



SingingWell

AUTUMN 2021

*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 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 sixth song in our SingingWell series is Three Little Birds by Bob Marley and is published in conjunction with World Mental Health Day on 10th October 2021. 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 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](#).

You can download Song 3, Bring it all Back by S Club 7, from LGfL [here](#).

You can download Song 4, 1440 minutes by Andy Silver, from LGfL [here](#).

You can download Song 5, Ain't gonna Let, 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



Three Little Birds

Bob Marley

Medium reggae feel

Melody

Riff

Piano

B \flat

Detailed description: This system contains the first four measures of the piece. The Melody staff is a single treble clef line with a key signature of two flats (B-flat and E-flat) and contains four whole rests. The Riff staff is a single treble clef line with a key signature of two flats, containing a repeating rhythmic pattern of eighth and quarter notes. The Piano part consists of two staves (treble and bass clefs) with a key signature of two flats. The treble staff has a B-flat above the first measure and contains a series of chords with eighth notes. The bass staff contains a rhythmic accompaniment of eighth and quarter notes.

5

Pno.

Don't

Detailed description: This system contains measures 5 through 8. The Melody staff is a single treble clef line with a key signature of two flats, containing four whole rests in measures 5-7 and a quarter note in measure 8. The Riff staff is a single treble clef line with a key signature of two flats, containing a repeating rhythmic pattern of eighth and quarter notes. The Pno. part consists of two staves (treble and bass clefs) with a key signature of two flats. The treble staff contains a series of chords with eighth notes. The bass staff contains a rhythmic accompaniment of eighth and quarter notes. The word 'Don't' is written below the end of the melody line in measure 8.

9 Bb

wor-ry a-bout a thing— 'cos

lower first time

Pno.

lower first time

13 Eb Bb

ev-'ry lit-tle thing 'sgon-na be al- right— Sing-ing don't

Last time to Coda

1.

Pno.

1.

17 2. B \flat F

Rise up this morn - ing, smile with the ri - sing sun

Pno.

21 B \flat E \flat

Three lit-tle birds— pitch by my door - step

Pno.

25 B \flat F

sing-in' sweet—songs of mel-o-dies pure and true,

Pno.

29 Eb Bb

sing - in' This is my mes - sage to you -

Pno.

*D.S for chorus and verse then repeat chorus
and end with Coda*

32 Cm Bb

ou - ou Sing - in' don't

Pno.

Coda (Inst)

Three Little Birds

Don't worry about a thing
Cause every little thing gonna be all right
Singin' don't worry about a thing
Cause every little thing gonna be all right

Rise up this morning
Smiled with the rising sun
Three little birds
Pitch by my doorstep
Singing sweet songs
Of melodies pure and true, singing
This is my message to you-ou-ou

Singin' don't worry about a thing
Cause every little thing gonna be all right
Singin' don't worry about a thing
Cause every little thing gonna be all right

Download links

[Performance track](#)

[Backing track](#)

YouTube links

[Signing video](#)



Guidance Notes

Who is going to be singing?

This well-known feel good song may be familiar to some of your singers. Accessible for all our young singers, it lends itself to a whole school sing either in class or assembly. KS2 children will be able to sing the simple harmony parts and KS3 will be able to create their own harmonies and accompaniments and add some instrumental parts.

Before you begin

Three Little Birds was a hit record for Bob Marley in 1980, reaching number 17 in the UK charts.

Ten-year-old Connie Talbot, runner-up on TV show *Britain's Got Talent*, had a number 1 record with this song.

Using the guidance and notes below, decide how you will personalize the song to your singers and your school community.

Starting out

Some children may already be familiar with the song, but it is always a good idea to start out with focussed listening as a group.

Though the song is not difficult to sing, it will be important to focus on when to sing as well as what to sing as the melody is made up of short phrases.

For younger singers, as you listen, ask the children to raise their hand when they hear singing and to show a stop signal like a red traffic light in the silences.

Focus on the rhythm which is an important aspect of the song. Count out loud to a pulse of four beats. Notice that the guitar plays on beats 2 and 4 (eg. 1 **2** 3 **4**, 1 **2** 3 **4**) making these beats feel accented or emphasised. This is one of the defining features of the reggae style.

Warm up

Have a good shake out, including eyebrows and nose and all your limbs! Stretch up tall and flop down low. Have a yawn and a roar. Wobble your lips and mouth like jelly and roll them as though you are cold.

Ask the children to run or jog on the spot and to watch you for the signal to stop and freeze. Vary the length of time in between stopping. Everyone should stop together. This will focus the group and prepare for the rests and gaps in the song.



Use the performance track to feel the style and rhythm. Encourage singers to move to the reggae beat, moving from side to side, clicking fingers or clapping on the offbeat as they listen. (1 2 3 4)

Teaching and rehearsing

The lyrics are not difficult and can be learnt by rote. It may be useful to learn them aurally first and then display them in order to focus on and identify where the gaps in the singing are. Next, extend this by following the musical score to follow and pinpoint the gaps between the singing phrases. Ask them to literally follow and point to the score as they listen. Make a game out of this by stopping the music and asking them to identify where you are.

Learn the song a phrase at a time, either by listening to the track or as a call and echo.

Emphasise the importance of listening carefully to each other, particularly at the starts of phrases.

As always, leave the harmony part until a later session, allowing the main melody to become established. Point out that the shape of the harmony is similar, but at a higher pitch.

Extra tips

Stand with loose, relaxed shoulders and knees slightly bent to sing.

Sing with a slight smile at the corners of the mouth and raised cheeks and eyebrows to lift the tone and generate a positive feel and character.

Sing words clearly but take care not to over articulate as this will not fit with the style!

Musical development ideas

The short, repeated idea in the introduction is called a riff. You could have a group of children to sing it in 'scat' style: 'doo-ba-dee doo dat doo-wop'!

Perhaps some of your older musicians could work out and play the organ riff on an instrument.

Ask a group of children to play the offbeat on wood blocks or claves.

For older pupils, further develop work on the repeated riff patterns in the song. Can they create their own riffs either vocally or on instruments and combine them in a group? Listen to other songs which feature a riff pattern such as *There's Nothing Like This* by Omar or *Iron Man* by Black Sabbath. A famous musical example is *Bolero* by Ravel.



Perhaps you are already singing positive, uplifting songs in assembly. Listen to and discuss other songs with a similar message, such as *Walking on Sunshine* by Katrina and the Waves or *Lovely Day* by Bill Withers.

Cross curricular development ideas

Liaise with other colleagues about opportunities for cross curricular and collaborative work to develop a whole school community well-being project or assembly.

Relate to your school values, thinking particularly about positivity and resilience

Study the life of Bob Marley as a famous person, focusing on his contribution to pop culture.

Listen to *Aviary* from *Carnival of the Animals* by Saint-Seans and discuss how the composer has depicted the birds through music. Compare and contrast this to other sections of the piece such as *Elephant* or *Aquarium*. Use the music as a starting point for creating artwork or as a background to movement activities.

