



# 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 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:

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

- **Guidance notes (PDF)** – this document explains 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.



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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 introduction and 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.
- 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 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

Musical notation for the chorus of 'Live More & Love More'. It consists of two staves: a Melody staff and a Bass Line staff. The Melody staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The Bass Line staff is in bass clef with the same key signature and time signature. The lyrics for the Melody are: "Live more and love more, (We all just need to)". The lyrics for the Bass Line are: "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

Musical notation for body percussion. It is a single staff in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notation consists of 'x' marks on the staff, representing body percussion. There are three groups of three 'x' marks, each starting on a different beat (1, 2, and 3). The lyrics below the staff are: "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.*

Musical notation for a canon. It is a single staff in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notation consists of eighth notes. There are three groups of three eighth notes, each starting on a different beat (1, 2, and 3). The lyrics below the staff are: "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.*





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## Creating different vocal tones

- This exercise uses the melody from bars 20-24 of 'Something Heavy'.
- Start by finding the group's powerful chest voices, asking them to place a hand on their own chest to feel the resonance, while singing the melody from this part of the song.
- This time, find the group's soft and light head voices as demonstrated by Shivani, repeating the same melody.
- Support the group to combine the tones to create a soft yet powerful sound.

## Moving smoothly between vowel sounds

- This exercise focuses on the vowel sounds in bars 47-48 of 'Something Heavy'.
- Follow Shivani's instructions to find a smooth transition between *ooh-ah-ooh-ah-ooh-ah*.
- First, move drastically between them, accenting the start of each vowel sound.
- Next, try the opposite! Move very gradually between the vowel sounds, so they blend seamlessly into each other.
- Finally, find a balance point between the drastic and gradual transitions.
- *Optional: apply this learning to each of the voice part harmonies, looping round the bars until the group is secure.*

## Bonus content with Jacob Collier

### The spirit of the song

- This activity focuses on bars 8-11 of 'Something Heavy'. Watch Jacob's explanation of the different emotions explored in his song.
- Join in with Jacob and the singers on screen to cycle through the contrasting feelings: excited, angry, sad and hopeful.
- *Optional: discuss as a group how these varying emotions and musical energies could be applied to different parts of the song.*

## Moving from breath to melody

- This exercise uses the melody from bars 20-24 of the Middle Voice part.
- Watch Jacob demonstrate taking a big breath and pushing the air to 'sshh' the melody rather than singing the words.
- Have a go alongside the singers on screen!
- *Optional: now try singing this same section with the words – can you sing the whole melody without taking a breath? What does it sound like if you do take a breath? Which creates more melodic flow?*

## Working on rhythm

- This activity uses beatboxing to articulate the interlocking rhythms in sections C and G of 'Something Heavy'.
- Notice how Jacob replaces the 'dum' and 'ba' with different beatbox sounds, building up the parts slowly to create texture.

The image shows three staves of musical notation for different voice parts. Each staff begins with a double bar line and a repeat sign. The notes are marked with 'x' symbols, indicating specific rhythmic points or breath marks.

- Upper:** The notes are marked with 'x' symbols. Below the staff, the lyrics 'dm ka dm ka dm ka dm ka' are written, corresponding to the notes.
- Middle:** The notes are marked with 'x' symbols. Below the staff, the lyrics 'ts ka ts ka ts ka ts ka' are written, corresponding to the notes.
- Lower:** The notes are marked with 'x' symbols. Below the staff, the lyrics 'dm dm dm dm' are written, corresponding to the notes.

- Teach each part individually and loop round slowly, adding each part until the group is secure.
- Repeat, but this time with the melodies for each voice part, remembering to keep the rhythmic energy from before.
- While looping round, signal for the different voice parts to switch from beatboxing to singing and vice versa.

# Glossary

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**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.

**Beatboxing** – Using your voice to make percussive sounds and beats, as if you are a human drum machine.

**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, or ‘call’, and another answers with a complementary phrase, or ‘response’.

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

**Diaphragm** – The main muscle used for breathing, located directly below the lungs. Engaging this muscle while singing helps to support the voice.

**Diction** – Clear articulation of consonants or vowel sounds, making it easier for audience to hear what is being sung.

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

**Metronome** – A device that creates a regular audible click or visual pulse at a speed of your choosing.

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

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

**Pulse** – The steady, regular beat that runs through a song or piece of music, like a ticking clock.

**Range** – The span from the lowest to the highest pitch required by a piece of music.

**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** – Rhythms played across the ‘on-beats’, emphasising the ‘off-beats’ in the music.

**Tempo** – The speed or pace of a piece of 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.

**Vowel sounds** – The open phonetic sounds (usually spelled using a, e, i, o, and u) where the mouth is open and air flows freely without obstruction.

**Vocal tones** – The emotional sound, colour or character of a singer’s voice to convey the true feeling of lyrics.

# Credits

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## Photography Credits

Jacob Collier photographed by **Nicole Nodland**

## Activity Credits

'live more & love more' and 'Piping Down the Valleys Wild' activities devised by **Matthew Roughley**, delivered by **Shivani Rattan**

'Something Heavy' activities devised and delivered by **Shivani Rattan**

'Something Heavy' bonus content devised and delivered by **Jacob Collier**

## Production Credits

All videos produced by **Urbancroft Films** for the BBC