

Singing with Meaning

An Interactive SEND-friendly
Vocal Resource

Released September 2020

Commissioned and Produced by
Tri-borough Music Hub

Written by
Emily Stratford and Gabriel Krchnavek

Funded by the
The Ingles Charitable Trust

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Introduction

The Tri-borough Music Hub (TBMH) was able to commission this resource due to the generosity of the Ingles Charitable Trust and their commitment to supporting all children's access to music education. This chimes with the TBMH's mission to be fully inclusive in all its work and to ensure that all students can access high-quality music education.

We commissioned two experienced local teachers and musicians – Emily Stratford and Gabriel Krchnavek – who have decades of experience working with students who have Special Education Needs and Disabilities (SEND). Between them they have written, arranged, and recorded the 20 new songs that we hope will be a useful teaching resource for our workforce, and for the pupils, and their families, who will get to enjoy them. A special thank-you also goes to Sam Campbell for the audio engineering, mixing and producing; and to Stuart Whatmore, Head of the TBMH, for recording the percussion/drum parts and editing/preparing this resource.

How this resource has been put together

The initial inception behind this new resource was to create a song-bank that would be accessible to pupils with Additional and/or Special Education Needs or Disabilities. There are 20 songs, all originals, and written by us to so we could tap into our experience of working with students in Special Schools.

We have split the songs into 5 categories – music songs; topic themes; emotional regulation; transition; and celebration – that cover a range of different moments in the day of a student. They are intended to help support students cope with the many challenging aspects to everyday life that they might experience.

The resource is a package that includes:

- Lyrics
- Notated sheet music
- Audio files for all songs
- Supporting videos for all songs

For those super talented musicians out there, you will notice that the audio files do not 100% replicate the notated sheet music. The reason for this is that we want the songs to be used and played with as you, and your students, see fit – we want them to be fun and for each person's personality to shine through.

We started writing the songs in July 2019 and finished them in December 2019. The recording and production of this resource began in early January 2020 which coincided with the rise of the global Coronavirus pandemic. Clearly, everyone has been affected in some way by the virus and it is becoming apparent that there will be a potential impact for all students as and when they return to school. Some students may feel anxious or find there is a period of time in adjusting to the changed ways of how we go about our everyday lives. Therefore, we believe that this resource may well have a place in supporting a restorative curriculum that all students can access to help them steer a way through their school day.

We hope you enjoy the songs and sing them proudly!

Emily and Gabriel

Using the resource

To help everyone access the songs in a useful way we have prepared supporting tracks, videos, and bonus materials.



- The main resource plus bonus material can be found on the TBMH website <https://www.triboroughmusic hub.org/tuition/singing-with-meaning-send-vocal-resource/>







- All videos can be found on the E&G YouTube channel which you can also subscribe to https://www.youtube.com/channel/UC1tMreslHeCoHI0nKj_0ARA



- All audio tracks can be found on the E&G SoundCloud channel which you can also subscribe to <https://soundcloud.com/user-961724646>

In this resource the following icons will tell you what to expect when you click on them:

	Takes you to the video
	'Dinosaurs' and 'United' have a second video version
	Takes you to the audio plus vocals track
	Takes you to the instrumental backing (no vocals)

Bonus materials includes schedules for 'United' and 'Find The Hero'; and suggested tasks and activities for 'Dinosaurs' and 'Colours'.

About the Composers

Gabriel Krchnavek – SEND Music Specialist



Gabriel has worked as a SEND music specialist for 10 years. He is primarily based at QE2 Jubilee School, which is part of the federation of Westminster Special Schools but also delivers 1:1 and whole class music lessons at Parayhouse Special School in Hammersmith and Fulham.

Apart from whole class teaching Gabriel also leads weekly singing workshops at Pursuing Independent Paths, a Westminster day care centre for adults with SEND; and Full Of Life, who are based in Kensington & Chelsea. He is also a TBMH instrumental tutor and ensemble leader.

Gabriel has studied English and Pedagogy at Comenius University in Bratislava, Slovakia; completed Introduction course to Music Therapy at Nordoff-Robbins; gained Certificate in KS2 Music from Trinity College London; and Diploma in Media Practice from Birkbeck University.

Gabriel is one of the Music Leads for highly regarded West London Inclusive Arts Festival, co-creating and coordinating musical contributions from several West London SEND schools. He has led several SEND music CPD events and in his career closely worked with leading music organisations such as TBMH, Lyric Theatre, RAH, BBC, Wigmore Hall, RPO, Drake Music and many others.

Gabriel prides himself on pursuing an experiential inclusive approach in his teaching, aided by extensive use of Inclusive Music Technology, original topic-tailored songwriting and use of Makaton and other communication techniques.

Gabriel is also a successful musician in his own right, having previously supported Gary Numan on his German tour, recorded with Gordon Raphael (The Strokes) and in his native Slovakia he has on Deadred Records recently released an eponymous EP, which is enjoying very positive reception from both listeners and media.

Emily Stratford - SEND Music Consultant



Emily Stratford is a SEND Music specialist who has been working in London for the past 9 years through the federation of Westminster Special Schools. Emily is also the Musical director of the production at the Lyric theatre for the West London Inclusive Arts Festival and has been composing for the SEND pupils over the past 4 years.

Emily gained her Bachelor of Music from the Australian Institute of Music and worked as a vocal tutor for 10 years before relocating to London with her band *Sunday Waits*. During her time in London she began working at College Park School and began specialising in SEND before gaining her Diploma of Education. Over the years she has acquired vast experience in TEACCH, SCERTS and Makaton to support her practice in the classroom. Emily has also achieved a Foundation in Music Therapy at Roehampton University.

Emily has always incorporated her love of song-writing in her lessons to support her pupil's needs. Her greetings and transitions songs are used across the key stages within College Park. Her recent work in the West London Inclusive Arts Festival included writing a sensory story with inclusive music elements called *Ali and the Dragon* showcased at the Lyric Theatre.

Outside of education Emily is also a passionate songwriter/musician/artist. Two of her songs were semi-finalists in the UK song writing competition and her song "As I did" was in the top 5 for the pop category in the Australian independent song writing competition: MusicOz.

Emily interweaves her specialism of Autism, Music Therapy and joy of song-writing in the classroom and on a wider scale through cross-school collaboration. She has led many CPD events for the Tri-borough Music hub, advocating inclusive music practice and at national conferences. Emily currently works for Westminster Special Schools as a Middle Leader and Music Teacher, the Tri-borough Music Hub as a Choir Director and SEND Music Consultant, and Groundswell Arts as a Composer.

The Ingles Charitable Trust

The trust was founded in 1973 by Jim Ingles and since then has been supporting UK charities who work with disadvantaged or disabled children, including many with a musical focus. They have very generously funded the creation of this resource and the Tri-borough Music Hub extends its sincere thanks to the Trust and all their Trustees. For more information contact Tim Ingles - tim@ingleshayday.com.

Tri-borough Music Hub

The award-winning [Tri-borough Music Hub](#) (TBMH) is the lead organisation that oversees the delivery of music education in three West London boroughs - the London Borough of Hammersmith and Fulham; the Royal Borough of Kensington and Chelsea; and City of Westminster - working with schools, pupils, the workforce and the community. Through an agreed shared-services model, it is a centralised Local Authority service which receives core funding from the Department for Education via the Arts Council England delivering an extensive programme of musical learning in and out of school.

Alongside the three Local Authorities, the TBMH Strategic Partners are two internationally renowned organisations - the Royal Albert Hall and the Royal College of Music. In addition, a dedicated and quality-assured group of delivery partner organisations, with evidence of a successful track record, work to meet the TBMH's strategic aims and positively contribute to our stakeholders. The TBMH is a music-specific service focused on high quality outcomes inclusive of all learners. It recognises the numerous benefits that music can bring to everyone from all backgrounds and in all circumstances.

The TBMH aims to provide opportunities for all to develop a life-long love of music & realise their musical potential whilst developing their personal/social identity. A broad range of progressive musical pathways will be provided in partnership with outstanding music organisations that are committed to our ethos.

The vision for the TBMH is to build on the successes of the previous years of the TBMH partnership, ethos and approach to music engagement and progression. This includes embedding best-practice and implementing visionary and effective models of partnership work to effect comprehensive routes of engagement, opportunity and progression. This will support children, young people, families, schools, workforce and the wider community of Hammersmith & Fulham, Kensington & Chelsea, and Westminster.

For information about the TBMH follow social media channels:

- **Website:** www.triboroughmusicclub.org
- **Music Hub Twitter:** www.twitter.com/tbmhmusic
- **Instagram:** www.instagram.com/triboroughmusicclub/
- **Early Years Twitter:** www.twitter.com/TBEYMCmusic
- **Vimeo Films:** <https://vimeo.com/user32843735>
- **Flickr Photos:** <https://www.flickr.com/photos/triboroughmusicclub/albums/>
- **e-newsletters:** <https://us11.campaign-archive.com/home/?u=c22fdaa6ee494f9b0503418d3&id=7b92edc12f>

Music Songs

-
- *It's Music time*
 - *That's how we like to play*
 - *Can you feel the beat?*
 - *One two song*
 - *Shake your body*
-

SONG NUMBER 1: It's Music Time

Song length: 1:14

Composer:

Gabriel Krchnavek



This song works really well for:

Transitioning to/start of a music lesson

Musical Information (elements, range, key): C#3 – A3, D Major

How to extend the use of this song in a music lesson:

Use of body percussion to accompany the rhythm; singing the melody using 'la la la' sound; the concept of 'high' and 'low' using falsetto voice and low bass frequency voice.

Lyrics:

It's music time let's sing and let's play

Music time, let's go wild today

Music time let's rock and let's roll

Everybody open up your soul

Singing!

La la la la la la la la...

IT'S MUSIC TIME

GABRIEL KECHINAVEK

SHUFFLE 120 BPM

D D(SUS4) D D(SUS4) D D(SUS4) D D(SUS4)

IT'S

5 D G D

MU SIC TIME_ LET'S SING AND LET'S PLAY IT'S

9 D G A

MU SIC TIME_ LET'S GO WI LD TO DAY

13 D G Bm Bb

MU SIC TIME_ LET'S ROCK AND LET'S RO_ LL_

17 G A D

EV ERY BO DY OP EN UP YOUR SOUL

21 D G D LA LA LA LA D LA LA LA LA

LA LA LA LA LA LA LA LA LAH_

25 D G A LA LA LA LA A LA LA LA LA

LA LA LA LA LA LA LA LA LA_

29 D G Bm Bb

LA LA LA LA LA LA LA LA LA_

33 G A D D A D

LA LA LA LA LA LA LA LA LA

SONG NUMBER 2: That's The Way We Like To Play

Song length: 2:52

Composer:

Gabriel Krchnavek



This song works really well for: Introducing, choosing and demonstrating sound of instruments, exploring sound qualities of different instruments

Musical Information (elements, range, key):

Change of tempo, B2 – E4, E Major

How to extend the use of this song in a music lesson:

Choosing instruments - choice of two, or by material (wood/metal), or length of the tone they produce, taking turns when demonstrating their sound, exploring concepts of playing fast/slow, loud/quiet, encouraging improvisation and promoting listening to others.

Lyrics:

Oooh, that's how we like you play

Oooh, that's how we like to play

Tambourine tambourine, show me how you like to play

Shaker shaker...

Guitar guitar...

Piano piano...

Recorder recorder...

Drum drum...

Loud loud...

Quietly quietly...

Fast fast that's how we like to play

(Ad lib vocals...)

Slowly slowly...

THAT'S THE WAY WE LIKE TO PLAY

GABRIEL RECHNAVER

INTRO $\text{♩} = 125$

E A F#m B7

5 E A F#m B7

OODOH THAT'S HOW WE LIKE TO PLAY

9 E A F#m B7

OODOH THAT'S HOW WE LIKE TO PL AY

13 E A F#m B7

TAM BOU RINE TAM BOU RINE SHOW ME HOW YOU LIKE TO PLAY
 DR UM DR UM
 GUI TAR GUI TAR
 PI AN O PI AN O
 REC OR DER REC OR DER
 SH AK ER SH AK ER
 FA ST FA ST
 QU IET LY QU IET LY
 LO UD LO UD
 SL OW LY SL OW LY

SONG NUMBER 3: Can you Feel the beat

Song length: 2:27

Composer:

Emily Stratford



This song works really well for: Pupils who respond to pulse songs. Some students may not be able to vocalise or create sounds using instruments, but instead will move and rock in response to strong beats. This song allows those enjoy and explore movement through music.

Musical Information (elements, range, key): D4-D5, G Major

How to extend the use of this song in a music lesson:

You could use this song as an introduction to different instruments and also explore the varying sounds and pitch they produce e.g. The Flute creates a high pitch and the Double Bass produces a low pitch. There is also a section where pupils can improvise over the instrumental section. This allows for pupil lead learning and exploration.

Lyrics:

1. Can you feel the beat?

From your head down to your feet
Pulsing through your body
Like a heart beat beat beat.
Beat beat

Do do da da dee dee Ba BAAA

2. Can you make a sound?

Like a big bass drum
Make it deep and loud
With a boom boom sound
Boom Boom boom Boom Boom
Boom BOOOOm

3. Can you make a noise

Like little flute
Make it high and sweet
With an oo oo oo

Oo oo oo oo oo oo oooooo

4. Can you make a tune?

Like a double bass
With dum dum dum low notes
At a walking pace

Dum dum dum dum dum dum
dum

5. Can you use your voice?

Like an opera singer
Make it high and low
With a big La La
La La La La la La La

6. Can you feel the beat?

From your head to your feet
Pulsing through your body
Like a heart beat beat beat.

Do do da da dee dee Ba BAAA
(Repeat and ad lib to end)

120 BPM

CAN YOU FEEL THE BEAT

EMILY STRATFORD

INTRO

Drums

3 G F Em D

7 G F Em D

CAN YOU FEEL THE BEAT FROM YOUR HEAD TO YOUR FEET PULSING THROUGH YOUR BODY LIKE A HEART BEAT BEAT

VERSE 1-2

11 G F Em D

CAN YOU FEEL THE BEAT FROM YOUR HEAD DOWN TO YOUR FEET PULSING THROUGH YOUR BODY LIKE A HEART BEAT BEAT
CAN YOU MAKE A SOUND LIKE A BIG BASS DRUM MAKE IT DEEP AND LOUD WITH A BOOM BOOM SOUND

15 G F Em D D

DOO DOO DOO BOOM BOOM BOOM DAA DA DAA BOOM BOOM BOOM BEE BEE BEE BOOM BOOM BOOM BAABAA BAA BOOM BOOM

1ST TIME D 2ND TIME D

VERSE 3

G C Em C

CAN YOU MAKE A NOISE LIKE A LITTLE FLUTE MAKE IT HIGH AND SWEET WITH A DOO DOO DOO

G F Em D

DOO DOO DOO DOO DOO DOO DOO DOO DOO DOO

VERSE 4

G C Em C

CAN YOU MAKE A TUNE LIKE A DOU BLE BASS WITH A DUM TY DUM NOTE AT A WALK ING PACE

G F Em D

DUM TY DUM DUM DUM DUM TY DUM DUM DUM TY DUM DUM DUM DUM

VERSE 5

G C Em C

CAN YOU USE YOUR VOICE LIKE AN O PERA SINGER MAKE IT HIGH AND LOW WITH A BIG LAA LAA

G F Em D

LA LAA LA LAA LA LA LAA LA LA LAA

VERSE 6-7

G F Em D

CAN YOU FEEL THE BEAT FROM YOUR HE AD TO YOUR FEET PULSING THROUGH YOUR BO DY LIKE A HEART BEAT BEAT

OUTRO

G F Em D G

DOO DOO DOO DAA DA DAA BEE BEE BEE BARBAR BAA
REPEAT AND AD LIB TO FINISH

SONG NUMBER 4: One Two Body Song

Song length: 1:52

Composer:

Gabriel Krchnavek



This song works really well for:

Body warm up, learning the numbers 1 and 2, learning about parts of our body

Musical Information (elements, range, key): Stop-time, E2 – G3, A Major

How to extend the use of this song in a music lesson:

Starting and stopping together at the same time, call & response rhythm games (call-1 response 1-2 + other variations), pointing at the parts of the body mentioned in the song and playing/clapping/tapping corresponding number of beats.

Lyrics:

I got one clever head – one

I got two beady eyes – one two

I got one nosy nose – one

I got two curious ears – one two

I got one bendy neck – one

I got two stretchy arms – one two

I got one hungry tummy – one

I got two leggy legs – one two

And they all dance together – one two one two

And they all dance together – one two one

ONE TWO SONG

GABRIEL RECHNAVEK

$\text{♩} = 125$

A

I GOT

5 A

9 ONE CLEVER HEAD ONE I GOT

13 TWO BEADY EYES ONE TWO I GOT

17 ONE NOS EY NOSE ONE I GOT

21 TWO CURIOUS EARS ONE TWO I GOT

25 ONE BENDY NECK ONE I GOT

29 E

33 A

TWO LEGGY LEGS ONE TWO



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KENSINGTON
AND CHELSEA



hammersmith & fulham



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London

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ARTS COUNCIL
ENGLAND

2
37 A

AND THEY ALL DANCE TO GETH ER

41 E

ONE TWO ONE TWO

45 A

AND THEY ALL DANCE TO GETH ER

49 E A

ONE TW OO ONE I GOT

2 A

AND THEY ALL DANCE TO GETH ER

E

ONE TWO ONE TWO

A

AND THEY ALL DANCE TO GETH ER

E A E A

ONE TW OO ONE ONE

SONG NUMBER 5: Shake Your Body Warm Up

Song length: 2:22

Composer:

Gabriel Krchnavek



This song works really well for: Warming/loosening up before playing music, synchronising/getting into the zone before engaging in musical activity

Musical Information (elements, range, key):

Change of tempo, stop-time, B2 - B4, E Major

How to extend the use of this song in a music lesson:

Starting and stopping at the same time as a group following the cue 1,2,3,4.
Exploring musical concept of high and low supported by body movement.
Experiencing and working with different tempos and other musical elements such as stop-time and shuffle rhythm.

Lyrics:

1, 2, 3, 4 go!

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 you hands just like so, shake them to and shake them fro

Shake your hands just like so, shake them high and shake them low

1, 2, 3, 4 stop!

1, 2, 3, 4 go!

Shake your hips just like so, shake them to and shake them fro

Shake your hips just like so, shake them high and shake them low

1, 2, 3, 4 stop!

1,2, 3, 4 go!

Stomp your feet just like so, stomp them to and stomp them fro

Stomp your feet just like so, stomp them high and stomp them low

1, 2, 3, 4 stop!

Your whole body!

Shake shake rock'n'roll shake shake rock'n'roll

Shake shake rock'n'roll shake shake rock'n'roll

Shake shake o' rock'n'roll wholotta soul, come on and shake

SHAKE YOUR BODY WARM UP

GABRIEL KRCHNAVEK

♩ = 120

1 **B7** **E**
ONE TWO THREE FOUR GO _____ SHAKE YOUR HE AD JUST LIKE SO _____

5 **A** **E**
SHAKE IT TO AND SHAKE IT FRO _____ SHAKE YOUR HE AD JUST LIKE SO _____

9 **B7** **E** **1. 2. 3.**
SHAKE IT HIGH SHAKE IT LOW _____ ONE TWO THREE FOUR STOP **HANDS
HIPS
FEET**

13 **B7** **E** **4.** **DOUBLE TEMPO**
ONE TWO THREE FOUR GO _____ STOP WHOLE BODY

E
ONE TWO THREE FOUR

E **RHYTHM ON REPEAT**
SHAKE SHAKE SHAKE ROCK AND RO _____ LL SHAKE SHAKE ROCK AND RO _____

A **E**
_____ LL SHAKE SHAKE ROCK AND RO _____ LL SHAKE SHAKE ROCK AND RO _____

B7 **A** **1. E B7**
_____ LL SHAKE SHAKE ROCK AND RO _____ LL A WHOLE LOT TA SOUL COME ON AND

2. E **RIT.**
ONE TWO THREE AND STOP

Topic themes:

-
- *Romans*
 - *Dinosaurs*
 - *Sushi song*
 - *Colours*
-

SONG NUMBER 6: Romans

Song length: 2:30

Composer:

Gabriel Krchnavek



This song works really well for:

Teaching history and science/inventions, it can be used as an inspiration for a role-play drama scene/sensory story, playing strong marching rhythm

Musical Information (elements, range, key): E2 – D4, A minor

How to extend the use of this song in a music lesson:

Explore the contrast between the minor key in the verses and major key in the choruses/bridges. The marching rhythm can be used in various rhythm exercises – splitting group into two halves – left and right halves taking turns, exploring the dynamic contrast between the verse and the chorus/bridge.

Lyrics:

And left and right...

We're marching onto another city

To conquer it and make our own

We're Romans and it won't be pretty

If you stand in our way soon you'll be gone

We write poetry and paint and sing some pretty songs

We'll teach you how to build an aqueduct and the roads

And left and right...

We'll make you fight in our arenas

And take your life with a turn of our thumb

And if something ugly comes between us

The last thing that you'll hear is sound of our war drum

We'll give you sanitation and the medicine

We'll teach you education and how to make wine

We'll give you glass and money so please don't make a scene

Just obey our rules and you'll be fine

And left and right...

ROMANS

GABRIEL KRCHNAVEK

♩ = 120

Am

AND LEFT AND RIGHT LEFT AND

5 Am Am(b5) Dm Am

RIGHT WE'RE MAR CHING_ ON TO AN OTH ER CI TY
WE'LL MAKE YOU_ FIGHT IN OUR AR EN AS

9 Am Am(b5) Dm Am E

TO CON QUER_ MAKE IT ALL OUR OWN
AND TAKE YOUR LIFE WITH A TURN OF OUR THUMB

13 Am Am(b5) Dm Am

WE'RE RO MANS_ AND IT WON'T BE PRE TTY
AND IF SOME THING UG LY COMES BE TWEEN US_

17 E Am

IF YOU STAND IN OUR WAY SOON YOU'LL BE GONE_
THE LAST THING THAT YOU HEAR IS THE SOUND OF OUR DRUM

21 C Am

WE WRITE PO E TRY AND PAINT AND SING SOME PRET TY SONGS
WE GIVE YOU SAN I TAT ION AND THE MED I CINE_
WE'LL GIVE YOU GLASS AND MON EY SO DON'T MAKE A SC ENE

25 F G

WE'LL TEACH YOU HOW TO BUILD AN AQU A DUCT AND THE ROAD_
WE'LL TEACH YOU ED U CAT ION AND HOW TO MAKE_ WINE_
JUST OB EY OUR RULES AND YOU'RE GO NNA BE JUST_ FINE_

29 SECOND TIME TO THIRD TIME OUTRO

Am

AND LEFT AND RIGHT LEFT AND

33 RIT. Am Am(b5) Dm Am

RIGHT WE'RE RO MANS_ AND IT WON'T BE PRE TTY

Detailed description: The image shows a musical score for guitar. It consists of two staves. The first staff starts at measure 29 and ends at measure 32. It features a treble clef, a key signature of one flat (Bb), and a 4/4 time signature. The melody is written in eighth notes. Chords are indicated by letters (Am) and accidentals (b). There are two horizontal lines above the staff, likely representing fret positions. The second staff starts at measure 33 and ends at measure 36. It also has a treble clef and a key signature of one flat. The melody continues with eighth notes. Chords are indicated by letters (Am, Am(b5), Dm). The lyrics are written below the notes.

SONG NUMBER 7: Dinosaurs

Song length: 2:49

Composer:

Gabriel Krchnavek



This song works really well for:

Learning about dinosaurs and concept of history/past in general, time travel

Musical Information (elements, range, key):

Change of tempo, G2 – C4, C Major

How to extend the use of this song in a music lesson: Song contains rhythm change from slow to fast which can be explored both with instruments and body percussion, elements of call and response – e.g. pterodactyl/flap flap etc., exploring dynamic changes and tonal length – long and short notes.

Lyrics:

So long ago, the earth was ruled by dinosaurs

So long ago, the earth was ruled by dinosaurs

Some of them were big and small and some of them could fly

They didn't make it in the end but didn't really die

So long ago, the earth was ruled by dinosaurs

So long ago, the earth was ruled by dinosaurs

Some of them ate leaves and grass and some ate other beasts

And not a single day would pass without having a feast

Pterodactyl – flap flap!

Stegosaurus – spiky tail!

Diplodocus – stomp stomp!

Velociraptor – watch that claw!

T-Rex – ruuun!

So long ago, the earth was ruled by dinosaurs...

DINOSAURS

BALLAD ♩ = 130

GABRIEL KRCHNAVEK

INTRO TILL READY

CHORUS

5 C F C F(SUS2)

LONG A GO THE

9 C F(SUS2) C F(SUS2)

EARTH WAS RULED BY DINOSAURS

13 C F(SUS2) C F(SUS2)

LONG A GO THE

17 C F(SUS2) C F(SUS2)

EARTH WAS RULED BY DINOSAURS

VERSES

21 G F

SOME OF THEM WERE BIG AND SMALL AND SOME OF THEM COULD FLY THEY
SOME OF THEM ATE LEAVES AND GRASS AND SOME ATE OTHER BEASTS AND

25 G F

DID N'T MAKE IT IN THE END BUT THEY DID N'T REALLY DIE SO
NOT A SINGLE DAY WOULD PASS WITHOUT HAVING A FEAST

29 C F C F

PTER O DAC TYL FLAP FLAP STEG O SAUR US SPIK EY TAIL

33 C F C F

DIP LO DOC US STOMP STOMP VE LO CI RA PTOR WATCH THAT CLAW

37 C F

T REX RUN

39 C F 12.C F

CHORUS 43 3. C F C F

LONG A GO THE

47 RIT. C F C

EARTH WAS RULED BY DIN O SAURS

SONG NUMBER 8: Sushi Song

Song length: 3:40

Composer:

Gabriel Krchnavek



This song works really well for:

Fun way of learning about different food and culture, learning to count to 4 and say 'thank you' in Japanese

Musical Information (elements, range, key): Stop-time, B2 – E4, E Major

How to extend the use of this song in a music lesson:

Use of counting to 4 in Japanese for playing/practising 4/4/ rhythm, playing and expressing different sensations and emotions with music (wasabi – angry, have you tasted sushi – happy/positive, tuna/salmon mmm – pleasure), expressing build up/suspense and release musically (rice/rise – wasabi), call and response – have you tasted sushi?

Lyrics:

Ichi ni san shi x4

Tuna tuna tuna tuna tuna tuna tuna tuna mmmm...(x2)

Salmon salmon salmon salmon salmon salmon salmon salmon mmmm...x2

On top of some rice rice rice rice rice rice rice rice – rice rice

Wasabi!

Have you tasted sushi? Have you tasted sushi?

Have you tasted sushi? Give it a try! Why?

Have you tasted sushi? Have you tasted sushi?

Have you tasted sushi? Give it a try! Why?

Repeat all

Arigato!

SUSHI SONG

♩ = 130

STRAIGHT 8 BEAT RHYTHM

GABRIEL KECHNAVEK

INTRO & OUTRO

PLAY 4 TIMES

1 ICHI NI SAN SHI

5 TU NA TU NA TU NA TU NA TU NA TU NA TU NA TU NA OOOO MMMM

9 SAL MON SAL MON SAL MON SAL MON SAL MON SAL MON SAL MON SAL MON OOOO MMMM

13 SAL MON SAL MON SAL MON SAL MON SAL MON SAL MON SAL MON SAL MON OOOO MMMM ON TOP OF SOME

17 RICE RICE RICE RICE RICE RICE RICE RICE RI CE RICE ON TOP OF SOME

21 RICE RICE RICE RICE RICE RICE RICE RICE RI CE RI CE WA

25 SA BI WA SA BI ICHI NI SAN SHI

29 HAVE YOU TAST ED SU SHI HAVE YOU TAST ED SU SHI

33 HAVE YOU TAST ED SU SHI GIVE IT A TRY

PLAY SONG TWICE. BACK TO INTRO TO FINISH

SONG NUMBER 9: Colours

Song length: 1:46

Composer:

Gabriel Krchnavek



This song works really well for:

Learning about the connection between the concept of colour and specific objects and events found around us in nature, such as sun, rain, grass, clouds etc., apart from Music it can be used in English and Science lessons

Musical Information (elements, range, key): A2 – D4, A Major

How to extend the use of this song in a music lesson:

The key change from major to minor changes the mood from happy to sad – explore connection between music and feelings. The call and response technique can be used to help with embedding the names of the colours supported by picture of the object it refers to. The song is in 4/4 rhythm, which helps with playing along use body percussion and other instruments.

Lyrics:

When you think of the sun, what colour can you see?

Yellow, yellow, that colour shines on me

When you think of the sky, what colour can you see?

Blue, blue, that colour rains on me

When you think of the grass, what colour can you see?

Green, green, that colour grows on me

But when you think of squelchy mud, brown is all around

When you look at cloudy skies grey covers the ground

But think of the flowers, and the colours that they bear

Purple, pink and red and white are bursting everywhere

When you think of the night what colour can you see?

Black, black, now it's time to sleep

COLOURS

115 BPM

INTRO SWING

GABRIEL KACHNAVEK

A

VERSE 1-3

3

A D A A D A E

WHEN YOU THINK OF THE SUN WHAT COLOUR CAN YOU SEE

SK Y GR ASS

7

D E D E D A 3 TIMES

YEL LOW BL UE GR EEN THAT COLOUR SHINES ON ME BUT

YEL LOW BL UE GR EEN THAT COLOUR SHINES ON ME BUT

YEL LOW BL UE GR EEN THAT COLOUR SHINES ON ME BUT

BRIDGE

11

F#m F#m(maj7) F#m7 F#m(maj7) E C#m F#m

WHEN YOU THINK OF SQUELCHY MUD THE BROWN IS ALL AROUND BUT

15

F#m F#m(maj7) F#m7 F#m(maj7) E C#m F#m

WHEN YOU LOOK AT CLOUDY SKIES GREY COVERS THE GROUND BUT THINK OF THE



19 E D A

FLOW WERS AND THE COLOURS THAT THEY BARE

23 F#m F#m(maj7) F#m7 F#m(maj7) D E

PURPLE PINK AND RED AND WHITE ARE BURSTING EVERYWHERE

VERSE 4

28 A D A D A E

WHEN YOU THINK OF THE UN WHAT COLOUR CAN YOU SEE

32 D E D E D A D A

BLACK BLACK AND NOW IT'S TIME TO SLEEP

Emotional Regulation:

-
- *The Feelings song*
 - *Calm Down Song*
 - *Learning how to Share*
 - *Communication Song*
-

SONG NUMBER 10: The Feelings Song

Song length: 3:12

Composer:

Emily Stratford



This song works really well for:

A social story about feelings. Pupils can sing this daily to learn about regulating emotions.

Musical Information (elements, range, key): F3-A4, D Major

How to extend the use of this song in a music lesson:

Pupils can learn about major and minor chords and how they can create certain moods. Major chords are used in this song to represent Happy and Excited and minor chords are used to represent Sad and Angry. Pupils can rewrite the lyrics using different emotions or come up with different options to respond to the emotions given i.e. Sometimes I'm angry, so I go to the calm room. This song can also be personalised depending on what works for the child using the backing track. Pupils can also accompany the lyrics with signing.

Lyrics:

Chorus:

So Many different Feelings

Happy and Sad

So Many different Feelings

Excited and Mad

But it's alright, they're all ok

Verse 1:

Sometimes I'm happy so I clap my hands

Sometimes I'm happy so I do a little dance

Sometimes I'm sad and I need some space

Sometimes I'm sad and I need a friendly face

Verse 2:

Sometimes I'm excited and I move all around

Sometimes I'm excited and I jump up and down

Sometimes I'm angry and I need to go for a walk

Sometimes I'm mad and I might need to talk

THE FEELINGS SONG

EMILY STRATFORD

125bpm

INTRO

D G A A(SUS4) A D G A A(SUS4) A



VERSE



5 D G A D G A
SO MA NY DIFF ERENT FEE LINGS HAP PY AND SAD



9 D G A D G A
SO MA NY DIFF ERENT FEE LINGS EX CIT ED AND MAD BUT IT'S



13 Em A G
RIGHT THEY'RE ALL O KAY SOME TIMES I'm

CHORUS



17 D G D G
HAP PY SO I CLAP MY HANDS SOME TIMES I'm



21 D G D G
HAP PY SO I DO A LIT TLE DANCE SOME TIMES I'm



25 Em A
SAD AND I NEED SOME SPACE SOME TIMES I'm



29 Em A
SA D I NEED A FRI ENDLY FACE



VERSE

33 D G A D G A

SO MA NY DIFF ERENT FEE LINGS HAP PY AND SAD

37 D G A D G A

SO MA NY DIFF ERENT FEE LINGS EX CIT ED AND MAD BUT IT'S AL

41 Em A G

RIGHT THEY'RE ALL O KAY SOME TIMES I'M EX

CHORUS

45 D G D G

CI TED AND I MOVE AROUND A ROUND SOME TIMES I'M EX

49 D G D G

CI TED SO I JUMP UP AND DOWN SOME TIMES I'M

53 Em A

ANGRY I NEED TO GO FOR A WALK SOME TIMES I'M

57 Em A Em A

MAD AND I MIGHT NEED TO TALK

VERSE

61 D G A D G A

SO MA NY DIFF ERENT FEE LINGS HAP PY AND SAD

65 D G A D G A

SO MA NY DIFF ERENT FEE LINGS EX CIT ED AND MAD BUT IT'S AL

69 Em A

RIGHT THEY'RE ALL O KAY

OUTRO

73 D G Em G

HA PPY AND SAD EX CI

77 D G Em A

TED AND MAD BUT IT'S AL

81 Em A A

RIGHT THEY'RE ALL O KAY TO HAVE

85 RALL. D G A D

SO MA NY DIFF ERENT FEE LINGS

SONG NUMBER 11: Calm Down

Song length: 3.09

Composer:

Emily Stratford



This song works really well for:

Relaxation and calming down during a time of distress. Pupils can often find it difficult to regulate their emotions and show signs of frustration when they struggle to communicate how they are feeling and what is upsetting them. They often need an opportunity and space to calm down. This song acts as a guide to focus on breathing and to be mindful of the body to encourage the child to slow down and hopefully clam down. This song can also be used as a transition after high energy periods such as playtime or lunch to help children wind down before they begin learning time.

Musical Information (elements, range, key): G3-A4, C Major

How to extend the use of this song in a music lesson:

Pupils can learn about the concept of having a drone in a piece of music and how it can create a sense of calm. Students can also learn about vocal tone colour. They can experiment using their voices to create warm and smooth sounds by trying out different vocal placements to find out where the sound resonates.

Lyrics:

Take a breath, slow down, breath out, calm down (x2)

In on 1234 and out 1234 (x2)

Now it's time to sit down in a chair and close eyes

Feel the weight of your feet on the floor and your hands on your knees

It's time to breathe in, it's time to breathe out

In on 1234 and out 1234 (x2)

CALM DOWN SONG

55 BPM

INTRO

EMILY STRETFORD

Musical notation for the first line of the Intro, measures 1-4. Chords: F, F. Lyrics: BREATHE IN BREATHE OUT IT'S TIME TO CALM DOWN IT'S TIME TO CALM DOWN

Musical notation for the second line of the Intro, measures 5-8. Chords: C, F, C, F. Lyrics: TAKE A BREATH SLOW DOWN BREATHE OUT CALM DOWN

Musical notation for the third line of the Intro, measures 9-12. Chords: C, F, C, F. Lyrics: TAKE A BREATH SLOW DOWN BREATHE OUT CALM DOWN IN ON

CHORUS

Musical notation for the first line of the Chorus, measures 13-16. Chords: C, F, C, F. Lyrics: ONE AND OUT AND IN AND OUT AND

Musical notation for the second line of the Chorus, measures 13-16. Lyrics: ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR

Musical notation for the second line of the Chorus, measures 17-20. Chords: C, F, C, F. Lyrics: IN AND OUT AND IN AND OUT

Musical notation for the third line of the Chorus, measures 17-20. Lyrics: ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR

2
VERSE

21 C Am F G(SUS4)



NOW ITS TIME TO SIT DOWN IN THAT CHAIR AND CLOSE YOUR EYES

25 C Am F G(SUS4)



FEEL THE WEIGHT OF YOUR FEET ON THE FLOOR AND YOUR HANDS ON YOUR KNEES ITS TIME TO BREATHE

29 F G(SUS4) G



IN ITS TIME TO BREATHE OUT IN ON

CHORUS

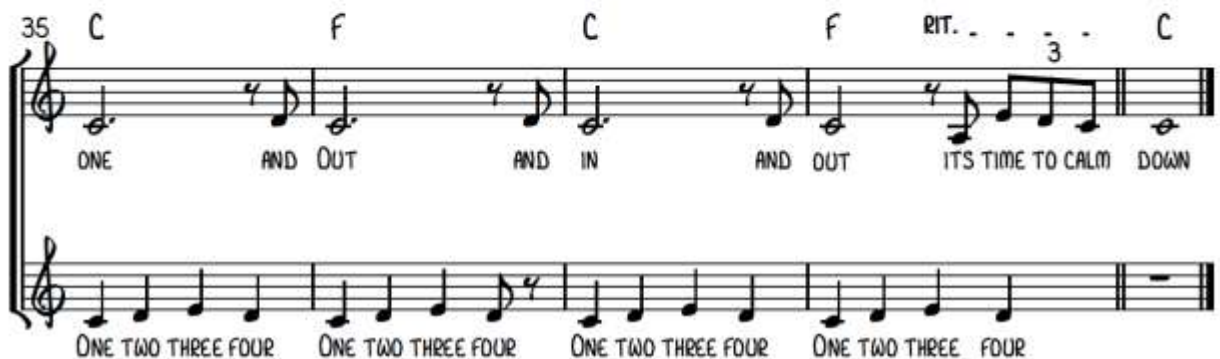
31 C F C F



ONE AND OUT AND IN AND OUT IN ON

ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR

35 C F C F RIT. . . 3 . C



ONE AND OUT AND IN AND OUT ITS TIME TO CALM DOWN

ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR ONE TWO THREE FOUR

SONG NUMBER 12: Learning how to share

Song length: 2:18

Composer:
Emily Stratford



This song works really well for: A social story about sharing for pupils who struggle to play in groups and take turns. It can be sung daily as a reminder about the rules of sharing and turn taking.

Musical Information (elements, range, key): B3-B4, E Major

How to extend the use of this song in a music lesson:

Pupils can learn about the concept of call and response and simultaneous vocal parts. Pupils can take turns singing the lead part over the backing vocals. Students can accompany vocals with body percussion: combine stomps, claps and thigh taps.

Lyrics:

Introduction:

Listen up cause here we go
We're learning how to share
There's a few things you need to know
To show your friends you really care

Chorus:

We're learning how to share, play fair and show we really care
We're learning how to share

Verse1:

I've been having fun on my own, but do you want to play with me?
Inviting a friend to join right in can make us all happy
There'll be times to play on our own, but friends can be the perfect match
Throwing a ball is so much better when there's someone there to catch

Chorus:

We're learning how to share, play fair and show we really care (x2)

Verse 2:

What a brilliant turn I've had, it's really been the best
But now my turn is finished, and I'll wait to see who's next
I'll watch my friends having fun, it's their turn now
Taking turns is making sure no one misses out

Chorus:

We're learning how to share, play fair and show we really care (x2)

It's my turn (It's my turn), It's your turn (It's your turn) (x2)

♩ = 134

LEARNING HOW TO SHARE

EMILY STRATFORD

INTRO

4

E F#m E/G#

LIS TEN UP CAUSE HERE WE GO WE'RE LEARN ING HOW TO SHARE

4

A E F#m

THERES A FEW THINGS YOU NEED TO KNOW TO SHOW YOUR

7

E/G# A N.C.

FRIENDS YOU REA LLY CARE WE'RE LEARN ING HOW TO SHARE

VERSE

10

E F#m E/G# A

I'VE BEEN HAV ING FUN ON MY OWN BUT DO YOU WANT TO PLAY WITH ME IN

14

E F#m E/G#

VIT ING A FRIEND TO JOIN RIGHT IN CAN MAKE US ALL HA PPY PY

18

E F#m E/G# A

THERE'LL BE TIMES TO PLAY ON OUR OWN BUT FRIENDS CAN BE THE PERFECT MATCH

22

E F#m E/G# A

THROW ING A BALL IS SO MUCH BETTER WHEN THERE'S SOME ONE THERE TO CAT CH WE'RE LEARN ING HOW TO

CHORUS

26 E F#m E/G# A

SHARE PLAY IT FAIR_ SHOW ER RE ALLY CARE WE'RE LEARN ING HOW TO

30 E F#m E/G# A A

SHARE PLAY IT FAIR_ SHOW ER RE ALLY CARE WE'RE LEARN ING HOW TO SHARE

VERSE

35 E F#m E/G# A

WHAT A BRILL IANT TURN_ I'VE HAD_ ITS REAL LY BEEN_ THE BEST_ BUT

39 E F#m E/G#

NOW MY TURN_ IS FINN_ ISHED AND I WAIT TO SEE_ WHO'S NEXT_ I

43 E F#m E/G#

WATCH MY FRIENDS HAV ING FUN_ ITS THERE_ TURN NOW_

47 E F#m E/G# A

TAK ING TURNS IS MAK ING SURE_ THAT NO ONE MISS_ ES OUT_ WE'RE LEARN ING HOW TO

CHORUS

51 E F#m E/G# A

SHARE PLAY IT FAIR_ SHOW ER RE ALLY CARE WE'RE LEARN ING HOW TO

55 E F#m E/G# A

SHARE PLAY IT FAIR_ SHOW ER RE ALLY CARE WE'RE LEARN ING HOW ITS

OUTRO

59 E F#m E/G# A

MY TURN IT'S YOUR TURN IT'S

IT'S MY TURN IT'S YOUR TURN

63 E F#m E/G# A

MY TURN IT'S YOUR TURN WE'RE LEARN ING HOW TO

IT'S MY TURN IT'S YOUR TURN IT'S

67 E F#m E/G# A

SHARE PLAY IT FAIR_ SHOW ER RE ALLY CARE WE'RE LEARN ING HOW TO

MY TURN IT'S MY TURN IT'S YOUR TURN IT'S YOUR TURN IT'S

71 E F#m E/G# A E

SHARE PLAY IT FAIR_ SHOW ER RE ALLY CARE WE'RE LEARN ING HOW TO SHARE

MY TURN IT'S MY TURN IT'S YOUR TURN IT'S YOUR TURN TO SHARE



Royal Albert Hall City of Westminster



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA



ROYAL
COLLEGE
OF MUSIC
London

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ARTS COUNCIL
ENGLAND

SONG NUMBER 13: The Communication Song

Song length: 2:18

Composer:

Emily Stratford



This song works really well for:

Teaching pupils about the strategies they can use to take part in conversations: questioning, answering and commenting. It acts as a musical social story and can be sung daily as a reminder to follow the checklist for communicating.

Musical Information (elements, range, key): A3-G4, D Major

How to extend the use of this song in a music lesson:

This song covers the area of communicating and big part of that is using expression, articulation and vocal inflections. Often pupils find it difficult to speak with expression and varying inflections. This can sometimes make it difficult to decipher if they are asking a question or simply making a comment. This is a good opportunity to explore how simply smiling whilst singing can create a more expressive sounding vocal. Ask pupils to practice singing each section in front of the mirror making sure to use a straight posture and to breathe into the diaphragm. Ask pupils to try out different facial expressions to see if it has an effect on the sound they produce.

Lyrics:

Chorus: And I talk, talk, talk, And you speak, speak, speak,
Communication is the key x2

Questioning, answering, and commenting

1. Questioning

How are you?

What did you do last night?

Questioning

What's your name?

What's your favourite game to play

2. Answering

I'm feeling fine

I watched Tv and went to bed at 9pm

Answering

My name is Sue and I like playing tag with you

3. Commenting

Wow, that's cool

I feel the same way as you do

Commenting

Nice to meet you

Tag is my favourite game too

4. And I talk, talk, talk

And you speak, speak, speak

Communication is the key

And I talk, talk, talk

And you speak, speak, speak

Questioning, answering and commenting

THE COMMUNICATION SONG

130 BPM

CHORUS

EMILY STRATFORD

1 D D/C

AND I TALK TALK TALK AND YOU SPEAK SPEAK SPEAK COM

4 G D

MUN I CAT ION IS THE KEY AND I TALK TALK TALK AND YOU

7 D/C G

SPEAK SPEAK SPEAK QUEST ION ING ANS WER ING AND COM MENT ING

10 D D/C D/G

ING

VERSE

14 D D/C D/G

QUES TION ING HOW ARE YOU WHAT DID YOU DO

17 D D/C

LAST NIGHT QUES TION ING WHAT'S YOUR NAME

20 D/G

WHAT'S YOUR FAVOUR ITE GAME TO PLAY AND I

CHORUS 2

22 D D/C G

 TALK TALK TALK AND YOU SPEAK SPEAK SPEAK COM MUN I CAT ION IS THE KEY AND I

26 D D/C G

 TALK TALK TALK AND YOU SPEAK SPEAK SPEAK QUEST ION ING_ ANS WER ING AND COM MENT ING

30 D D/C D/G

 ING

VERSE 2

34 D D/C D/G

 ANS WER ING I'M FEELING FINE_ I WATCHED T V AND WENT TO BED AT NINE

38 D D/C D/G 1. 2. 3.

 ANS WER ING_ MY NAME IS SUE AND I LIKE PLA YING TAG WITH YOU AND I

CHORUS 3

42 D D/C G

 TALK TALK TALK AND YOU SPEAK SPEAK SPEAK COM MUN I CAT ION IS THE KEY AND I

46 D D/C G

 TALK TALK TALK AND YOU SPEAK SPEAK SPEAK QUEST ION ING_ ANS WER ING AND COM MENT ING

50 D D/C D/G

 ING

VERSE 3

54 D D/C D/G



COM MEN TING WOW THAT'S COOL_ I FEEL THE SAME WAY AS YOU DO

58 D D/C D/G



COM MENT IN NICE TO MEET YOU TAG IS MY FAV OURITE RED GAME TOO AND I

CHORUS 4

62 D D/C G



TALK TALK TALK AND YOU SPEAK SPEAK SPEAK COM MUN I CAT ION IS THE KEY AND I

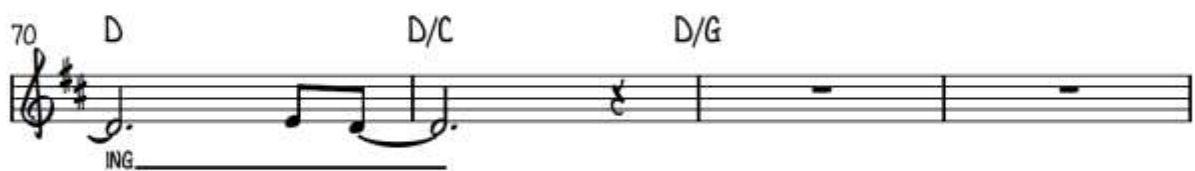
66 D D/C G



TALK TALK TALK AND YOU SPEAK SPEAK SPEAK QUEST ION ING_ ANS WER ING AND COM MENT ING

OUTRO

70 D D/C D/G



ING_

74 D D/C G D



QUEST ION ING_ ANS WER ING AND COM MENT ING

Transition:

-
- *In the Morning*
 - *Time for Lunch*
 - *It's finished*
 - *It's Friday*
 - *It's tidy up Time*
-

SONG NUMBER 14: In the Morning

Song length: 2:39

Composer:

Emily Stratford



This song works really well for:

Transitioning into the classroom each morning. It can also act as a great starter for a structured morning routine. It allows pupils to set a positive mood by singing together and encourages movement through actions.

Musical Information (elements, range, key): (E4-G5) E Major

How to extend the use of this song in a music lesson:

Use the backing track, ask pupils to make up new lyrics about what else they do in the mornings and at school. Pupils can also take turns having vocal solos. Students could also learn 3-part harmony for the breakdown section: do do do's etc.

Lyrics:

In the Morning we say Hello (x2)

In the Morning we say Hello

Hello and how are you (x2)

In the morning we go to school (x2)

In the morning we go to school

We learn and play and share (x2)

In the morning I clap my hands

In the morning I do my dance

In the morning I shout hooray

It's going to be a beautiful (x2)

In the Morning we say Hello (x2)

In the Morning we say Hello

Hello and how are you (x2)

♩ = 135

IN THE MORNING

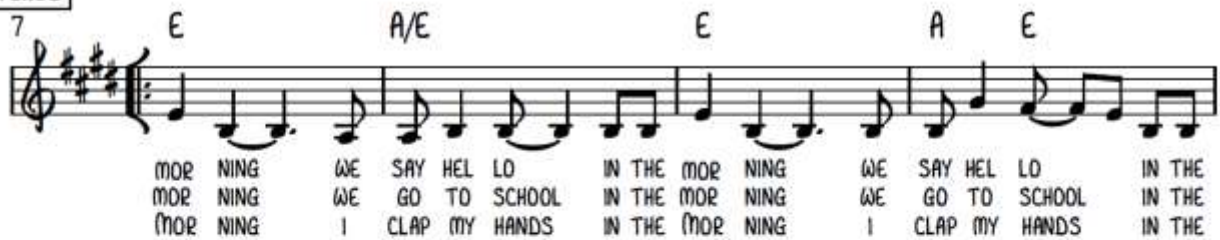
EMILY STRATFORD

INTRO



IN THE

VERSE



CHORUS



SONG NUMBER 15: Lunch Time Song

Song length: 0:55

Composer:

Emily Stratford



This song works really well for:

Transitioning into lunch time. Some pupils may find finishing a task and getting ready for lunch difficult. This song can help to create a solid routine of stopping a task, tidying up, lining up and finishing on a countdown.

Musical Information (elements, range, key): A3-F4, D Major

How to extend the use of this song in a music lesson:

Pupils can take ownership of singing this song when it's time for lunch. They could take turns at leading the song each day as it be sung acapella. Pupils can also accompany with body percussion.

Lyrics:

What time is it?

It's lunch time (x2)

It's time to stop and tidy up

Get our coat and line up

It's time to stop

It's for lunch

What time is it?

It's lunch time (x2)

In 54321

SONG NUMBER 16: It's Finished

Song length: 1:54

Composer:

Emily Stratford



This song works really well for:

Transitioning. It is designed to be used at the end of a task and can also be used to prepare pupils to transition out of the room.

Musical Information (elements, range, key): B3-B4, E Major

How to extend the use of this song in a music lesson:

This song focuses on call and response and pulse. Pupils could take turns being the leader and have their peers respond. Pupils can also clap or keep a beat using tapping or body percussion to learn about tempo and pulse. You could also look at the major scale and how it's used in descending order during the count-down section of the song.

Lyrics:

1. It's finished, It's Finished
We've really had some fun
It's finished, It's Finished
It's time to tidy up

54321

Let's see what's Next
Check your schedule
Let's see what's Next
Check your timetable
Get ready, Steady GO
For What is next

2. It's finished, It's Finished
Get up on your feet
It's finished, It's Finished
It's time for us to leave

54321

Let's see what's Next
Check your schedule
Let's see what's Next
Check your timetable
Get ready, Steady GO
For What is next

♩ = 145

IT'S FINISHED

EMILY STATFORD

INTRO

E E(SUS4) E E(SUS4)

VERSE

5 E A E A

It's
FIN ISHED_ IT'S FIN ISHED_ WE'VE REA LLY HAD SOME FUN It's
GET UP ON YOUR_ FEET

9 E A E A

FIN ISHED_ IT'S FIN ISHED_ IT'S TIME TO TID Y UP LEAVE IN
It's TIME FOR US TO LEAVE

13 E E

FIVE FOUR THREE TWO ONE_ LET'S SEE WHAT'S NE_

CHORUS

17 E A E A

_ XT CHECK YOUR SCHE DU LE_ LET'S SEE WHAT'S NE_

21 E A E A

_ XT CHECK YOUR TIME TA BLE_ GET

25 E E(SUS4)

REA_ DY GET REA DY_ GET STEA DY_ GET

28 E E

STEA DY_ AND GO_ FOR WHAT IS NE_

31

1. E A E A

XT

It's

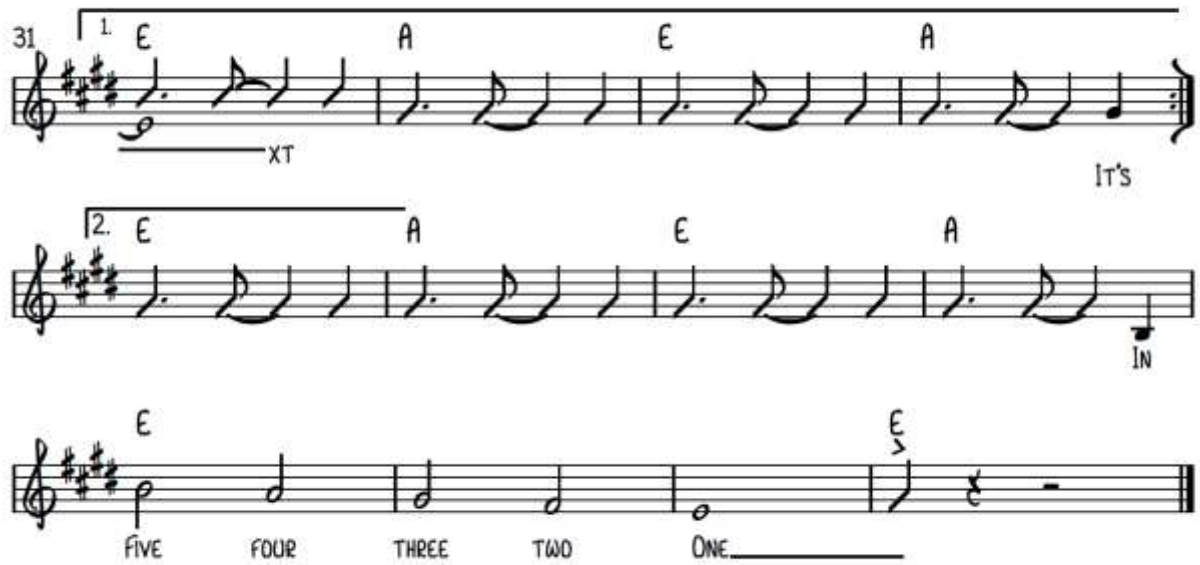
2. E A E A

IN

E

FIVE FOUR THREE TWO ONE

E



SONG NUMBER 17: [It's Friday](#)

Song length: 1:34

Composer:

Gabriel Krchnavek



This song works really well for:

Friday assemblies, supporting the transition between the school (work) week and the weekend

Musical Information (elements, range, key): staccato, D3 – G4, G Major

How to extend the use of this song in a music lesson:

The song can work well for teaching the days of the week as well as concept of two parts of the week – the working week and the weekend, the song has distinct staccato 4/4/ rhythm which can be explored in many different ways and with different instruments – alternate beats played by alternate instruments etc., vocally – long notes on the word 'all' can be held for 1 bar in the verse while the rest of the group sings the verse in the regular way.

Lyrics:

It's Friday it's Friday, have a nice weekend

It's Friday it's Friday, see you on Monday

All of Saturday, all of Sunday, see you back at school on Monday

All of Saturday, all of Sunday, see you back at school on Monday

It's Friday, it's Friday have a nice weekend...

IT'S FRIDAY

125 BPM

GABRIEL KRCHNAVEK

INTRO

G

IT'S

CHORUS 5

G C D

FRI DAY IT'S FRI DAY HAVE A NICE WEEK END IT'S

9 G TO CODA 3RD TIME C D G

FRI DAY IT'S FRI DAY SEE YOU ON MON DAY

13 G C G D OPTIONAL HARMONY

ALL OF SAT UR DAY ALL OF SUN DAY SEE YOU BACK AT SCHOOL ON MON DAY

17 G C G D

ALL OF SAT UR DAY ALL OF SUN DAY SEE YOU BACK AT SCHOOL ON MON DAY IT'S

CODA 21 C D G

RIT.

SEE YOU ON MON DAY

SONG NUMBER 18: It's Tidy Up Time

Song length: 1:07

Composer:

Gabriel Krchnavek



This song works really well for:

As a prompt for tidying up work/play area, or for finishing an activity/transitioning from one activity to another

Musical Information (elements, range, key):

Modulation to G, A2 – D4, D Major

How to extend the use of this song in a music lesson:

Exploring dynamics by playing gently, softly and slowly; call and response, e.g., 'it's tidy up time – tidy up time' etc., subdominant harmonic change from D to G.

Lyrics:

It's tidy up time it's tidy up time

It's time to tidy up

It's tidy up time it's tidy up time

It's time to tidy up

IT'S TIDY UP TIME

♩ = 112

GABRIEL KECHNAVEK

D G A D

IT'S TID Y

5 D G A D

UP TIME IT'S TID Y UP TIME IT'S TIME TO TI DY UP IT'S TID Y

9 D G A D

UP TIME IT'S TID Y UP TIME IT'S TIME TO TI DY UP IT'S TID Y

13 G C D G

UP TIME IT'S TID Y UP TIME IT'S TIME TO TI DY UP IT'S TID Y

17 G C D G

UP TIME IT'S TID Y UP TIME IT'S TIME TO TI DY UP IT'S TID Y

21 D G A D

UP TIME IT'S TID Y UP TIME IT'S TIME TO TI DY UP IT'S TID Y

25 D G A D

UP TIME IT'S TID Y UP TIME IT'S TIME TO TI DY UP

Celebration:

-
- *United*
 - *Find the Hero*
-

SONG NUMBER 19: United

Song length: 3:04

Composer:

Emily Stratford



This song works really well for:

Group singing and as a celebration song for assemblies.

Musical Information (elements, range, key): G3-B4, D/(Key change E)

How to extend the use of this song in a music lesson:

This song works through a large part of the vocal range. Pupils could look at creating a siren sound to explore the lowest and highest note of their register to warm up for this song. This song builds in dynamics and creates a sense of excitement, especially with the key change at the end. Pupils could learn about group singing and what moods are created with songs that build. This song works well when incorporating signs and movement. It's great to use in assemblies to build a sense of celebration and collective worship.

Lyrics:

**It's been a long journey till now
No one can believe how far we've come
With all the odds against our cause
We've come together rising above it all**

**Cause you said we wouldn't make it
And you didn't think we'd it
But we proved you wrong**

**United, United we stand
With our hearts, our hearts and our hands
United, we'll conquer it all
Cause we are brave, strong, we stand tall
we stand tall**

**United, United we stand
With our hearts, our hearts and our hands
United, we'll conquer it all
Cause we are brave, strong, we stand tall
we stand tall**

♩ = 75

UNITED

EMILY STAFFORD

INTRO

D G D G

VERSE

5 D G D G A

IT'S BEEN A LONG JOUR NEY TIL NOW _____ AND NO ONE CAN BE LIEVE HOW FAR WE'VE COME

9 D G D G A

WITH ALL THE ODDS A GAINST OUR CAUSE _____ WE'VE COME TO GETH ER RIS_JN G A BOVE IT ALL CAUSE YOU

13 Em G D A

SAID WE WOUL DN'T MAKE IT AND YOU DID N'T THINK WE'D DO_ IT BUT WE PROVE YOU WRONG U

CHORUS

17 D Am Em A

NI TED U NIT ED WE STAND _____ WITH OUR HEA RTS OUR HEARTS IN OUR HANDS _____ U

21 D Am Em G

NIT ED WE CON QUER IT ALL _____ CAUSE WE ARE BRAVE STRONG WE STAND TALL _____ WE STAND

25 1. A 2. A

TALL _____ TALL _____

CHORUS

E Bm F#m B

NI TED U NIT ED WE STAND WITH OUR HEA RTS OUR HEARTS IN OUR HANDS U

E Bm F#m A

NI TED WE CON QUER IT ALL CAUSE WE ARE BRAVESTRONG WE STAND TALL WE STAND

A E

TALL U NI TED

SONG NUMBER 20: Find the Hero

Song length: 2:48

Composer:

Emily Stratford



This song works really well for:

Group singing and for pupils who have an interest in Superheroes.

Musical Information (elements, range, key): G3-A4, G Maj

How to extend the use of this song in a music lesson:

This song could be used to link with pupil's interest in superhero characters and to take the opportunity to focus on what makes them a hero. It is a song to boost morale and works great in assemblies and group singing. There are also opportunities to sing in 2 parts during the ending of the song. Pupils could take turns being group leaders for this section.

Lyrics:

Sometimes things feel impossible
Sometimes things are just too hard
But there's a small voice saying you can win
Now is the time to listen
We must listen

To find the hero in you (x2)
Find the hero
Find find the hero (x2), in you

FIND THE HERO

EMILY STRATFORD

♩ = 130

INTRO

G C



VERSE

5 G C



SOME TIMES THINGS FEEL IM POSS IB LE

9 G C



SOME TIMES THINGS ARE JUST TOO HA RD

13 G C



BUT THERE'S A SMALL VOICE SAY ING YOU CAN WIN

17 G C Am7 D



NOW IS THE TI ME TO LIS TEN WE MUST LIS TEN TO

CHORUS

23 G Am7 Em D



FIND THE HE RO IN YOU TO

27 G Am7 Em D



FIND THE HE RO IN YOU

31 G Am Em D

FIND THE HE RO FIND FIND THE HE RO FIND THE HE RO FIND FIND THE HE RO IN YOU

35 G Am Em D

FIND THE HE RO FIND FIND THE HE RO FIND THE HE RO FIND FIND THE HE RO

VERSE

39 G Am7 Em D

FIND THE_ HE RO_ IN YOU TO

43 G Am7 Em D

FIND THE_ HE RO_ IN YOU

47 G Am Em D

FIND THE HE RO FIND FIND THE HE RO FIND THE HE RO FIND FIND THE HE RO IN YOU

51 G Am Em D

FIND THE HE RO FIND FIND THE HE RO FIND THE HE RO FIND FIND THE HE RO

55 G

YOU

Next Steps

All of these songs are intended to help support students cope with the many challenging aspects to everyday life that they might experience.

We hope that the music will have a place in supporting a restorative curriculum that all students can access to help them steer a way through their school day.

We would love to hear your feedback about the songs:

- how have you used them?
- do you have some favourite songs?
- have there been any unexpected outcomes?
- is there a topic or theme that you would like a song to be written about?

Please spread the word about this resource. We have made it completely free so as many people as possible can access it.

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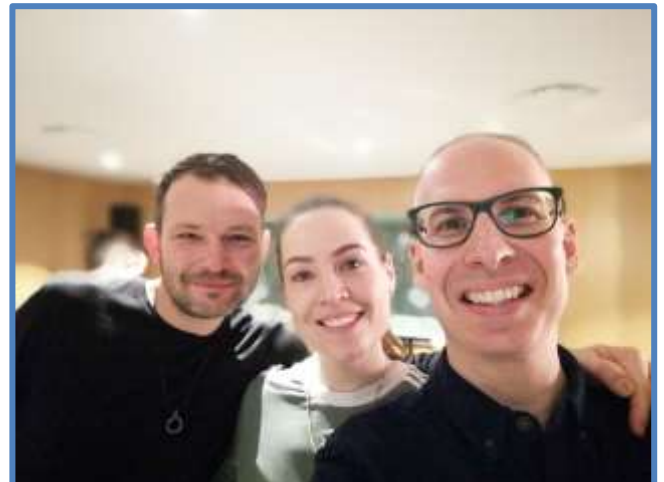
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Credits and thanks

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- Jess Leathem - avatar creation
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- Dominika Sikulincova - creating video background art
- Sam Campbell - audio engineering, mixing and producing



Happy singing everyone!
We hope you enjoy singing with meaning



With thanks from,
Emily, Gabriel and Stuart