



Bravo!Voice

Here is your first BRAVO! book for voice.

Do you know what 'Bravo' means? It's an Italian word and it means 'Well done!'

Name:

Date of Birth:

School:

Form:

Singing Teacher:

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Looking after your voice

Everyone has a voice and everyone can sing!

Your voice is inside you. You know when your voice is healthy and working well; you know when your voice needs a rest, for example when you have a cold or when you're very tired.

Think of yourself as an athlete in training!

Remember:

- Your voice is your musical instrument.
- Your voice is part of your body.
- Your voice needs looking after.



Here are some handy tips!

- Eat healthily
- Drink plenty of water
- Exercise regularly
- Get enough sleep
- Warm up before you start to practice or perform
- In winter, keep warm after you have finished singing.
- Join a choir!

Singing is fun for you as the singer and for other people listening to you. It helps you to develop confidence in yourself and it's healthy! It helps you to express many different emotions and to communicate well with other people.

Joining a choir

While it's great to sing on your own, when you sing with other people it's a whole different experience! It's a great way to make new friends and work together as a team. You can explore many different styles of music. You can sing songs in parts and with harmonies.

Ask your teacher about DPA choirs that you can join.

Warming Up

It's important to warm up your voice before you sing. Singing is a bit like sport for your voice! Here are some ideas for warming up before singing.

Body Warm ups



- Stand like this, with both your feet flat on the floor, hip-distance apart.
 - Let your arms hang by your sides.
 - Imagine that your feet are glued to the floor. Sway yourself gently round, first one way and then the other.
 - Now, gently bend your knees and swing your arms.
 - Clench your fists really tight, and then let them relax.
 - Raise your shoulders up to your ears and drop.
 - Roll your shoulders forwards and then backwards.
 - Swing both arms round in a big circle.
- Stand on tiptoes. Imagine someone is pulling a string attached to the top of your head. Leave your head where it is and just lower your feet back to the floor.
 - Turn your arms so that your palms are facing outwards and back again.
 - Gently nod your head, and then turn it from side to side in slow motion.

Exercise your face!

- Open and close your mouth a few times, making soft popping sounds with your lips!
- Next, do a really big yawn. Stretch your arms up too.
- Chew an imaginary toffee.
- Scrunch your face up really tight with your eyes closed.
- Open your face out with your eyes and mouth wide open and your eyebrows up.

Breathing well

To sing well, you need to breathe well! Try these:

- Take a breath and do a big sigh. Sigh to the sound 'ah!' Then try 'eh!'
- With your arm out in front of you, pull your hand and arm down towards your tummy, slowly letting your breath out to the sound 'Sshhh'.
- Now slowly lift your arm back up, letting the air back in through your mouth and feeling your tummy come out slightly as you breathe in. Keep your shoulders down.

Silly Sounds!

- Make a big, deep gorilla sound: **'ooh ooh ooh!'**
- Make a high-pitched baby chimp sound: **'ooh ooh ah ah ee!'**
- Try blowing a raspberry with your lips. Keep them loose!
- Try these raspberry rhythms! Copy your teacher.

Teacher



You



Teacher



You

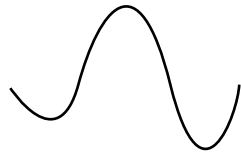


- Try these sounds. Copy your teacher.

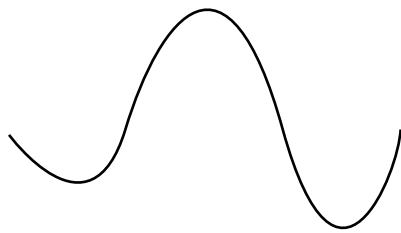
Miaow, Quack, Brrrr, Zzzz, Mm mm mm, Vvv vvv vvv, Psh psh

Sliding Sounds

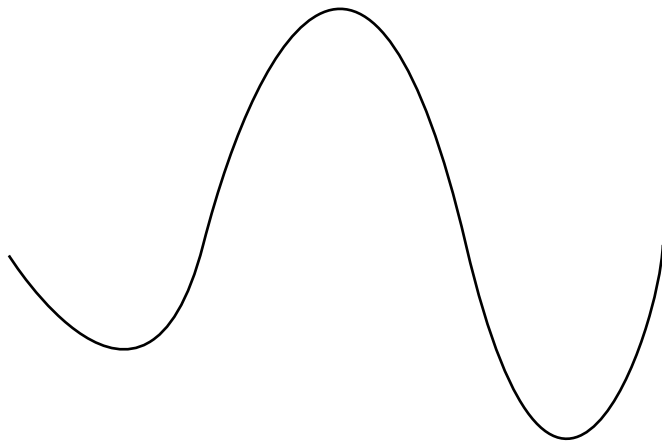
Can you make a vvv sound that slides up and down in this shape?



Now do a medium sized one:



Now try really big one!



Draw the shape in the air and try sliding up and down on these sounds:

Nnnnn

Ah

Eee

Ooh

Zzzzzz

Eh

Tongue twisters

- Say this tongue twister slowly.

The tip of the tongue and the teeth and the lips

- Now try it a bit faster.

Which bit of your mouth do you use to make the **t** sound? What about the **p**, **l** and **s** sounds?

Sound	Part of mouth used
t	<input type="text"/>
p	<input type="text"/>
l	<input type="text"/>
s	<input type="text"/>

- Now try singing it on c, d, e and so on.

Here are some more tongue twisters made up by children. Give them a try!

Each tongue twister has a repeating letter. Write it in the box.

Turbulent Tyke Tyler took the train to Torquay.

Cats claw carpets curiously.

Mary munches on musical muesli.

Dogs don't do dinner in dresses.

Try writing your own tongue twister on this line:

Follow the leader 1

Listen to your teacher sing these short tunes. Can you copy?

Teacher You Teacher You

1 2 3 4 5 1 2 3 4 5 5 4 3 2 1 5 4 3 2 1

Teacher You Teacher You

1 2 3 4 5 5 5 1 2 3 4 5 5 5 5 4 3 2 1 1 1 5 4 3 2 1 1 1

Teacher You

1 2 3 4 5 5 5 5 5 4 3 2 1 1 2 3 4 5 5 5 5 5 4 3 2 1

Try singing the same tunes with your teacher again, this time singing ABCDE instead of 12345!

The starting note for these tunes is c. Try starting on d and then on e, f and g.

Now try these. Watch out.....

Teacher You Teacher You

Ah Ah Ah Ah

Teacher You Teacher You

Ah Ah Ah Ah

Try singing Ooh, Aw and Eee as well as Ah.

Try to make a smooth sound. Start on d, e, f or g as well as c.

Follow the leader 2

Listen to your teacher sing these short tunes. Can you copy?
Your teacher will count four beats to start.

Teacher You Teacher You

Nnnn Nnnn Nnnn Nnnn

Teacher You

Nnnn Nnnn

Now try these. Your teacher will count three beats to start.

Teacher You Teacher You

Ah Ah Ah Ah

Teacher You Teacher You

Ah Ah Ah Ah

Try singing to Ooh and Eee as well.

Try singing on e, f and g instead of c.

What's your range?

Now that you've done your warm ups, it's time to sing some notes.

- Listen to your teacher sing a note to 'la'.
- Can you copy your teacher?
- How high can you go?
- How low can you go?

Your teacher will write down the lowest and the highest notes you can sing here.

My lowest note is:

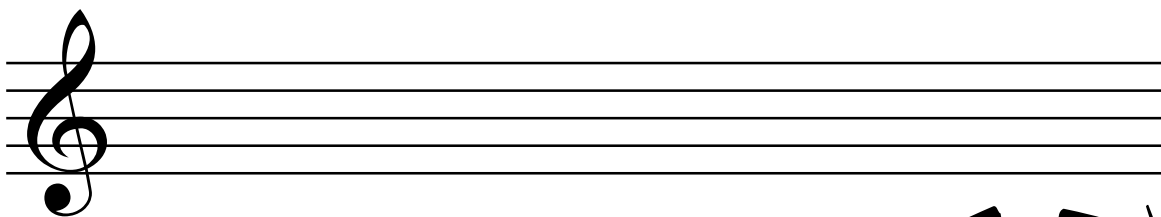
My highest note is:

Date: _____

This is called your range.

- Draw the notes in your range on the staff. Your teacher will help you.

This is my range.

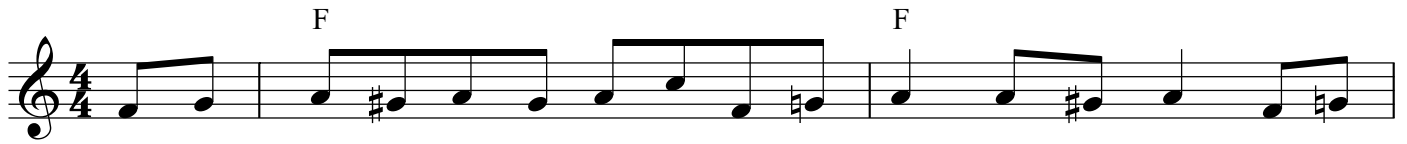


Your teacher will choose songs for you to sing that use the notes in your range.



Have you ever?

Traditional



1. Have you ev - er, ev - er, ev - er in your long - leg - ged life, Seen a
 2. Have you ev - er, ev - er, ev - er in your short - leg - ged life, Seen a
 3. Have you ev - er, ev - er, ev - er in your one - leg - ged life, Seen a



long - leg - ged sai - lor with a long - leg - ged wife? No I've ne - ver, ne - ver, ne - ver in my
 short - leg - ged sai - lor with a short - leg - ged wife? No I've ne - ver, ne - ver, ne - ver in my
 one - leg - ged sai - lor with a one - leg - ged wife? No I've ne - ver, ne - ver, ne - ver in my



long - leg - ged life, Seen a long - leg - ged sai - lor with a long - leg - ged wife!
 short - leg - ged life, Seen a short - leg - ged sai - lor with a short - leg - ged wife!
 one - leg - ged life, Seen a one - leg - ged sai - lor with a one - leg - ged wife!

Try this!

1. Sing as a question and answer song; one singer asks the question, the other answers!
2. Can you make up your own verse to this song? (Write it below)

3. Mouth the song to the music, but don't make any sound!

4. Sing verse 1 again, leaving out the word **long**. Clap your hands instead.

5. Make up actions for 'long', 'short' and 'one'. Sing the song with your actions, leaving out the words 'long', 'short' and 'one'.

6. Sing verses 1 and 2 again. Sing verse 1 very smoothly, making long sounds. Sing verse 2 in a very jumpy, spiky way.

In music smooth sounds are called LEGATO and jumpy, spiky sounds are called STACCATO.

Oo a lay lay

Traditional Echo song

Leader Echo Leader Echo

Oo a lay__ lay Oo a lay__ lay Oo a lay__ lay Oo a lay__ lay

Leader Echo Leader

Ma - la tik - ka tum - ba Ma - la tik ka tum - ba Oo a lay ma - lu

Echo

wa ma - lu way Oo a lay ma - lu wa ma - lu way

Try this!

1. Clap a strong beat as you sing the song again. What other sounds could you make on the beat?
2. Take turns in your group to be the leader and the echo.
3. Try repeating the song getting quieter and quieter. This is called 'DIMINUENDO' (think of a dimmer switch.)
4. The words of this song are in a language that we don't understand. Try making up your own words that will fit the tune. You won't need too many words as the song repeats a lot. The first line is done for you (or you can do your own if you've got another idea!)

Leader: Hallo everyone
Leader: Hallo everyone

Echo: Hallo everyone
Echo: Hallo everyone

Leader: _____ Echo: _____

Leader: _____ Echo: _____

5. Try holding the final note of each phrase to create overlaps in the sound.

Michael row the boat ashore

Traditional

1. Mich - ael row the boat a - shore, hal - le - lu - ia. Mich - ael row the boat a -
 2. Mich - ael row the boat a - shore, hal - le - lu - ia. Mich - ael row the boat a -

shore, hal - le - lu - ia. Sis - ter, help to trim the sail, hal - le -
 shore, hal - le - lu - ia. Ri - ver Jor - dan's chil and cold, hal - le -

lu - ia, sis - ter help to trim the sail, hal - le - lu - ia.
 lu - ia, chills the bo - dy, not the soul, hal - le - lu - ia.

Try this!

1. Sing the first part of the song loudly and the second part quietly. Now try it the other way round. Which do you like best?

In music we have special words for loud and quiet.

Loud is *forte* or *f* for short.

Quiet is *piano* or *p* for short.

Write *f* on your music where you want to sing loud and *p* where you want to sing quietly.

2. Clap your hands from side to side in time with the music as you sing.

3. Do you think this song is happy or sad?

4. Clap the tune while you sing it!


Dinner Time

Teachers note: the accompaniment is very basic: do 'jazz it up' as much as you like!

J. Moreland


$\text{♩} = 120$

Voice




Watch out for hun - gry kids, one two three, (clap) Burg - ers for you,

Piano

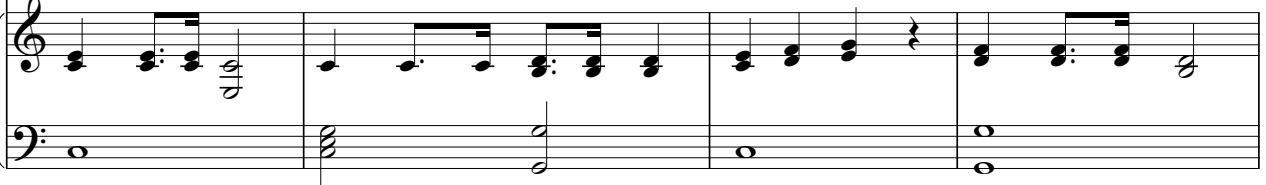


Voice



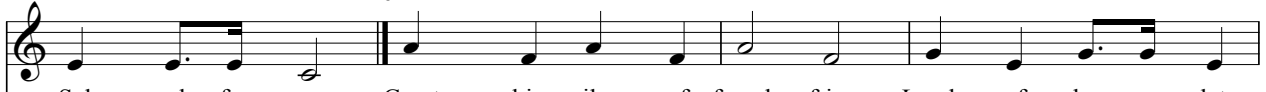
Sal - ad for me. Watch out for hun - gry kids, one two three, (clap) Burg - ers for you,

Pno.



Fine

Voice




Sal - ad for me. Great big piles of french fries, Loads of choc - o - late
Baked po - tato with cheese on, Brocco - li and car - rots

Pno.

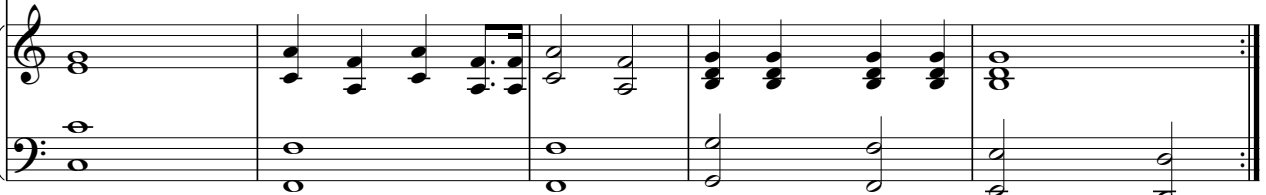


Voice



cake. Spa-ghet - ti hoops and bis - cuits, crisps and a thick milkshake!(How un-health- y!)
too. Tuna pasta bake with sweet-corn, Fruit and yogh-urt will do (ver - y nice - ly!)

Pno.



Further fun with **Dinner Time**

- When you know the song quite well, try chanting these words over and over:

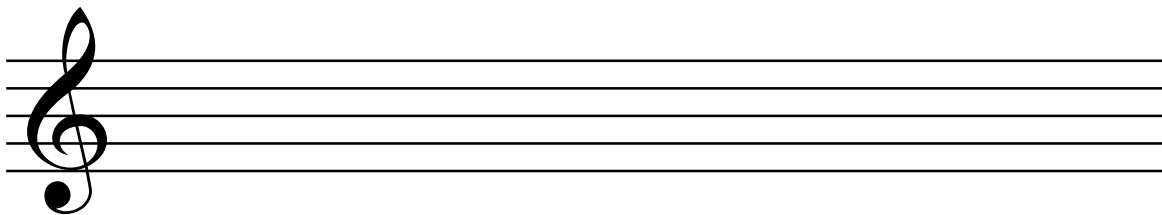
“Burgers for you, salad for me” and “Sweet corn”

- Now try chanting them over and over while your teacher plays the song on the piano.
- Split up in your group and try the chants with the song.
- Everyone have a turn at everything!

If you repeat a pattern over and over in music,

it's called an **Ostinato**

- Find the words 'loads of' in the song. Copy the 'loads' note and the 'of' note onto the stave.



Which note do you think sounds the highest, 'loads' or 'of'?

- Complete these sentences. The missing words are in the boxes.

The note for 'loads' is on the _____ line.

First

Second

The note for 'of' is on the _____ line.

- Sing each note to 'la'.

The 'loads' note is called g and the 'of' note is called e.

- Draw some more g's and e's on the stave.
- Now, sing the notes that you have drawn.
- Now give yourself a big pat on the back and say:



One Black Dog

J. Moreland

♩ = 112

Voice

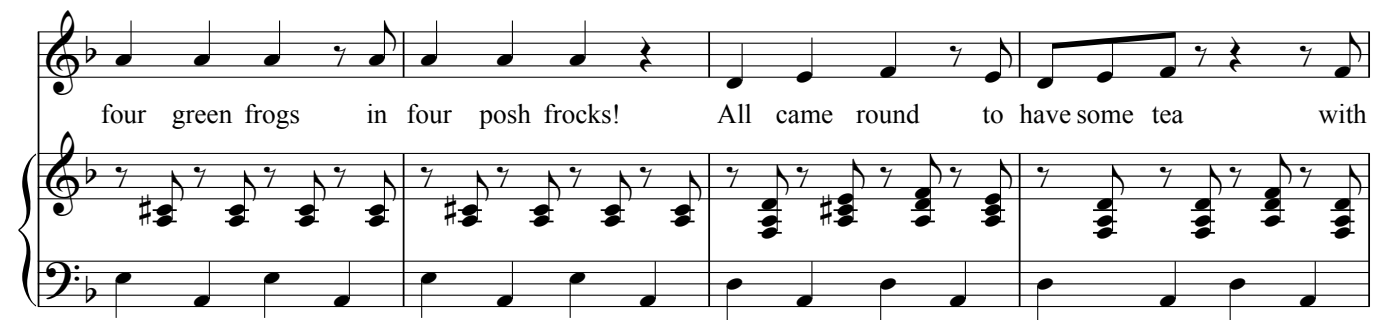


One black dog with wag-ging tail,

Piano



two blue - birds up - on the rail, Three old cats with yel-low socks,



four green frogs in four posh frocks! All came round to have some tea with



mum and dad and gran and me. Af - ter tea, it



chanced to rain, so they all went home a - gain!

Awesome activities with **One Black Dog**

- Sing the song again, starting quietly (*p*) and gradually getting louder and louder (*f*). This is called **crescendo**.
- Write the word that means a repeating pattern:

O _ _ _ _ _

- Try chanting these words over and over:

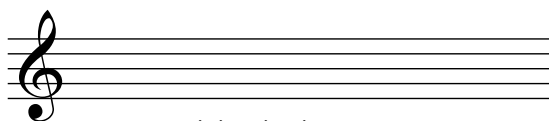
'One black dog, one black dog'

- Now try these:

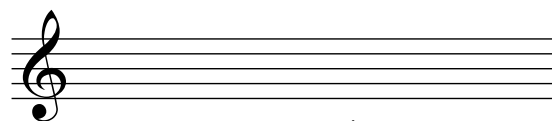
'Wagging tail, on the rail'

Which words were you saying most quickly?

- Split up in your group and try the chants with the song.
- Look at the notes drawn above the words 'One black dog' and 'wagging tail' in the music.
- Copy the notes onto the staves.



One black dog



Wag - ging tail

Do they look different?

Do they sound different?

Which sentence is correct? (Tick the box)

The 'One black dog' notes sound slower than the 'Wag - ging tail' notes.

The 'One black dog' notes sound quicker than the 'Wag - ging tail' notes.



Let's get some exercise

- Say:

One black dog (clap) One black dog (clap)
One black dog (clap) One black dog (clap)

- Walk up and down at the same speed as the words.
- Walk up and down again, this time saying:

Walk walk walk walk, Walk walk walk walk,
Walk walk walk walk, Walk walk walk walk.

- Say:

Wagging tail and on the rail and
Wagging tail and on the rail and
Wagging tail and on the rail and
Wagging tail and on the rail and.

- Jog up and down at the same speed as the words.
- Jog up and down again, this time saying:

Jogging, jogging, jogging, jogging,
Jogging, jogging, jogging, jogging,
Jogging, jogging, jogging, jogging,
Jogging, jogging, jogging, jogging.

- Say:

Our dog,
Our dog,
Our dog,
Our dog.

- Stride slowly up and down at the same speed as the words.
- Stride up and down again, this time saying:

Stride, stride, stride, stride,
Stride, stride, stride, stride.

- Listen to your teacher clapping or playing the piano. You will hear the sound of walk, jogging or stride.
- Move and say the correct word as you listen.

(Teacher's note: clap crotchets, quavers or minims, or play as chords on piano)

- Each person in the group now choose either walk, jogging or stride.
- As your teacher claps or plays again, do your action only if you hear your sound.

Did you get caught out?

- Put a circle round the right answer.

Which is the slowest sound? **walk** **jogging** **stride**

Which is the quickest sound? **walk** **jogging** **stride**

Which sound is in between? **walk** **jogging** **stride**

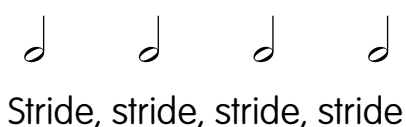
In music, Walk notes look like this and are called crotchets or quarter notes.



Jogging notes look like this and are called quavers or eighth notes.



Stride notes look like this and are called minims or half notes.



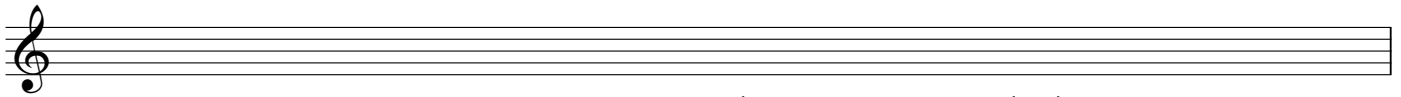
Make up your own song 1

Say this short poem.

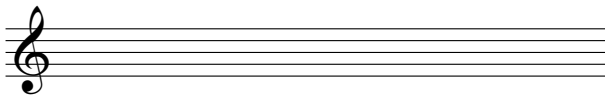
String
Is a very important thing.
Rope is thicker,
But string,
Is quicker.



Here is the poem again, written out underneath a stave.



String is a ve - ry im - por - tant thing. Rope is thick - er,



But string is quick - er.

Can you see that each syllable is separated by dashes?

- Using e and g, make up your own tune for this poem.
- Give one note* to each syl - la - ble! Write the notes onto the stave.
- Try to sing your song!
- Now, teach it to someone in your singing group.
- Get them to teach you their 'String' tune.



I'm a composer!

(*Teacher's note: The students can use white note heads and no stems.)

I can read music 1

J. Moreland

C F C F C

This note is c, c c c c. But if I just sing on c it gets

8 F Dm⁷ G⁷ Dm⁷ G⁷ Am Dm⁷

bor - ing. Here is a d! D d d d! Let's mix them up a bit,

15 F G⁷ C Am

c d c d. Now we'll try e, e e e

20 F C/E Dm⁷ G⁷ C

e. c d e e d c we've got a tune!

1. Clap the rhythms first. There are three beats in a bar. Copy your teacher.
2. Sing the first c to la. Has the next note gone up or down on the stave, or has it stayed the same?
3. Work slowly through the tune and take your time!
4. Clap and the count the beat while your teacher plays the tune again.

Teachers note: Once the song is well known, use the small note variations for 'Spot the difference' aural training. There are two rhythmic and two melodic changes.

Our Dog

J. Moreland

♩ = 126

Voice

Our dog barks ver - y loud - ly when

Piano

Detailed description: This system contains the first two staves of music. The top staff is for the voice, starting with a whole rest for two measures, followed by a repeat sign and the melody for 'Our dog barks ver - y loud - ly when'. The bottom staff is for the piano, with a treble and bass clef. The piano accompaniment consists of chords in the right hand and single notes in the left hand, following the same two-measure rest and then the melody.

a - ny - one comes to the door, but I'd like to

Detailed description: This system contains the next two staves of music. The voice staff continues the melody with 'a - ny - one comes to the door, but I'd like to'. The piano accompaniment continues with chords and single notes.

see what would hap pen if I taught him to roar, oh roar!

1. 2.

Detailed description: This system contains the final two staves of music. The voice staff concludes with 'see what would hap pen if I taught him to roar, oh roar!'. The piano accompaniment features a first ending (marked '1.') and a second ending (marked '2.'). The first ending leads back to the beginning of the piano accompaniment, while the second ending concludes with a final chord.

More stuff to do with **our dog**

Do you remember the 'String' tune you made up using e and g?

1. Draw a circle round all the e's and a triangle round all the g's in the voice part of 'Our Dog'.

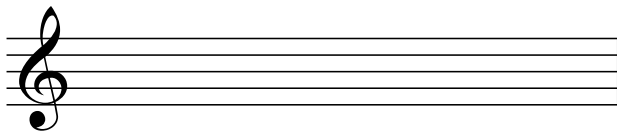
Find all the g's that are not coloured in. Can you 'la' them in the right place in the music while your teacher plays the tune again slowly?

2. Count in fours while the rest of your group sing the song with the piano. Swap round so everyone gets a go at counting.

Now slap your legs on counts one and two and clap your hands on counts three and four while the rest of your group sing the song again.

Can you sing the song and slap/clap at the same time?

3. Find the word 'door' in the song and look at the note above it. Can you draw the note on this staff?



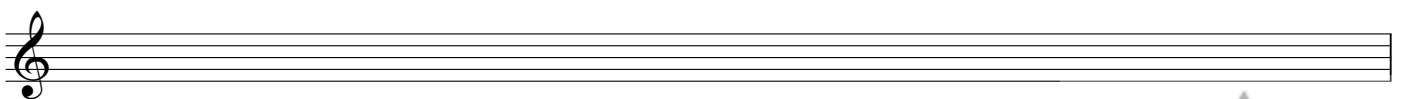
Draw e and g on the staff next to the new note. Write the note names underneath.

Put a tick next to the correct sentence.

The new note is higher than e and g.

The new note is lower than e and g.

The new note is called d. Draw some more d's, e's and g's on this staff. Can you and your friends sing your tune?



Doing great!



Granddad's Teeth

J. Moreland

$\text{♩} = 112$

Voice

Piano

Grand - dad puts his teeth in - to a

glass at night, and when I see them sit - ting there they give me quite a fright, for they

al - ways seem to grin, as if they're trying to say, "We're so pleased to see you, hope you

have a love - ly day!" which just goes to show, when all is done and

said, the best place for your teeth is in a glass be - side the bed!

What to do with **Grandad's Teeth**

1. Choose a line of words from 'Grandad's Teeth'. Keep it a secret.

Facing a partner, mouth your words without making any sound. Can your partner read your lips and guess your words?

When you perform any song, remember to sing it as if someone were trying to read your lips; it makes your words much clearer for everyone to hear.

2. March on the spot or round the room as you sing the song again.

Marching music has a count of 'one two'. Count in twos while your teacher plays the music again.

3. Grandad's forgotten to put his teeth in! Look at how he sings the beginning of the song.

Gran_a_ pu__ his _eeth in_o a gla__ a_ nigh_
An_ when I see __em _i__ing __ere
__ey gi_e me qui_e a frigh_

Sing the beginning of the song like grandad without his teeth in.

If you sang a song like that, would anyone be able to understand you?

Fill in the missing letters with a bright colour and sing it again.
Which is easiest to understand?

Doing well!



Make up your own song 2

Say this short poem.

Today I saw a little worm
Wriggling on his belly.
Perhaps he'd like to come inside
And see what's on the telly.



Write the words on the lines under the staves. Remember to separate the syllables.
Use one staff for each line of words.

Four sets of musical staves, each consisting of a five-line staff with a treble clef on the left. The staves are empty, intended for students to write the words of the poem below each line.

Make up your own tune for this poem with d, e and g.
Remember to give one note* to each syllable. Can you sing
your song?

Teach your song to someone in your singing group. Get
them to teach you their 'Little worm' song.

(*Teacher's note: Students can use white note heads and no stems.)

Well done!



You could try these songs next...



Song	Source	Range
Two	Let's make music fun: Green Songbook: Eileen Diamond	d' - b'
Musical Feeling	Let's make music fun: Green Songbook: Eileen Diamond	d' - b
The Gardener	Let's make music fun: Red Songbook: Eileen Diamond	c' - a'
Foot movements	Let's make music fun: Blue Songbook: Eileen Diamond	e flat' - c''
Nice and easy	Let's make music fun: Blue Songbook: Eileen Diamond	c' - a'
Playing in the band	Let's make music fun: Blue Songbook: Eileen Diamond	d' - b'
Topsy Turvy World	Let's make music fun: Blue Songbook: Eileen Diamond	c' - a'
The Rhythm of the Music	Let's make music fun: Blue Songbook: Eileen Diamond	c sharp' - g'
Hello, how are you?	Body and Voice: ILEA consortium	b' - g'
Elephant Joe	Body and Voice: ILEA consortium	c' - g'
One man went to mow	Body and Voice: ILEA consortium	c' - g'
Marching	Body and Voice: ILEA consortium	c sharp' - a'
D.I.S.C.O	Body and Voice: ILEA consortium	c' - a'
Apples and bananas	Sonsense nongs: Michael Rosen	c' - g'
Colonel Hathi's march	from 'Jungle book'	d' - b flat'
My Dog	David Lawrence	g' - b'

Mama lend me your pigeon

Traditional

1. Ma - ma lend me your pi - geon to keep__ com - p'ny with mine.

Ma - ma lend me your pi - geon to keep__ com - p'ny with mine.

My__ pi - geon gone wild in the bush, my__ pi - geon gone wild.

My__ pi - geon gone wild in the bush, my__ pi - geon gone wild.

The musical notation consists of four staves of music in 4/4 time, written in a key with one flat (B-flat). The lyrics are written below the notes. Chords are indicated above the staff: F, B^b, F, F/C, C⁷, and F. The first two staves are identical. The third and fourth staves are also identical. The melody is simple and repetitive, with a consistent rhythm of quarter and eighth notes.

Verse 2

Mama lend me your turtle to keep comp'ny with mine.
Mama lend me your turtle to keep comp'ny with mine.
My turtle gone swim in the pond, my turtle gone wild.
My turtle gone swim in the pond, my turtle gone wild.

Verse 3

Mama lend me your rooster to keep comp'ny with mine.
Mama lend me your rooster to keep comp'ny with mine.
My rooster gone quack quack quack, my rooster gone wild.
My rooster gone quack quack quack, my rooster gone wild.

Verse 4

Mama lend me your rabbit to keep comp'ny with mine.
Mama lend me your rabbit to keep comp'ny with mine.
My rabbit gone laze in the daisies, my rabbit gone wild.
My rabbit gone laze in the daisies, my rabbit gone wild.

Mama lend me your pigeon - Activities

Each line in 'Mama lend me your pigeon' is repeated.

- **Sing the song again like this:**

Solo: Mama lend me your pigeon to keep comp'ny with mine.
Group: Mama lend me your pigeon to keep comp'ny with mine.
Solo: My pigeon gone wild in the bush, my pigeon gone wild.
Group: My pigeon gone wild in the bush, my pigeon gone wild.

This is called **CALL AND RESPONSE** (like in 'Oo-a-lay-lay').
The caller is the first to sing, the responders copy.

- Sing the song again, holding the last note of each line.

Look at these words from the song:

lend wild

They end with the letter _____. (Fill in the answer.)

- Listen to each other as you sing. Can you hear the d sounds?

The T trick

It can be tricky to make 'd' sounds at the ends of words when you're singing so try the **T trick**.

Look at the words now.

lent wilt

- Sing the first verse again, making **t** sounds instead of **d** sounds.
- Sing it once again and change the **t**'s back to **d**'s.

My words are very clear



Pick a bale of cotton

Traditional

Verse

Gon - na jump down, turn a - round, pick a bale of cot - ton. Jump down, turn a - round,

D7 G G C G/B G

pick a bale a day. Gon - na jump down, turn a - round, pick a bale of cot - ton. Jump down turn a - round,

D7 G Chorus C G/B G

pick a bale a day. Oh Lor - dy, pick a bale of cot - ton, Oh Lor - dy,

D7 G G C G/B

pick a bale a day. Oh Lor - dy, pick a bale of cot - ton,

G D7 G

Oh Lor - dy, pick a bale a day.

Me and my gal can pick a bale of cotton,
Me and my gal can pick a bale a day.

Chorus

Me and my wife can pick a bale of cotton,
Me and my wife can pick a bale a day.

Chorus

Me and my friend can pick a bale of cotton,
Me and my friend can pick a bale a day.

Chorus

Me and my poppa can pick a bale of cotton,
Me and my poppa can pick a bale a day.

Chorus

Pick a bale of cotton

Second part

Jump down, turn round, jump down, all day. Jump down,
turn round, jump down, all day. Jump down, turn round,
jump down, all day. Jump down,
turn round, jump down, all day.

The tune of the second part for 'Pick a bale of cotton' is nearly all on one note - g.

Work out where the note changes. Is this new note higher or lower than g?

The new note is called _____

The squiggly sign between each note is a rest - a silence in the music.

This kind of rest lasts for one quarter note or crotchet beat.

Practice singing the second part from the music. Clap on each rest.

I can read music!



Clever stuff for **Pick a bale of cotton**

1. Divide your group in two; half sing the main song, half sing the second part.

Swap over.

2. Staying in your groups, half sing the verse while the other half sing the chorus.

Swap over.

3. There are 4 crotchet or quarter note beats in each bar of this song.

Count and clap in fours while your teacher plays the music.

Count in fours, but only clap on beats one and three.

Count in fours, but only clap on beats two and four.

Half the group clap on beats one and three while the other half clap on beats two and four.

Swap over.

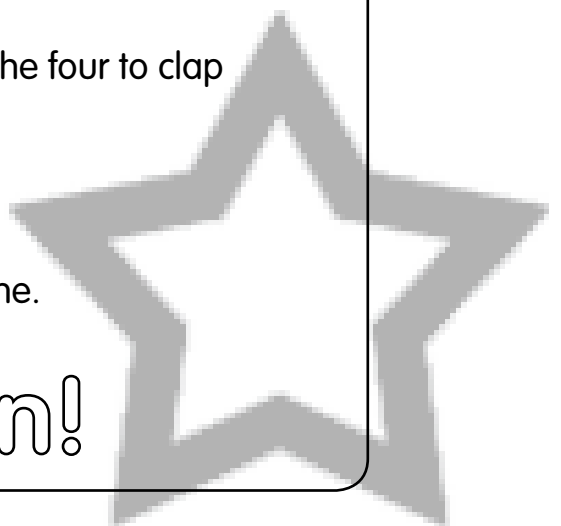
Repeat, singing the song at the same time.

4. Everyone choose a different beat out of the four to clap quavers on.

Clap your new patterns with the music.

Repeat, singing the song at the same time.

I'm a musician!



Black socks

A Round

Traditional

Fast

1. 2.

F C F/A Gm F/C C⁷ F F

Black socks, they ne-ver get dir-ty, the lon-geryou wear them, the stron-ger they get. Some-times I

6 C F/A Gm F/C

think I should wash them, but some-thing in-side me keeps

8 C⁷ F

say - ing, 'Not yet, not yet, not yet, not yet, not yet.'

This song needs to go quite fast when you have got the hang of it. There are a lot of words to fit in and they should sound really clear.

1. Whisper the words of the song with lots of energy.
2. Choose a line of words and mouth them to another person in your group. Can they tell which line you chose?
3. How many 'Not yet's' are there at the end?
4. Sing the song again as a round.
5. Swap over so the other group starts first. Now try singing the whole round twice each.
6. Why is a song like this called a round?
7. 'Black socks' has two beats in a bar. Clap and count the beat as your teacher plays it again.

I can read music 2

J. Moreland

C F

c d e, c d e, I rem - em - ber c d e. This one's f,

Dm F Dm G C Am

f f f, now we've got four notes, c d e f. Let's add an-oth- er, g g g.

Dm^{7sus4} G⁷ C

Hal - lo g! How are you? c d e f

G⁷ C G⁷ C

g f e d c d e f g f e d c.

1. Clap the rhythms first. There are four beats in a bar. Copy your teacher.
2. Sing the first c to la. Has the next note gone up or down on the stave, or has it stayed the same?
3. Work slowly through the tune and take your time!
4. Clap and the count the beat while your teacher plays the tune again.

Happy and sad song

J. Moreland

Happily!

2nd time a *tempo* - (back to *f* the original speed)

Voice

Piano

When I'm feel-ing hap - py I

5

smile from ear to ear, My eyes are bright and twink - ly and

9

ne - ver shed a tear! I like to show I'm hap - py, to

13

show you how I feel, With face a - light and smil - ing, you

1.

17

p Sadly! (and a little slower)

know that I'm for real. But some-times when the song is sad, I'll

This system contains measures 17 through 20. It features a vocal line in treble clef and a piano accompaniment in grand staff (treble and bass clefs). The key signature has one sharp (F#). The piano part includes a *p* dynamic marking in measure 19. The lyrics are: "know that I'm for real. But some-times when the song is sad, I'll".

21

sing in min - or key. My face will change to show my mood, a

This system contains measures 21 through 24. It features a vocal line in treble clef and a piano accompaniment in grand staff. The key signature has one sharp (F#). The lyrics are: "sing in min - or key. My face will change to show my mood, a".

25

sad - der quiet-er me. My eyes will lose their spark - le, my

This system contains measures 25 through 28. It features a vocal line in treble clef and a piano accompaniment in grand staff. The key signature changes to two flats (Bb, Eb). The lyrics are: "sad - der quiet-er me. My eyes will lose their spark - le, my".

29

smile will fade aw - ay. With eye - brows up my

This system contains measures 29 through 32. It features a vocal line in treble clef and a piano accompaniment in grand staff. The key signature has one sharp (F#). The lyrics are: "smile will fade aw - ay. With eye - brows up my".

32

face looks sad, "You're feel-ing sad,"you say, but I'm for real.

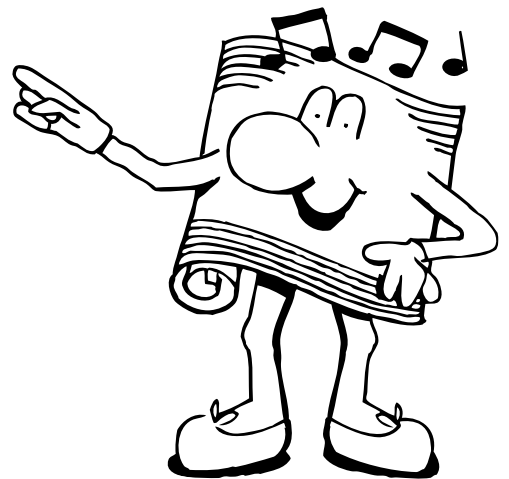
Singing expressively

The words of this song tell you what to do with your face!

In the happy section, smile as you sing. (This might feel a bit strange but give it a try.)
You could try singing *forte*.

In the sad section, put on an unhappy face and think of something sad as you sing.
Try singing *piano*.

Making these different faces shows the expression of the song. What other feelings could you show when you sing? Write them here.



Can you fill in the missing words?

This song is in three clear sections; the first section is happy,

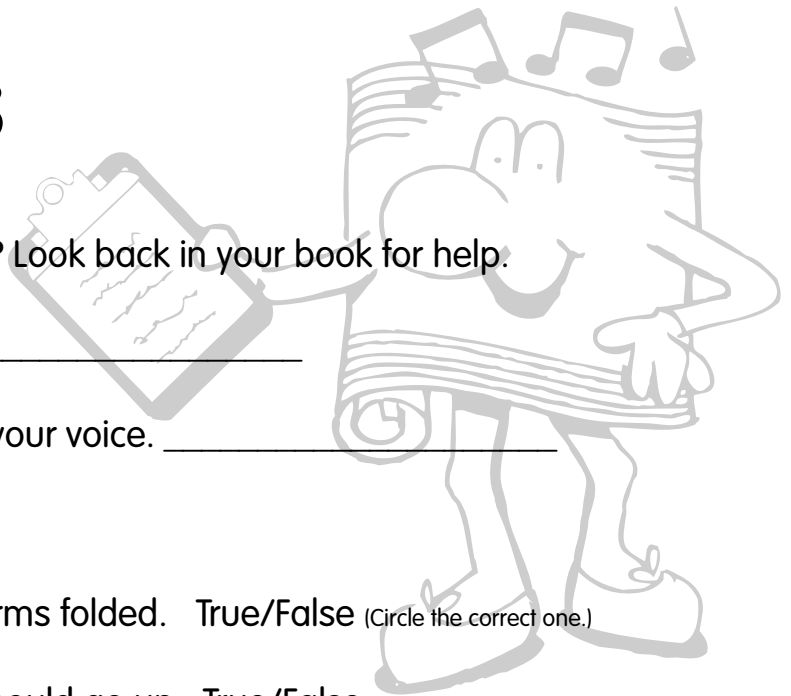
The second section is _____ The third section is _____ .

Music in three sections is sometimes called **ABA** music (no, not ABBA!)

In this song, **A** is the happy section and **B** is the sad section. **A** comes back again after **B**.

Music like this is also called **Ternary music** (another posh word; it just means **THREE!**)

Puzzle pages



How many questions can you get right? Look back in your book for help.

1. What does 'Bravo!' mean? _____
2. Name one thing that is good for your voice. _____
3. True or false?

When you sing you should keep your arms folded. True/False (Circle the correct one.)

When you breathe in, your shoulders should go up. True/False (Circle the correct one.)

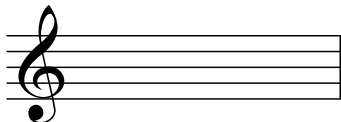
Your tummy should come out slightly when you breathe in. True/False (Circle the correct one.)

4. Which parts of your mouth do you use when making a **L** sound? _____
5. What is the lowest note you can sing? _____
6. What is the highest note you can sing? _____
7. How many times do you practise each week? (Be honest!) _____
8. What is an ostinato? _____

9. Name these notes to make a word. Write the letters here ____ _




10. Draw a crotchet or quarter note on this line. _____
11. Draw a minim or half note on this line. _____

12. Draw a d on this stave. 

Puzzle pages continued...

13. Why is it important to sing song words really clearly?

14. In a Call and Response song, what does the responder do?

15. What is this?  _____

16. What is a round?

17. *Forte* means _____

18. Another word for quiet is _____

19. What does *crescendo* mean? _____

20. Does ternary music have two or three sections? _____

21. What does *legato* mean? _____

22. Another word for spiky or jumpy is _____

23. What does *a tempo* mean? _____

23

I've finished the first Bravo book!

You could try these
songs next...



Song	Source	Range
Rainbow	Let's make music fun: Green Songbook: Eileen Diamond	d' - d''
Do what you feel like	Let's make music fun: Green Songbook: Eileen Diamond	c# - c#''
Sing when you're happy	Let's make music fun: Green Songbook: Eileen Diamond	c' - c''
Mr McGrew	Let's make music fun: Green Songbook: Eileen Diamond	c' - c''
Who likes the winter?	Let's make music fun: Green Songbook: Eileen Diamond	b - b'
Chase your cares away	Let's make music fun: Red Songbook: Eileen Diamond	c' - b flat'
Playing quietly	Let's make music fun: Red Songbook: Eileen Diamond	d' - d''
Count together	Let's make music fun: Blue Songbook: Eileen Diamond	c' - c''
Jibber jabber	Sonsense nongs: Michael Rosen	e' - d''
Nell and Ned	Sonsense nongs: Michael Rosen	d' - c''
Purple people eater	Sonsense nongs: Michael Rosen	c' - c''
Hey Mr Miller	anon	c' - c''
The Bright Umbrella	Jan Holdstock: Universal Edition, Inc.	d' - d''
Land of the Silver Birch	Traditional Canadian	d' - d''
Li'l Liza Jane	Sing Together: Appleby and Fowler: OUP	c' - c''
Mirror mirror	Singing Sherlock: Boosey and Hawkes	c' - c''
The rain rain rain	from 'Winnie the Pooh': Disney	c' - c''



This is to certify that

*has successfully completed
the first Bravo book
for voice.*

Well Done!

Singing teacher

Practice makes perfect!

Try to get into the habit of practicing your singing for a short time each day.

Here's a practice chart to help you. Your teacher may use it to tell you what to practise each week and how long to spend. Tick each day that you practise!

Date	What to practise this week	m	t	w	th	f	sa	su	star

Date	What to practise this week	m	t	w	th	f	sa	su	star

Date	What to practise this week	m	t	w	th	f	sa	su	star