



## Warm up and musical games

Here are a few suggestions for getting your Prommers into the musical zone:

### Meditation

Recently, we have used meditation more and more with teachers and children in our workshops and have found it to be very beneficial for all ages. If you have never tried meditating with your class, we recommend a guided Body Scan meditation or it is also possible to make up your own guided themes. We have found the Body Scan to be most effective but it is also possible to guide your **Prommers** anywhere in meditation (ie a fairy-tale journey or a walk into the Royal Albert Hall during a performance, or a desert Island).

A full script of the Body Scan is available to be sent to you separately.

### Brain gym

This is a physical warm up that crosses over the use of left and right side of the brain.

It can really help improve behaviour, comprehension or retention, organisation, executive function, and communication. It is a great way to energise and focus children at the beginning of any class. A separate PDF is available detailing more moves and there are also excellent videos on YouTube you may already know about (ie *Banana meatball* and Jack Hartman's *Crossover*) but here are a few simple exercises that prepare children well for music:

- i) Lazy eight – draw a figure of 8 in the air with each hand in turn.
- ii) Cross crawl – touch right hand on left knee, shoulder, hip, ear and reverse.
- iii) The elephant – rest left ear on left shoulder then draw figure of 8 with straightened left arm in air and swap sides.
- iv) Thinking cap – thumb and index fingers pull along the ear lobes from top to bottom slowly and firmly.
- v) Double doodle (can maybe incorporated with the artistic response later too) – figure of 8 or any big movements in air or on paper with both hands at same time.
- vi) Energetic yawn (can be incorporated with the vocal warm up next).

*Please see separate download for diagrams of the exercises*

## **Fairy-tale vocal warm up**

This warm up is great for children because it gets them vocalising without realising they are warming their voices up. It also warms up all areas of the voice too whilst incorporating physical moves that help them place where the sound is focused. Introduce the following sound effects in the following order to warm up, and then call them out/hold up cards randomly to see if they remember the sound and actions:

- i) Magic spark: Sh, sh, sh – with index finger shooting through the air from side to side, like a rocket, tummies pull in with this sharp quick sound.
- ii) Slithery serpent: Sssssssss – slither the hands from side to side like snake.
- iii) Menacing mosquito: tiny siren nasal sound as if it hovers around your ears, take hover high and low.
- iv) Dragon's tail: FF-CH – flick the hands forward like a lashing tail..
- v) Giant: Fee Fi Fo Fum – deep low sound in voice hands on tummy to feel pull in with sound.
- vi) Brave Princess: STAND BACK – hands on hips, speech quality.
- vii) Wicked witch: Nya-ha-ha-ha – twangy cackle, index fingers either side of nostril.
- viii) Helpless King: Help me, help – hand on top of head for high head voice.

Once these sounds are mastered, the children usually enjoy inventing their own fairytale sounds and actions.

## Bubblegum warm-up

This warm-up is great for warming up the face and tongue, then connecting breath and finally the vocal tongue twister is great fun and combines everything (tongue, brain and breath!)

Ask the children to get an imaginary piece of bubblegum out of their pocket, unwrap it and pop it in their mouths. Tell them it's really sticky and big and needs a really good chew. They need to use their tongues to scrape it off their teeth and the roof of their mouths. Then they are going to have a bubble blowing competition. On the count of the, everyone blows up their imaginary bubbles, like blowing a balloon, with the arms expanding to the side to show the size as it grows, bigger breath by breath – when their breath runs out they can clap their hands together with a loud POP!

Then they can start to vocalise up and down a major 4th scale:

Bubblegum

Double Bubblegum

Triple Double Bubblegum

## Bubble Gum Vocal Warm-up

The musical score is written in 4/4 time and consists of 11 staves of music. The lyrics are: Bub - ble gum, bub - ble gum, bub - ble gum, bub - ble gum, bub - ble gum, bub - ble gum gum, Dou - ble bub - ble gum, dou - ble bub - ble gum, dou - ble bub - ble gum, dou - ble bub - ble gum, dou - ble bub - ble gum gum, tri - ple dou - ble bub - ble gum, tri - ple dou - ble bub - ble gum, tri - ple dou - ble bub - ble gum, tri - ple dou - ble bub - ble gum, tri - ple dou - ble bub - ble gum gum.

## Counting games

- Silent counting

Get the children to count out loud up to 4 at a steady pace – they can pitch or speak and stamp their feet in time too if you want this to be more physical.

Once they have the hang of counting four sets of four, then challenge them to whisper numbers 2, 3 and 4. Repeat this four times. Can they progress to saying 2, 3 and 4 in their ‘thinking’ voice?

Practise doing this physically too. Try clapping on 1 and tapping shoulders lightly for 2, 3 and 4. Once this game has been mastered at a steady comfortable speed, try slowing the pulse down. Is this easier or more difficult?

- Square and triangle counting

By counting aloud and getting the children to draw squares and triangles in the air, we can easily get the children to see the difference between 4/4 and 3/4 time. In this way, they can start conducting each other with simple sounds or sung notes.

*Top tip: encourage and model that on the first beat (count of 1), the hand travels down.*

Once they have practised the triangles and squares, ask them to show each other and guess which they are drawing in the air. Good pieces to conduct in 4 are *The Entertainer* and the *Can-can*. Try *The Blue Danube* for 3 time. It’s important to work out where the first beat comes but careful listening will identify this easily.

## Traffic light game

Green – sing confidently

Amber – sing quietly

Red – sing silently in head or whisper

Fist in air – STOP

Once the children have learned the song, they can hold the cards themselves and conduct the STOP themselves too.

Any simple song can be used but why not practice the *Drunken Sailor* with them:

What shall we do with a drunken sailor?

What shall we do with a drunken sailor?

What shall we do with a drunken sailor?

Early in the morning.

Hoo-ray and up she rises!

Hoo-ray and up she rises!

Hoo-ray and up she rises!

Early in the morning.