



SingingWell

AUTUMN 2024

*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 latest song in our SingingWell series is ***Don't Stop* by Fleetwood Mac** and is published in conjunction with **World Mental Health Day on 10th October 2024**.

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).

The resources are 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 all 8 of the previous song packs in the series from our singing pages on The Hub:

<https://traded.enfield.gov.uk/thehub/information/schools-traded-services/music-service/singing-resources/singingwell-series>

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



Download links

[Don't Stop Performance track](#)

[Don't Stop 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. You may choose that your younger singers join in with just the chorus and of course the air guitar in the instrumental!

Before you begin

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.

Listen out for the instrumental sections and decide what you will do during these and how you will know when to bring singers back in!

Think about how to link the song in a school assembly – which other songs could you sing or listen to as well as some readings and displaying relevant images.

Warm up

Wake up faces, bodies and voices and get moving in preparation for this positive and uplifting song.

Singing together is our focus so warm up with actions and freeze in a statue making sure everyone starts and stops at the same time! Stand up and include running on the spot and dance moves if you are feeling brave.

Alternate smiles and cross faces. Alternate big and small faces – blow up like a balloon and scrunch up like a paper bag!

Use a favourite track or song with a funky beat to keep the rhythm to.



The Bee Gees *Staying Alive* has a good beat and tempo to use to keep in time with. Use different actions and moves to join in with - clapping, tapping knees, try the mash potato, the swim and the twist.

Good tall posture is important to communicate the positive message in the song. Stretch out to the ceiling and flop down to the floor. Find your imaginary strings and gently raise up your head and shoulders.

Teaching and rehearsing

The song focuses on thinking positively, moving forwards to meet new challenges, and not dwelling on the past. How can we embrace each day and use our time productively?

Display the Kung Fu Panda slide and discuss Master Oogway's verse:

Yesterday is history

Tomorrow is a mystery

But today is a gift,

That's why we call it a present

Leave the slide up and listen to the performance track whilst reflecting on the verse.

Even though the children may be familiar with the song, it is always useful to listen carefully and there are some tricky corners and off beat rhythms.

Focused listening allows you to know your way around the 'journey' of the song, creating a 'map' of the different sections. Play with this idea later as well, as a way of learning and memorising - turn the music off and sing what comes next or ask for hands up with answers! Display the words to the chorus and ask singers to count how many times they can hear it. How many instrumental sections are there? (There are two – a short one after Verse 1 and a longer guitar instrumental after Verse 2)

What instrument can you hear in the instrumental section after Verse2? (Electric guitar).

Learn the chorus, especially for younger singers – this will be the part they can identify and recognize as returning each time. Don't feel you need to learn the whole song in one go – take it slowly, a bit at a time and gradually build up, joining in each week with a new part, perhaps learning a verse each session. This is also sensible in this song, as the rhythm and scanning of the words is different for each verse.

When the chorus is secure, play the performance track and join in each time with the chorus.

This allows singers to further absorb the melodies, shape, and lyrics of the verses.



For older singers display lines from the song and ask to listen out for which verse they are in.

When you are ready and if appropriate, tackle the wordier verses. Learn by rote call and response and speak through rhythmically. Repeat lines to feel the flow and shape of the phrases.

In the instrumental guitar section after Verse 2 get rock and rolling with your air guitars or choreograph some funky dance moves. (Though make sure you are ready to start singing again in the right place for Verse 3!)

Extra tips

The song is uplifting with everyone singing. However, if you do want to add variety or there are too many words, then divide up the lyrics between classes and groups or even soloists, with everyone joining in the choruses and refrains.

It's always great to add your own actions to songs. Take care if you add actions to the verses particularly that the words are not lost and can be heard distinctly. Actions should enhance the song, not take away from the meaning. If doing actions, make sure everyone is still singing!

Remind the children it is not about volume it is about clarity. Joyful and spirited does not need to be shouty

Cross curricular development ideas

Perfect for PHSE work on school values, such as positivity, self-belief, resilience, courage, and determination. Plan an assembly on the theme and include previous SingingWell Songs such as *1440 minutes* from Spring 2021 or *Hero Jam* from summer 2022. Let me know if you would like me to send these resources to you. Don't forget you can find all our resources and previous SingingWell songs on:

<https://traded.enfield.gov.uk/thehub/information/schools-traded-services/music-service/singing-resources/singingwell-series>

Take time to look at and discuss the lyrics and specific lines and words and think about how we can apply them in our own lives and relationships.

Some of your class reading books may have similar themes at their heart. Just a few:

- *The Little Engine That Could* by Watty Piper
- *Last Stop on Market Street* by Matt de la Peña
- *Dream Street* by Tricia Elam Walker
- *Wonder* by R.J. Palacio
- *The Book Thief* by Markus Zusak



And check out this on BBC Bitesize for inspiring and uplifting stories:
[Six inspiring stories from incredible young people - BBC Bitesize](#)

There are of course lots of songs to listen to or learn on this theme – a few examples:

- *On top of the World* by Imagine Dragons
- *I gotta feeling* by Black Eyed Peas
- *This is Me* from The Greatest Showman
- *Lovely Day* by Bill Withers
- *Bad Day* by Daniel Powter
- *Walking on Sunshine* by Katrina and the Waves



Don't Stop

8 bars intro

Fleetwood Mac

Verse 1

E D A E D A

If you wake up and don't wan-na smile if it takes just a li-ttle while

E D A B

o-pen your eyes and look at the day. You'll see things in a dif- frent- way

CHORUS

E D/E A E D/E A

Don't stop think-ing a-bout to- mor- ow. Don't stop It' ll soon be here

A B

It'll be bet-ter than be fore Yes-ter-day's gone Yes - ter-day's gone

4 bar instrumental

Verse 2

E D A E D A

Why not think a-bout times to come and not a-bout the things that you've done

E D A B

If your life was bad to you just think what to -mor-row will do

12 bar instrumental Guitar solo

Verse 3

E D A E D A

All I want is to see you smile If it takes just a li-ttle while

E D A B

I know you don't be-lieve that it's true_ I see the sun shi-ning o - ver you_

Chorus x 2 before Coda

CODA

E D/E A E D/E A *Repeat and fade*

ooh_ don't you look_ back



*Yesterday is history,
tomorrow is a mystery,
but today is a gift,
that's why it's called the present*



Don't Stop



1. If you wake up and don't want to smile
If it takes just a little while
Open your eyes and look at the day
You'll see things in a different way

*Don't stop thinking about tomorrow
Don't stop, it'll soon be here
It'll be better than before
Yesterday's gone, yesterday's gone*



Don't Stop



2. not think about times to come?
And not about the things that you've done
If your life was bad to you
Just think what tomorrow will do

*Don't stop thinking about tomorrow
Don't stop, it'll soon be here
It'll be better than before
Yesterday's gone, yesterday's gone*



Don't Stop

3. All I want is to see you smile
If it takes just a little while
I know you don't believe that it's true
I never meant any harm to you



*Don't stop thinking about tomorrow
Don't stop, it'll soon be here
It'll be better than before
Yesterday's gone, yesterday's gone*

x2

Ooh, don't you look back

x4

