



SingingWell

SUMMER 2022

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

Introduction

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 eighth song in our SingingWell series is My Hero Jam by Tyrone Lowe and is published in conjunction with World wellbeing week beginning 27th June 2022.

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](#).

You can download Song 6, Three Little Birds, from LGfL [here](#).

You can download Song 7, Unfinished Story 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



My Hero Jam by Tyrone Lowe

Find your light, step inside, and let it shine, let it shine
And take the time for a while, to make someone smile, make them smile

Do you know all the power you bring? If you believe you can do anything
Just breathe if it all gets too much, stay humble, there is no rush

You have a purpose, you have a truth, don't find a new way to make an excuse
Feel the beat of the drum, rhythm in your soul,
it starts from this moment, it starts with a goal

We can just run, run, run, run with it
Drum, drum, drum, drum with it
Jump, jump, jump, jump with it
Dance, dance, dance, dance with it
And run, run, run, run
And drum, drum, drum, drum
And jump, jump, jump, jump
And sing, sing, sing, sing

Let's go around again. This is our hero jam
Let's go around again. This is our hero jam

Make a wish, plant a seed, give it time to grow, to grow
Dream something, write it down, show them what you know, you know

On days you don't want to be brave, find a passion that becomes your escape
You're stronger in so many ways, so far you've conquered your hardest days

I am important, I will succeed, I am everything that I should be
My heart beats like a drum, fire in my soul, I'm just getting started, I'm so rock and roll

We can just run run run etc;
NB 6 x "Let's go around again" in second chorus

Download links

[Performance track](#)

[Backing track](#)



Guidance Notes

Who is going to be singing?

Our *Singingwell* songs are designed to be accessible for all our young singers. Perfect for whole school singing assemblies, class singing, choirs and performances, everyone can be included. Younger singers can join in with the singing and actions in the chorus and the ending. More experienced singers will be able to make up harmonies for the chorus. Whole class instrumentalists and Secondary school musicians may like to join in with the accompaniment in the chorus.

Before you begin

Using the guidance and notes below, familiarize yourself with the song and decide how you will personalize to your singers and your school community. Consider what the most appropriate approach is for the age and experience of your singers and the context/environment in which you are singing.

Warm up

Use the actions from the lyrics of the chorus *We can just run run run etc;* for a perfect warm up. Energize with running, drumming, jumping, dancing and singing and even going around and around!

Chant the phrase *run and run and run and STOP*. Signal the STOP with your hands. Everyone must run and then stop and freeze in a statue pose until you start again. Repeat with the other actions.

Have a good old shake out of the eyebrows, noses, mouths and ears. Make some silly faces and get those mouths chewing and moving.

Teaching and rehearsing

Listen to the performance track, focusing on the positive and uplifting message and lyrics.

If you have done the warmup above, you will find you have already learnt the chorus so you will be able to join in straight away. Take care however – do listen out for the difference between *run, run, run with it* and *run, run, run*.

Joining in with the chorus is a useful way to familiarize yourselves with the verses.



Take time to listen to the words of the verse carefully – there are some tricky rhythmic corners. The lyrics of the two verses do not follow the same rhythmic patterns so need to be learnt independently. Learn a phrase at a time to make sure the words are placed correctly – taking time at the outset makes it easier later and will make for a clear and coherent performance.

In verse 1, listen out particularly for:

- Bar 20: *anything in If you believe you can do anything*
- Bar 26: *Don't find a new way to make an excuse* (listen to the tune here carefully)
- Bar 29: *rhythm on your soul*

In verse 2, listen out particularly for:

- Bar 21: *You're stronger in You're stronger in so many ways*
- Bar 26: *I am everything that I should be* (take care - the tune is different to verse 1)
- Bar 29: *fire in my soul*

It is always helpful to chant the words of each phrase rhythmically through a few times to really get the hang of them. This repetition is a good discipline, allows for accuracy and means the lyrics can be retained.

Once secure, sing the verse through, ensuring that everyone starts and finishes phrases together tidily. Aim to signal the end of a phrase with a gesture and bring everyone back in again. Make sure everyone is watching carefully!

Extra tips

Actions:

- The obvious actions for the chorus – *run/drum/jump/dance* look amazing in a whole performance.
- For *sing* put both hands up to the mouth as if calling someone.
- *Let's go around again*: turn around. If you prefer or are not able to stand then roll arms around.
- *This is our hero jam*: strike a superhero pose

The song sounds super with everyone singing. However, if you do want to add variety or you are finding the words are too much, then divide up the lyrics between classes and groups with everyone joining in the chorus.

Some children love to add actions to everything. This is lovely of course but take care if you add actions to the verse that the words are not lost and can be heard distinctly – remind the children it is not about volume it is about clarity!



Musical development ideas

If you have a school band, this song will be great opportunity for them to play either the whole song with no backing track or joining in with the chorus.

Whole class instruments can join in with the chorus from Bar 33:

- D D D ___ / G G G ___ / D D D ___ / G G G ___ x 4
- Or easy recorders A A A ___ / G G G ___ / A A A ___ / G G G ___
- Play chords on ukuleles and guitars if able.

Some may be able to play or even work out the notes of the melody:

- DDDDEF# / DDDDEF# / DDDDEF# / DDDDEF#D /
DDDD A / DDDD A / DDDD A / DDDDF#ED /
D_AD ___ / *** F#ED / D_AD ___ / *** F#ED / D_AD ___ / *** F#ED / D_AD ___

As an extension to this use the backing for the chorus for some improvisation!

Cross curricular development ideas

Perfect for PHSE work on school values, such as positivity, resilience, courage, independence, determination and self-belief.

Discuss what it means to be a hero.

Some suggestions for discussion:

- Who are the heroes in your lives?
- Who are the people who are there for you?
- Who are the heroes behind the scenes that we are not always aware of?
- Can we think of people in history who have been heroes? What did they do?
- What makes a hero? What qualities does a hero have?
- Are all heroes the same?
- Can we think of heroes who have overcome great difficulties or challenges?

We can all be heroes in our own way. How can we make sure we make the best of ourselves and show kindness and consideration to others? How can we be our best selves and use our day to the best of our ability?

Other songs to listen to or learn:

- *Not all heroes wear capes* by Owl City
- *One call away* or *Superman* by Charlie Puth
- *Hero* by Mariah Carey
- *Wind beneath my wings* by Bonnie Tyler
- Remind yourself of *SingingWell resource no 4: 1440 minutes* as a complementary song



My Hero Jam

Tyrone Lowe
arr. Peter Desmond

$\text{♩} = 126$

8 D D G

Find your light Step in-side and let it shine,___ let it shine
Make a wish, plant a seed give it time to grow,___ to grow___

12 A D D

And take the time for a while to make some-one smile,
Dream some-thing, write it down, show them what you know,

15 G A Bm F#m

___ make them smile. ___ Do you know all the pow-er you bring?
___ you know ___ On ___ days you don't want to be brave_

19 Bm F#m Bm

If you be-lieve you can do a - ny - thing... Just breathe if it
Find a pas-sion that be - comes your es - cape ___ You're strong - er in

22 F#m Em Em⁷/A 3

all gets too much. ___ Stay hum - ble, there is no rush... You have a
so ma - ny ways ___ So far, you've con- quered your hard- est days. ___ I am im -

25 D G^A Em⁷ 3 3

pur- pose, You have a truth. Don't find a new way ___ to make an ex-
por- tant, I will suc - ceed. I am eve - ry-thing that ___ I should be.

28 Em⁷/A D

cuse. Feel the beat of the drum, ___ rhy - thm in your soul. ___
My heart beats like a drum, ___ fire ___ in my soul. ___

30 G^A Em⁷ Em⁷/A

___ It starts from this mo - ment, it starts with a goal. ___ We can just
___ I'm just get - ting start - ed, I'm so Rock and Roll. ___

Voices

33 D G D

run, run, run, run with it; drum, drum, drum, drum with it; jump, jump, jump, jump with it;

36 G D G

dance, dance, dance, dance with it; And run, run, run, run and drum, drum, drum, drum and

39 D G

jump, jump, jump, jump and sing, sing, sing, sing. Let's go a -

41 D G D Em7/A

round a - gain. This is our he - ro jam. Let's go a -

45 D G D 1. A 2. A

round a - gain. This is our he - ro jam. Let's go a -

50 N.C.

round a - gain. This is our he - ro jam. Let's go a -

54 A

round a - gain. This is our he - ro jam. Let's go a -

58 D G D A

round a - gain. This is our he - ro jam. Let's go a -

62 D G D A D

round a - gain. This is our he - ro jam.