



## ***Earth* by Hans Zimmer**

Accessible activities

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For:

- PMLD/SLD/MLD- these activities are suitable for a range of levels.

### **INTRODUCTION**

Try out these warm up activities that have been made to accompany the new Ten Pieces Trailblazers piece, *Earth*, by Hans Zimmer. Follow this simple guide and choose any activity to get started!

Before you start your students might like to hear the piece played by a full orchestra with children's choir or perhaps the A Capella version by the BBC Singers.

### **Overview**

- **Body Warm Ups**
- **Breathing**
- **Other/Topic Related Warm Ups**

## Body Warm Ups

### 1. Rain warm up

Students to copy - rub palms of your hands gently together, where possible accompanied by gentle 'shhh' sound, follow with clicking fingers (rain getting harder) accompanied by clicking tongue sound, follow with slapping thighs accompanied by strong breathy 'pa' sound, next stomp your feet (thunder), imitate thunder sound with voice. Retrace the sequence – slaps, clicks, rubbing palms, finish.

### 2. Touch Your Shoulders

Vocal leader sings (an interval of a fourth between words 'touch' and 'shoulders'), students follow and copy actions: *'Touch your shoulders, touch your knees, raise your arms and drop them please, touch your ankles, touch your toes, pull your ears and touch your nose...'* Song can be then repeated as many times as you like, slightly increasing speed each time

### 3. 1, 2, 3, 4 GO!

This warm up works different body parts and helps students to start and stop at the same time following a 1,2,3,4 cue. The vocal leader counts aloud '1-2-3-4 go!' Then sings with vaguely rock 'n roll feel *'Shake your head just like so, shake it to and shake it fro, shake your head just like so, shake it high and shake it low, 1-2-3-4 stop! 1-2-3-4 go! Shake your hands just like so'...*and so on. Students don't need to sing, only copy the actions.

### 4. Turn on the TV - facial muscles warm up

Start with an expressionless face/closed eyes, The vocal leader then sings *'Turn the TV on!'* students move their facial muscles as if tuning/finding a channel, making funny sounds and expressions, anything goes!

## Breathing

### 1. Get the Belly Bouncing

Hands on tummies and "ssh, ssh, ssh; sss, sss, sss; fff, fff, fff, zzzz zzz zzz and so on. Use as many sounds as the students feel comfortable with. This activity has great sensory value for students, feeling the air entering and interacting with their bodies.

### 2. In and Out

Students sit in an upright position with their backs straight and are asked to breathe in through their nose (point at nose) and breathe out through their mouth (point at mouth) with deep slow breaths. As they do so they also start leaning gently forward until they can reach out and touch the floor with their stretched arms- this should take about 3-4 in and out breaths. They should then slowly return to the starting position while still doing the slow deep nose/mouth breathing.

### 3. OM sound

Beat four slow beats to introduce the students to the slow pulse. The students are asked to hold long mid-range 'o' sound, after four slow beats. The vocal leader swipes their hand across their mouth, which then closes and the sound continues as 'mmm'. The 'mmm' part can continue for as long as students have air to keep it going and when they run out of air they are asked to raise their hand. Who can hold their mmm sound the longest?

#### 4. Low/high mmm

Students are asked to lower their heads (touching their chest with their chin) and make a low sound 'mmm'. As they start moving their heads slowly up they try to reach the highest possible point both with their heads and the pitch of the 'mmm' sound. Again they hold their mmm sound for as long as possible. This warm up can also then be done in reverse.

### Other/Topic Related Warm Ups

#### 1. Have You Got Your Singing Voice? - Call and Response

The Vocal Leader sings the phrase 'Have You Got Your Singing Voice?'

-roughly notes G G E A G G E.

The students respond with 'Yes We Have!'

-roughly notes E D C.

The Vocal Leader keeps on singing the 'Have You Got Your....Voice?' phrase but replaces the word 'singing' with other vocal colour clues – *high voice, low voice, fast voice, whispering voice, rock voice, hip hop voice, loud voice.*

The students should sing back with the corresponding voice colour. To use Earth related vocal colours use words such as – *rumbling voice, windy voice.*

#### 2. Mr High/Hello Mr Low- Call and Response

The students should copy the vocal leader by singing with high-pitched voice – 'Hi Mr High!' while standing up and waving upwards, then it's 'Hello Mr Low!' while sitting down and waving in a downward direction.

#### 3. Volume Control

The vocal leader holds their hands together in front of their chest making a gentle 'mmm' sound. As they move their hands apart the volume of the 'mmm' sound increases and vice versa. Student can be encouraged to take turns leading the exercise.

#### 4. Walking up the mountain

The vocal leader should demonstrate with their hand walking up the mountain in short 8 steps (first C major then C minor scale) while singing the word 'hum' from low to high, then repeat in reverse.

#### 5. High/Low Tides

The students should lean forward with their arms stretched and making a gentle rippling movement, singing the sound 'ooh' then as they slowly lean back to their original position they change the sound to 'ah' which they hold as long as possible. This can also be repeated in reverse.

Bonus- This activity can then progress further by replacing long 'ooh' and 'ah' sounds with short 'wa' or 'va' sounds, demonstrating the rippling waves.

#### 6. Turn The Radio On

The vocal leader sings 'Turn On The Radio' – followed by making random mono-syllabic sounds (*dda, zza, chch, vrrrm*) students are encouraged to join in with sounds of their choice imitating static sounds/tuning channel with their hand.

7. Catching flies

The vocal leader demonstrates singing notes E, F#, G#, B using a 'hum' sound and then demonstrates their hands doing a catching flies motion as the notes change. This keeps on repeating and the students are encouraged to join in.

Bonus- The vocal leader can change the notes to F#, G#, Bb, C# and subsequently C#, Eb, F, G#, which are all note sequences used in *Earth* by Hans Zimmer.

*Have fun and don't forget to share your music making with us at BBC Ten Pieces by uploading your work to our [Ten Pieces Uploader!](#)*