THAT INCLUDES
SINGING. WORDS + SIGNING. WATCH IT HERE!**
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=FXPOROMTMPE](https://www.youtube.com/watch?v=FXPOROMTMPE)

NEW WORDS. OLD TUNE

START WITH A WELL-KNOWN TUNE - FOR EXAMPLE, 'LONDON BRIDGE IS FALLING DOWN'. THIS IS GREAT BECAUSE IT HAS AN EASY MELODY AND REPETITIVE LYRICS. NOW SEE IF YOU CAN FIND SOME NEW WORDS TO FIT TO THE TUNE. IT CAN BE FUN TO THINK OF WORDS THAT GO WITH AN ACTIVITY...

MAKE A CIRCLE IN THE ROOM, IN THE ROOM, IN THE ROOM
MAKE A CIRCLE IN THE ROOM, NICE AND EASY

CLAP YOUR HANDS AND TURN AROUND, TURN AROUND, TURN
AROUND CLAP YOUR HANDS AND TURN AROUND, NICE AND EASY

ROLL THE BALL ACROSS THE ROOM, ACROSS THE ROOM, ACROSS
THE ROOM ROLL THE BALL ACROSS THE ROOM, NICE AND EASY

OR WORDS THAT DESCRIBE PEOPLE IN YOUR GROUP...

AISHA HAS A LOVELY SMILE, LOVELY SMILE, LOVELY SMILE
AISHA HAS A LOVELY SMILE, LIKE A RAINBOW

MR DAVID'S VERY TALL, VERY TALL, VERY TALL
MR DAVID'S VERY TALL, LIKE A GIANT

CAN YOU THINK OF ANY OTHER TUNES TO ADAPT IN THIS WAY?...

DOES YOUR SCHOOL HAVE **ARTSMARK STATUS** OR RUN **ARTS AWARD?**

DID YOU KNOW THAT TAKING PART IN PROJECTS, CONCERTS AND WORKSHOPS CAN CONTRIBUTE TOWARDS BOTH?

ARTSMARK IS ARTS COUNCIL ENGLAND'S FLAGSHIP PROGRAMME TO ENABLE SCHOOLS AND OTHER ORGANISATIONS TO EVALUATE, STRENGTHEN AND CELEBRATE THEIR ARTS AND CULTURAL PROVISION.

FOR MORE INFORMATION INCLUDING HOW TO APPLY FOR ARTSMARK STATUS VISIT WWW.ARTSMARK.ORG.UK.

ARTS AWARD SUPPORTS YOUNG PEOPLE TO DEEPEN THEIR ENGAGEMENT WITH THE ARTS, TO BUILD CREATIVE AND LEADERSHIP SKILLS, AND TO ACHIEVE A NATIONAL QUALIFICATION.

FOR MORE INFORMATION ON HOW YOUR STUDENTS MIGHT TAKE PART AND HOW TO BECOME AN ARTS AWARD CENTRE VISIT WWW.ARTSAWARD.ORG.UK.

WIGMORE HALL LEARNING IS A PROUD SUPPORTER OF ARTSMARK AND ARTS AWARD. IF TAKING PART IN A PROJECT, WORKSHOP OR CONCERT WITH US HAS CONTRIBUTED TO YOUR ARTSMARK STATUS OR YOUR STUDENTS' ARTS AWARD PLEASE TELL US! YOU CAN CONTACT US ON 020 7258 8240 OR BY EMAILING US AT LEARNING@WIGMORE-HALL.ORG.UK.



WIGMORE HALL LEARNING

FOR OVER 20 YEARS WIGMORE HALL'S RENOWNED LEARNING PROGRAMME HAS BEEN GIVING PEOPLE OF ALL AGES, BACKGROUNDS AND ABILITIES OPPORTUNITIES TO TAKE PART IN CREATIVE MUSIC MAKING, ENGAGING A BROAD AND DIVERSE AUDIENCE THROUGH INNOVATIVE CREATIVE PROJECTS, CONCERTS, WORKSHOPS AND ONLINE RESOURCES.

THE SPIRIT OF CHAMBER MUSIC LIES AT THE HEART OF ALL THAT WE DO: MAKING MUSIC TOGETHER AS AN ENSEMBLE, WITH EVERY VOICE HEARD AND EQUALLY VALUED.

WE COLLABORATE WITH A RANGE OF COMMUNITY, HEALTH, SOCIAL CARE AND EDUCATION ORGANISATIONS, WORKING TOGETHER TO ENGAGE PEOPLE WHO MIGHT NOT OTHERWISE HAVE THE OPPORTUNITY TO TAKE PART.

OUR PROGRAMME COMPRISES:

SCHOOLS AND EARLY YEARS, INCLUDING OUR NEW PARTNER SCHOOLS PROGRAMME, IN WHICH WE WORK IN PARTNERSHIP WITH SCHOOLS AND MUSIC EDUCATION HUBS TO CO-PRODUCE ACTIVITY OVER THREE YEARS, CREATING A CREATIVE WHOLE SCHOOL PLAN FOR MUSIC

COMMUNITY, INCLUDING MUSIC FOR LIFE, OUR PROGRAMME FOR PEOPLE LIVING WITH DEMENTIA AND THEIR CARE STAFF; HOSPITAL SCHOOLS PROJECTS, ON WHICH WE PARTNER WITH CHELSEA COMMUNITY HOSPITAL SCHOOLS; MUSICAL PORTRAITS, A PROJECT FOR YOUNG PEOPLE WITH AUTISTIC SPECTRUM DISORDERS IN PARTNERSHIP WITH NATIONAL PORTRAIT GALLERY AND TURTLE KEY ARTS; AND PROJECTS WITH THE CARDINAL HUME CENTRE, A CENTRE FOR ADULTS WHO ARE HOMELESS OR AT RISK OF HOMELESSNESS

FAMILY, WHICH INVITES FAMILIES TO COME TO WIGMORE HALL TO TAKE PART IN INSPIRING, ONE-OFF WORKSHOPS AND CONCERTS

EVENTS AND PROJECTS FOR YOUNG PEOPLE, INCLUDING YOUNG PRODUCERS, A PROJECT WHICH INVITES 14 - 18 YEAR-OLDS TO PROGRAMME, PLAN, PROMOTE AND PRESENT THEIR OWN CONCERT AT WIGMORE HALL

BEHIND THE MUSIC, A PROGRAMME OF STUDY EVENTS INCLUDING TALKS, LECTURE-RECITALS, MASTERCLASSES, STUDY GROUPS AND COME AND SING DAYS

IN 2015/16 WE LED 539 LEARNING EVENTS,
ENGAGING 11,532 PEOPLE THROUGH 22,364
VISITS TO THE PROGRAMME.