



## Diocese of Leeds Music

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### Max out your singing sessions warm-ups, transitions and more for whole-class singing

Going through the motions? Warm-ups for the sake of it? Lost control when the projector doesn't work? Carefully planned warm-up and transition material can transform your singing sessions and improve vocal outcomes and pupil engagement.

Tom and Charlotte - Directors of the RPS award-winning Diocese of Leeds Schools Singing Programme - take you through a practical session packed with tried and tested warm-ups, transitions and vocal silliness, deconstructing the whats and whys along the way.

Suitable for anyone working with whole classes or youth choirs across primary and secondary (and it would liven up many a choral society rehearsal too...).

#### Using this material...

- **LEARN IT** All of this must be delivered fluently and with the ability to engage the singers while delivering - so confidently and from memory. Learn new warm-ups / chants etc thoroughly before using them.
- **PLAN!** It's arguable that starters, warm-ups and transitions require greater care in planning than repertoire. If you don't plan, you'll revert to a small selection of your favourites, potentially dulled by repetition and lacking purpose.
- **STRUCTURE** Use a starter to engage singers as they enter the room, then follow this by moving through a sequence of physical alignment / relaxation, engaging breath, vocalising, pitched exercises and chants. A call and response chant can be threaded across several weeks, allowing you to teach it without losing pace.
- **INTERACTION** Give ownership and maintain engagement through questions, suggestions, focussed tasks (can you copy the dynamic?), and opportunities to be the leader.

#### Starters

- Sets the tone and level of engagement - rhythmic chants with some movement work particularly well
- 'On task' immediately
- Anything can be used - call and response chants / songs they know well already

[HELLO](#)

[Coca cola](#)

[Lemon lime](#)

[Making melodies](#)

#### Warm-ups

There are numerous warm-up sequences in the full singing sessions on the Diocese of Leeds Schools Singing Programme [YouTube channel](#) - please help us out by subscribing and getting busy with the 'like' button!

They'll normally follow the pattern of a physical / alignment activity, engaging the breath, vocalising, pitched exercises and a short song (chosen to be immediately rewarding / engaging)

### **Posture / physical**

*Arms straight out in a T, circles fingertips to stretch shoulders.*

[Iron bar](#)

[Shoulder clocks](#)

[Progressive tense](#)

[Alien head](#)

[Up/down/forward/back](#)

### **Breath**

*I can sing for 1234*

[Sss-shhh \(train breathing\)](#)

*s 4, 8, 12, what's the next number*

*Whisper counting in one breath - how far can you go?*

[Blowing out birthday candles on ends of fingers.](#)

*Pant like a dog/hiccup/gasp/sigh - what happens when you have hand on stomach?*

### **Vocalising**

*Pow / darts*

*Sirens - imagery e.g. Beach ball, shooting stars, leaves falling off a tree...*

*Whine like a dog*

*SOVT exercises*

*Fireworks*

### **Pitched exercises**

*Me may ma mo moo*

*I love to sing in the bath/my dog has got fleas*

*Zee vah...*

[The cat wore a hat...](#)

*Yoo hoo! It's me*

*Mayo mayo*

*Ee-ah-ee*

*5 note scales to gooey-mooey-nooey...*

### **Call and response chants**

- Introduce / reinforce dynamics and tempo
- Can cover any pauses in session (handing out sheets, changing projections)
- Can be used to regain attention (instead of shh / quiet!)
- Let pupils be the leader

[Oo a lay](#)

[Hepa nay](#)

[Tongo](#)

[Kumula vista](#)

[Hey ungua](#)

## **Spoken rounds**

[Itsy bitsy](#)

[Apples peaches](#)

[Boom said the cat](#)

[Harry Potter](#)

## **Mini songs/singing games**

[Chicken and chips](#)

[Bala pata zum](#)

[Popocatapetl](#)

[Double this](#)

[There was a crocodile](#)

[Musical Elements](#)

[1&2&3...](#)

## **Total silliness**

- Make these a reward for good singing
- Insist on quality singing in them
- Have clear rules to prevent them becoming chaotic

[Go bananas](#)

[Polar bear](#)

[Penguin](#)

[Hello my name's Joe](#)

## **Some we didn't have time for today...**

[Waking up warm-up](#)

[The tree](#)

[Shake out / funky chicken](#)

[Bubblegum man](#)

[Bella mama](#)

[Gospel Medley](#)

[Tony chestnut](#)

[1, 121...](#)

[Left luggage](#)

[A sailor went to sea](#)

[Lean forwards, lean backwards](#)

[My bonnie](#)

[Ghost of Tom](#)

[My hat it has 3 corners](#)

[E poi tai tai ey](#)

[Everybody say Amen](#)

[B.I.N.G.O.](#)

## **Resources:**

Most of the songs above have come from other people's rehearsals or similar sessions! Some have come from the following publications - all of which have good selections of material:

OUP - Voiceworks series (in particular Voiceworks 1 & 2, and Junior Voiceworks 1 & 2)

NYCoS - Singing Games and Rhymes (6 volumes across age groups - highly recommended!)

Sing for Pleasure - various booklets of short songs and rounds

**Contact us / find out more at:**

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