



SingingWell

AUTUMN 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](#)].

Enfield Music Service has developed our SingingWell project to create 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](#)].

The third song in our SingingWell series is released in conjunction with World Mental Health Day on 10th October 2020. The song is Bring it all Back by S Club 7, and in the following pages you can find the lyrics and teaching guidance notes & suggestions from our Head of Singing, Elena Browne. There are also links to download the performance track, harmony track and backing track from London Grid for Learning (LGfL).

We will continue to produce 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.

You can download Song 1, Count on Me by Bruno Mars, from LGfL [here](#).

You can download Song 2, Love My Life by Robbie Williams, from LGfL [here](#).

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



Bring It All Back, by S Club 7

Words and music by S Club 7, Eliot Kennedy, Tim Lever & Mike Percy

Don't stop, never give up, hold your head high and reach the top
Let the world see what you have got, bring it all back to you

Hold on to what you try to be, your individuality
When the world is on your shoulders, just smile and let it go
If people try to put you down, just walk on by don't turn around
You never should be lonely when time is on your side

Don't you know it's true what they say
In life, it ain't easy, but your time's coming around

Don't stop, never give up, hold your head high and reach the top
Let the world see what you have got, bring it all back to you
Dream of something you love, anything you've been thinking of
When the world seems to get too tough, bring it all back to you
Na na na na na na...

Try not to worry 'bout a thing, enjoy the good times life can bring
Keep it all beside you, gotta let the feelings show
Imagination is the key, 'cause you are your own destiny
You only have to answer to yourself

Don't you know it's true what they say
In life it ain't easy, but your time's coming around

Don't stop, never give up, hold your head high and reach the top
Let the world see what you have got, bring it all back to you
Dream of something you love, anything you've been thinking of
When the world seems to get too tough, bring it all back to you
Na na na na na na...

Don't you know it's true what they say
In life it ain't easy, but your time's coming around

Don't stop, never give up, hold your head high and reach the top
Let the world see what you have got, bring it all back to you

Don't stop, never give up, hold your head high and reach the top
Let the world see what you have got, bring it all back to you

Download links

[Performance track](#)

[Harmony track](#)

[Backing track](#)



Bring it all Back

S Chub 7

D Gm⁷ A Em G

Don't stop nev - er give up hold_ your head high and reach the top Let

3 D A Em⁷ G A⁷ D

_ the world see what you have got Bring_ it all back to you_ Hold

5 D G D G

on to what you try_ to be_ your in - di - vi - du - a - li - ty_ When the
not to worr - y 'bout a thing en - joy the good times life_ can bring

7 D G D G D D

world is on_ your shoul ders just smile and let it go_ If peo - ple try to put_ you down just
Keep it all - be - side you gotta let the feel - ing show_ I - ma - gi - na - tion is the_ key_ 'cos

10 D G D G

walk on by don't turn a round you ne - ver should - be lone - ly_ when
you are your own des - ti - ny you on - ly have - to an - swer_ to your

12 D G A Bm⁷

time is on your side Don't you know it's true what they say_ in life it ain't easy_ but
self_

15 Cmaj⁷ A⁷ D Gmaj⁷

your times co - min' a - round_ Don't stop ne - ver give up hold



18 A Em G D A Em⁷
 your head high and reach the top let the world see what you have got Bring

20 G A⁷ D D Gmaj⁷
 it all back to you Dream of some - thing you love a -

22 A Em G D A Em⁷
 ny-thing you've been think-ing of when the world seems to get too tough Bring

24 G A⁷ D D G D G
 it all back to you Na na na - na na na na na na - na na na

27 D G D G D G D G
 na na na na na na na Na na na - na na na na na na - na na na

31 D G 1. D G 2. D G
 na na na na na na na Try na Don't you know it's

34 A Bm⁷ Cmaj⁷ A⁷
 true what they say. In life it ain't ea-sy but your time's co-min' a- round

38
 Don't stop ne - ver give up hold your head high and reach the top let -

40
 - the world see what you have got Bring - it all back to you

Guidance Notes

Who is going to be singing?

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

For younger singers in KS1 sing along with the performance track, join in with the chorus and add actions throughout. For KS2 add the harmony parts in the *na na na* section and the final chorus. Divide sections up between groups of singers. For KS3 try adding your own harmonies, include soloists and you may also have a band or other instrumentalists in school to accompany you.

Before you begin

Familiarize yourself with the performance track. Listen out for the different sections and the overall flow of the song. Look through the suggested teaching notes and decide how you will approach and present the song for your singers. Note the rhythm of the words and phrases, particularly in the verses and go through these so you feel secure.

As with previous SingingWell resources we encourage you to only use the performance track supplied as one or two changes have been made to the original song.

Starting out

Display the lyrics and discuss the song's central message about positivity, self-belief and being proud to be ourselves.

Listen to the track and follow the lyrics. Encourage singers to move to the rhythm and feel the steady pulse. Think about how the upbeat, uplifting character and style of the music reflects the message.

Whilst listening, add a few actions to the chorus for singers to follow and copy. This will enable individuals to access the song according to their needs and experience and will also begin to embed lyrics for later on.

Warm up

This is an energetic and big sing so make you are feeling lively and awake and ready to sing all the way through to the end:

- Jog, skip, hop and run on the spot following the leaders *traffic light* to start and stop altogether.
- Stand tall and stretch up high on tiptoes. Reach arms up and turn palms upwards together towards the ceiling for a really good stretch. Then bring down slowly to the sides as though you are coming down a big tunnel.



- Use an imaginary rubber band to *stretch* out the top of the head, the cheeks and mouths.
- Alternate small face, big face: scrunch up your face like a paper bag as small as you can with an *ooh* sound and suddenly open up face as big, wide and stretched as possible with a *wah* sound. *Ooh Wah Ooh*.
- Relax the mouth with some yawning and sighing, then say or sing '*the lips, the teeth, the tip of the tongue*' slowly, gradually getting faster.

Teaching and rehearsing

Listen to the track, getting the feel for the character and style of the song. Make listening focussed by concentrating on specific features, sections or words. Display a selection of words and ask for a signal when each is heard or to tap heads whenever the main chorus is heard.

Build up slowly, learning one section at a time. The song starts with the main chorus so learn this first and then sing along each time with the track. This will encourage further careful listening to the verses and embed the words and melody. This also allows focus on starting and stopping together, following musical instructions and working together

Chant the verses rhythmically to a strong steady pulse. Put the words in your head and replace with '*nah*' to sing the rhythm of the phrases. This is a good technique for creating a relaxed and resonant sound quality and focusses on the rhythm and accurate placing of sounds. This also allows access to all in developing confidence in singing without language being a barrier.

Once the song is familiar, encourage suggestions for actions and add these to your performance.

Keep smiling and raise the eyebrows and cheeks for an uplifting and engaging performance.

Extra tips

Listen out to ensure everyone is placing words rhythmically correctly in the right place and that all the rests and gaps are observed. Don't forget to breathe between phrases!

Take care not to over emphasise consonants. Keep head down with a relaxed mouth and jaw. Imagine a washing line. Keep the line of the phrase flowing. The pegs articulate and shape the phrase but do not break the musical flow.

Through your performance, express the importance of holding heads up high, standing tall and being proud of ourselves and our achievements.

As always, ensure any actions are well coordinated!



Development ideas

Consider the lyrics as a part of PHSE discussions on values of resilience, determination, positivity, self-belief, courage and independence.

Particularly in times of adversity it is important to reflect on the positive and good things around us. Can you think of people through history who have remained positive and hopeful despite the various challenges they faced? Find out about *Helen Keller*; *Franklin Roosevelt*; *Rosa Parks*; *Anne Frank*; *Jesse Owens* and *Malala*, amongst many others.

We all have this capacity to be strong and to stand out. Do you know someone who is inspiring and uplifting?

Use the song as a starting point to noting individual achievements and positive attributes of your singers. Ask each person to think of something really good they, or someone else has done today.

Check out and listen to other songs with a similar message such as *This is Me* from *The Greatest Showman*, *Roar* by Katy Perry or *The Climb* by Miley Cyrus.

