



SingingWell

SPRING 2020

*Resources to support
mental health and wellbeing
in our school
and wider communities*

Introduction

With 20% of adolescents potentially experiencing mental health problems in any given year and with 50% of mental health problems established by the age of 14, incorporating mental health awareness and wellbeing in schools has never been more important [[source](#)].

In support of [Children's Mental Health Week 2020](#), Enfield Music Service is launching our **SingingWell** project: flexible resources for schools that can be used across EYFS, KS1, KS2 and KS3 to promote singing in school and to support wellbeing and mental health for both pupils and staff.

So why are we asking you to sing? Because the power of music is strong!

Taking part in regular musical activity, particularly singing, brings positive impacts for individuals, school communities, and for our community as a whole.

Singing relieves stress and tension through the release of endorphins, which lowers anxiety and boosts confidence and self-esteem.

Singing improves social inclusion and sense of community, helping combat feelings of loneliness and isolation.

Singing offers a way to express feelings and develop mindfulness.

Singing has physiological benefits including increased lung capacity, overall cardiac health and can also reduce pain symptoms [[source](#)].

We will be producing a new resource each term to share with schools which will be chosen carefully each time to explore different themes around this topic, as well as to promote the general benefits of good quality singing and regular participation in musical activities.

Our first song is **Count on Me** by Bruno Mars, and in the following pages you can find the lyrics and teaching guidance notes & suggestions from our Head of Singing, Elena Browne.

You can download both the [performance track](#) and the [backing track](#) from LGfL.

We hope that you'll find these resources useful, that you and your pupils will have fun with them, and that across Enfield we'll hear schools and their communities singing up and **SingingWell!**

Wendy Kemp
Head of Enfield Music Service



Count on Me, by Bruno Mars

Words and music by Bruno Mars, Philip Lawrence & Ari Levine

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our friends in need

*You can count on me like one two three, and I'll be there
And I know when I need it I can count on you like four three two, and you'll be there
'Cause that's what friends are supposed to do, oh yeah*

*Ba da da daa
Ba da da da daa
Yeah yeah yeah*

If you're tossin' and you're turnin' and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you

We find out what we're made of
When we are called to help our friends in need

*You can count on me like one two three, and I'll be there
And I know when I need it I can count on you like four three two and you'll be there
'Cause that's what friends are supposed to do, oh yeah*

*Ba da da daa
Ba da da da daa
Yeah yeah yeah*

You'll always have my shoulder when you cry
I'll never let go, never say goodbye
You can count on me 'cause I can count on you
You can count on me 'cause I can count on you
You can count on me 'cause I can count on you

Download links

[Performance track](#)

[Backing track](#)



Guidance Notes

Who is going to be singing?

Consider how you will approach the song depending on the age and experience of your singers.

This song lends itself to a range of possibilities. For younger singers in KS1 you may want to sing along with the performance track and join in with the chorus and actions. For KS3 you may be able to add a harmony part in the chorus. You may also have a band or other instrumentalists in school who could accompany you. You could divide the verses up between soloists or small groups or even classes.

Before you begin

Please note that it will be useful to use our performance track to work from rather than the original.

For those that are familiar with this song, be aware that the short *scat* section (*Da da da daa*) after the chorus has been slightly amended to make it more accessible to all our singers.

Familiarize yourself with the performance track. Note the rhythm of the words, particularly in the verses, paying attention to the beginnings of phrases and where the rests are.

Starting out

Display the words and discuss the song's central message about what it means to be a good friend.

Listen to the track, and follow the lyrics, noting specific words and phrases.

Warm up

Relax mouths and jaws with some fun exercises; chewing, laughing; massaging cheeks, raising and lowering shoulders. Use some tongue twisters to prepare for the clear diction needed particularly in the verses.

Stylistically the song will require quite a relaxed and blended sound. Start off with some call and response laughing and crying in different style and voices. Shake out arms and legs, roll shoulders back and forth and do some imaginary swimming strokes to loosen up.



Teaching and rehearsing

Listen to the track, getting the feel for the song's laid-back, pop sound.

Encourage any students who know the song to join in quietly with the simple chorus.

Learn the chorus and sing this along with the track. This will encourage further careful listening to the verses and embed the words and melody.

Chant the verses rhythmically to a strong steady pulse, focusing on starting and stopping phrases together. Repeat each sentence a few times to feel the rhythmic flow of the phrases. The words need to be clean and precise but be careful not to make your consonants too clipped.

Notice the difference between the long more sustained notes in the phrases of the verses as opposed to the shorter rhythmic notes in the chorus and discuss the different effects of this.

Encourage a relaxed singing style to match the song's character.

Consider how a variety in dynamics will enhance the song. Try singing the verses quietly and then turn up the volume for a more rousing chorus (be careful not to shout though!)

Once the song is familiar, encourage suggestions for actions and add these to your performance. As always with any actions ensure they enhance the song and are well coordinated!

Extra tips

Listen out to ensure everyone is placing words correctly in the right place and that all the little rests and gaps as well as the actions are observed to give the chant rhythmic precision.

Make sure everyone starts and stops each phrase at the same time. Explain that rests in music are really important as they give shape and structure, a bit like punctuation in sentences. Demonstrate speaking without any punctuation to make your point!

Encourage children to sing as though they are really communicating with a friend. How do we engage when we are singing? Stand tall and proud and sing with open mouths. A little smile always helps and make sure eyes are bright and awake!

Development ideas

The lyrics feature lots of metaphors for friendship. Divide into groups to explore different lines of the song, coming up with a practical, real-life example for each idea: e.g. when might you feel 'stuck in the sea' and how might a good friend 'sail the world to find you'?



Create a 'friendship collection box'. Over a week, ask the class to write down acts of friendship either given or received (with no names to be mentioned!) and post them in the box. At the end of the week, discuss these examples as part of a PSHE session and together make pledges as to how everyone can be an even better friend the following week.

Seek out and listen to other songs with a similar message such as *Lean on Me* or *Ain't no mountain high enough*, discuss the themes and lyrics and maybe try singing these songs too.

Think about ways to extend the hand of friendship as a whole class or year group and how to take this beyond the classroom. How do we look after each other in our families and in our school community? How do we help a neighbour in need?

