



# SingingWell

SPRING 2021

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*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 fourth song in our SingingWell series is *1440 minutes* by Andy Silver, and is published in conjunction with [Children's Mental Health Week 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 the first three songs in the series, *Count on Me* by Bruno Mars, *Love My Life* by Robbie Williams, and *Bring it all Back* by S Club 7, from our pages on The Hub [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



## 1440 minutes

Words and music by Andy Silver

What you gonna do with your fourteen-forty minutes?  
What you gonna do? What you gonna do?  
(x4)

The morning comes, a new day dawns,  
Bringing everyone the chance to start again.  
Where will you go? What will you do?  
For today could be the start of something new.

Don't waste the day, its opportunities,  
Putting off the things you need to do.  
Let's make the most of our abilities,  
Giving it our best the whole way through.

*There is a time for everything.*  
*Each day's a gift for you, each day's a gift for you.*  
*So what you gonna do?*  
(x2)

Ah, ah, ah, ah x 2 (Optional Instrumental)

Let's learn to help, let's learn to give,  
And let's show the world a diff'rent way to live.  
In every word, in every deed,  
And they'll follow when they see us take the lead.

Don't waste the day, it's opportunities,  
Putting off the things you need to do.  
Let's make the most of our abilities.  
Giving it the best the whole way through

*There is a time for everything.*  
*Each day's a gift for you, each day's a gift for you.*  
*So what you gonna do?*  
(x2)

Ah, ah, ah, ah x 2 (Optional instrumental)

What you gonna do with your fourteen-forty minutes?  
What you gonna do? What you gonna do?  
(Repeat to fade)



## 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 sing the two-part harmonies in the *Ah's* and add your own 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. The opening and optional instrumental sections are perfect for funky dance moves.

### Before you begin

Listen to the performance track and familiarise yourself with the song's structure.

Consider the significance and mathematical relevance of the title **1440 Minutes**:  
*60 minutes in an hour x 24 hours in the day = 1440 minutes* (the subject of many a SAT's question!)

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

Consider the possibilities for variety and how you will approach each section.

Go through the melody of the chorus carefully – sing along a few times to be comfortable with the pitch movement of the tune and the syncopated rhythms.

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

### Starting out

Display the title and the lyrics of the song to begin with. As you listen to the song, can the children work out why it might be called 1440 minutes?

Explain and then discuss the song's central message about making the most of our day. Listen to the track and follow the lyrics. Think about how the upbeat, uplifting character and style of the music reflects the message and gives a positive feel.

Ask the children to gesture when they hear a new section start; can they identify the musical features which make up each section?

Add the off-beat clicking in the first section as you listen.



## Warm up

Wake up faces – raise eyebrows and cheeks as high as you can, smile all the way to your ears, relax, and repeat.

*Follow the leader* activity: children to join in with your changing actions such as clapping, tapping knees, rubbing hands together. They must keep with you as you stop and start, pause and change actions. Choose children to lead this activity.

For clear diction, chew an imaginary sticky toffee, then chant the refrain from the intro of the song. Break it up to start with as a call-and-response activity.

Choose a familiar short song to sing to bring your singers together.

## Teaching and rehearsing

Following your listening, discussion and warmups, start with the introduction (*What you gonna do*). Aim for crisp, precise diction and everyone clicking at the same time!

Learn one section at a time, starting with the verses and moving on to the pre-chorus (*Don't waste the day*), then the chorus (*There is a time for everything*), which is rhythmically the trickiest. Take your time, the whole song does not need to be learnt in one session.

The short phrases in the verses and pre-chorus require careful placing so that singers start and finish together. Take care that the last word/note of each phrase lasts for its full value (two counts) and is not clipped. Make children aware of this point so the song flows and is not too detached.

For the chorus, practise the tricky rhythm of the words by first chanting over a strong steady pulse. Go through the pitch shape of the tune slowly with hand gestures, to ensure accuracy.

Add some variety in colour. Start more quietly in the verses with a more reflective tone, building up to a louder and more invigorating chorus.

Make sure everyone understands the song's structure so that the flow and communication are strong and confident. Think of the song like a musical map; where does the journey take us; what do we see along the way; what do we need to take with us?

When the song is securely learnt, add any dance moves you or the children have choreographed for the instrumental and introduction. Gestures and movements to animate and emphasise the lyrics and message of the song would be appropriate.

Ask the children for their suggestions.



## Extra tips

Once you have prepared and learnt everything and decide on and added features such as actions, body percussion rhythms or instruments make sure you go through from start to finish a few times. Aim for flow and unity through the sections.

Keep the energy going through your performance

Communicate the message of the song by standing tall, heads held high and projecting voices clearly and together. Engage with and believe in the lyrics by singing with open mouths, raised cheeks and eyebrows, wide awake faces and a smile.

Really hold the final moment of the song, extending the fade out for as long as possible with at least 5 seconds of complete stillness at the end.

## Musical development ideas

Instruments can be added in the introduction and ending.

For guitarists and keyboard players the chords are Dm---Bb---/Gm---- /C7---- x2.

Beginner recorders or guitars can play A A A A /A A A A /B B B B /G G G G x2

Tuned percussion or recorders can play D D D D /D D D D / G G G G / C C C C x2 or  
F F F F /F F F F / D D D D / E E E E

The *Ah* section is also an optional instrumental section. Particularly for more experienced players, this could be an opportunity for improvisation over the chords:

Dm----Bb---Gm7--- A---

The Intro, ending and *Ah* section could also be used to incorporate and feature body percussion rhythms or beatboxing.

## Cross curricular development ideas

Use the title of the song as a starting point for numeracy work. Meet the statutory requirements for measurement through differentiated work around the theme of 1440 minutes. This could include work on the 12- and 24-hour clock, analogue and digital clocks, duration, Roman numerals, recording and comparing, converting between and problem-solving using units of time.

Take the phrase: *Each day's a gift for you*. Create artwork around presents being opened and all the possibilities and opportunities that could come out.

Look at examples of people who have inspired us by overcoming adversity to face challenges and make the most of their lives such as Stephen Hawking, Helen Keller, Evelyn Glennie, Franklin Roosevelt and Malala to name a few. Who else can you think of?





How can we all make sure we make the most of our day? This does not necessarily mean how much we achieve; we do not need to measure success by the amount we do. Discuss quality not quantity. Making the most of your day can include times of stillness and reflection. Take time in your day to be calm and quiet, and to do something you enjoy and makes you happy.

Think about the little things that make a difference to your day or the ways you can make a difference to someone else. It may be a smile or a kind word or a positive gesture or action. Consider how we can all make a difference. Relate to the lyrics of the song.

Use the image of the *gift* in the song as a metaphor for counting our blessings and being positive. Create some art or poetry work around this image; what positive qualities and attributes could be wrapped up in a gift. Relate to your school values.

Use the Performance track in PE lessons as a backing for work on the theme, creating tableaux and movement sequences. Could even be used as a backing for an art exhibition on the theme.

