



# Guidance Notes

**BBC**  
**Get**  
**Singing**



# Introduction

Welcome to **BBC Get Singing**, a bold national programme to get young people aged 11-14 singing together, with award-winning artist, composer and producer Jacob Collier as Ambassador and Advocate.

We've created new arrangements designed for group singing either in the classroom or in extra-curricular and enrichment sessions. Whether you already lead a singing group or are just thinking about starting one, these resources will give you everything you need to support your musical journey.

On the website, you'll find filmed performances from the BBC Singers and warm-up activity videos led by Shivani Rattan (singer and vocal leader) to help get everybody's voices and bodies ready for singing, as well as exploring some of the aspects that feature in each of the songs.

To help you teach the songs, we have recorded piano backing tracks for use in rehearsals and performances, as well as individual voice-part recordings to support learning with or without the vocal and piano scores.

Whatever your singing experience, we hope you have fun using the *BBC Get Singing* resources!

[www.bbc.co.uk/getsinging](http://www.bbc.co.uk/getsinging)

## Navigating the *BBC Get Singing* resources

Navigate through the materials available for each song using the menu to the left-hand side of each song page. There are a number of videos on each page to help you get into each song:

- **Performance** – be inspired by the BBC Singers performing each song in full.
- **Introduction** – discover more about the song and what to expect in the activities.
- **Warm-up 1** – warm up your bodies and voices.
- **Warm-up 2** – warm up your bodies and voices.
- **Exploring the song** – a longer activity demonstrating ways to explore a feature of the song further.

You'll then find links to a variety of additional resources to help support your teaching of the songs in full. These are:

- **Guidance notes (PDF)** – this document explaining how to use the resources.
- **Vocal score (PDF) and piano backing track (MP3)** – available only in the UK, you can download these by clicking on the link - make sure to check your junk email folder.
- **Individual voice part recordings** – available only to stream on the website.



# ...continued

The activity videos are delivered at a lively pace, so make sure you have watched them through ahead of your first group-singing session. The videos are designed to encourage spending time warming up well and exploring aspects of a song, ahead of teaching the song in full using the score.

## How to use the video content to explore each song

The videos are designed to be used flexibly, whether as CPD for teachers/group leaders or a teaching aid to watch in sessions with young singers. There are many ways you could use the videos:

- Start by watching the performance videos to get to know the song before you explore the activities.
- Watch the activity videos and follow along in real time with your singers – allowing you all to participate in the session led by Shivani Rattan.
- Pause part-way through each video to explore a particular activity in more detail, taking more time than Shivani and the young people do.
- Spend a whole session on one activity video – you may like to expand on what's been demonstrated, led by yourself or one of your singers – have fun developing the activities further.
- You can find full transcripts below each video.

In many of the videos, the group splits into 2 or 3 sub-groups – for example, to sing in a round. Time is not given in the videos for arranging this grouping, so make sure you read the notes for each activity carefully beforehand and make sure everyone understands which group they are in before you start the video.

## Teaching the full song with the score

We strongly recommend that singers have access to the vocal score (either projected on a big screen or individually printed/displayed on tablets), even if they are not confident score-readers.

Rather than starting at the beginning, you may like to choose a section that repeats throughout the song (i.e. chorus), a section in unison (rather than in parts) or a section that was explored in the activity videos.

If you're new to singing in groups, take it slowly – keep coming back to the song over many weeks or sessions rather than trying to learn it all in one go!

## Using the audio recordings

If you are a pianist, we hope you enjoy playing the accompaniment for each song. If you're less confident, or you don't play, then you can download the piano backing track for use in rehearsals or performances.

We have recorded each voice part – these could be used by singers to practise outside of sessions, or in rehearsals to teach each part. In each recording, the identified voice part is louder than the rest of the voices and piano. Practising with the rest other parts underneath will support their confidence singing alongside harmonies in group sessions.

## Technical issues

If you are attempting to view videos in a school location, it is possible that your school's firewall will prevent the video from playing. If so, talk to your IT co-ordinator about adding exemptions to your firewall.

# live more & love more – Cat Burns

## Before you start

Watch the introduction and performance videos before the activities. Be ready to split into 2 groups when learning the melody, harmony and body percussion. Make sure you have plenty of space to move around for the body percussion activity.

## The activity videos

### 1. Vocal warm-up

- Use call-and-response to vocalise a slide from notes 1-4 to different vowel sounds. Move up a semitone each time you repeat.
- Replace vowels with consonants and repeat the slide.
- Now try with lyrics 'live', 'more', 'love', 'more' to the slide.

### 2. Singing the chorus

Melody.



Live more and love more, (We all just need to)

Bass Line.




Live more and love more, Oh,

- Teach the melody (notated above) until the group feels confident.
- Add harmony by teaching the bass line (notated above) in unison until secure.
- Loop this section until musically satisfied, with facial expression and freedom.
- *Optional: now split the group into two parts, one singing the melody, the other the bass line.*

### 3. Exploring the song


All.



click click, stomp knee-hand-knee, stomp, knee-hand-knee, stomp, knee-hand-knee, knee-hand-knee, (te - te, ta, tre - o - la, ta, tre - o - la, ta, tre - o - la, tre - o - la,)

- Teach the rhythms using body percussion (notated above), breaking it down as Shivani does in the video.
- *Optional: you may wish to vocalise the rhythms by adding or replacing body percussion with words or sounds.*
- *Optional: if this is going well, try in a round/canon. It will work on any beat of the bar. Numbers in circles indicate where each group joins after the first one starts.*

All.



Life's too short you on - ly have one it might sound cli - ché but your life can start when you...

- Now add lyrics to these rhythms (as notated above).
- Teach the round in unison until the group is secure using 'my turn, your turn'.
- Now add the melody as above, repeating until musically secure.
- Teach the phrase in canon (the group starting on beat 1, and you on beat 3 like Shivani). Numbers in circles indicate where each group joins after the first one starts.
- *Optional: split the group into 2 and try the canon in 2 groups, or even splitting into 3.*
- *Optional: ask a member of the group to lead groups 2 and 3 while you lead group 1.*

# Piping Down the Valleys Wild – Bob Chilcott

## Before you start

Watch the introduction and performance videos before the activities. Be ready to split into 2 groups when learning the scales, melody and body percussion. Make sure your singers have plenty of space around them for a physical warm-up.


## The activity videos

## 1. Physical warm-up


All.

Shake shake-shake, shake shake-shake, shake shake-shake, shake shake-shake,  
(Tum ti - ta, tum ti - ta, tum ti - ta, tum ti - ta.)

- Use call-and-response to demonstrate ‘shaking it out’ to a 3-beat pattern (as notated above).
- *Optional: you may wish to vocalise the rhythms by replacing body movements with sounds.*


All.  (Ta ta ta ta, ta ti-ti ta ta, tum - ti ta ta, syn-co pa ta ta,)

- Use call-and-response to teach 'clapping rhythms' (notated above).
- *Optional: to vocalise the rhythms instead, replace claps with sounds.*

All. 

- Now clap rhythms from *Piping Down the Valleys Wild* (notated above) and let the group copy back.
- *Optional: add the lyrics to progress further.*

## 2. Vocal warm-up

All. 

- Teach the simple 5-note scale (notated above) to vocalise the syncopated rhythm until the group feels secure.
- Split the group into 2 and sing in a round/canon, repeating until everyone is confident.

All. 

All.

- Now extend the range beyond an octave to the ‘da da’ sounds used in Chilcott’s music (notated above), encouraging your singers to pitch at whichever octave is most comfortable for them.
- Split the group in 2 and try this section in a round. Numbers in circles indicate where each group joins after the first one starts. *Optional: ask a member of the group to lead the second group alongside you.*

### 3. Exploring the song

Melody.

down the val - ley's wild, Pi - ping songs of plea - sant glee, Pi - ping

Bass Line.

Do do do do do do do, Do do do do do do do,

- Teach the bass line (notated above) using call-and-response until secure.
- Sing the melody while your group keeps the bass line going. Then, teach the melody and lyrics using 'my turn, your turn' approach, until the group is confident in unison.
- Split the group into 2 parts – set up the bass line with group 1 and layer in the melody with group 2.
- Swap over and loop round until the group is singing with confidence.

# Glossary and Credits

**Arrangement** – A reworking of a piece of music, so that it can be performed by a different combination of voices or instruments from the original.

**Beat** – A basic unit of time marking out the speed at which the music is played.

**Body percussion** – Making musical sounds with your body, using actions like stomping, clapping and finger clicking for rhythmic expression.

**Canon/Round** – Performing the same melody but at staggered starting points, producing harmony.

**Call-and-response** – One musician makes a musical statement and another answers with a complementary phrase.

**Chorus** – A returning section of a song with the same words and music – often comes between a **verse**.

**Harmony** – Combining different notes or melodies simultaneously to create layers and a fuller sound.

**Notation** – Note values placed on and between a set of five lines (a stave/staff), to denote their pitch.

**Octave** – An interval or gap of eight notes.

**Range** – The span from the lowest to the highest pitch an instrument or voice can produce.

**Scale** – A sequence of notes ordered by pitch, forming the framework for melodies and harmonies.

**Score** – A written piece of music using notation.

**Semitone** – A half-step between the notes of a **scale**.

**Syncopation** – Sounds in-between the main beats of the music.

**Unison** – The same notes together, at the same pitch.

**Verse** – A section of a song – usually returns with the same music but different words.

## Photography Credits

**Jacob Collier** - Nicole Nodland

## Production Credits

Activities devised by Matthew Roughley

Activities delivered by Shivani Rattan

All videos produced by Urbancroft Films for the BBC