



12 mins

### Objective and Musical Focus

Listening carefully;  
Exploring Sounds;  
Singing in an Ensemble; Working with rhythm, creating sounds and moving to music; Using voices expressively; Developing aural memory

### Instruments?

No

### Accessibility

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.



For a video demonstration of the Rubber Chicken warm up, watch the 8-4-2-1 activity in the Teacher Techniques on our website.

## 1. Warm up Activity

Sit the children in a circle. Ask your children to stand and show you their best position for singing. You may find that they stand regimented like soldiers, with their feet together.

Encourage them to have their feet slightly apart, their knees relaxed and their backs tall whilst keeping their chins level. Call this position Number 1.

Now ask the children to sit down, but to sit with their backs tall and their chins level. Call this position Number 2. Now ask the children to relax in the sitting position. Call this position Number 3.

Call out different positions so that they can practise each one. End with them standing in position Number 1.

Continue into a more vigorous physical warm-up – ‘The Rubber Chicken’: ask them to raise their right arm and shake it 8 times, then their left arm, then their right foot followed by their left foot.

Ask them if they know what half of 8 is and then shake each limb 4 times, then half of 4, then half of 2 – finally shaking each limb only once. The final flourish is to bend over and shake the whole body, whilst standing up and shouting ‘RUBBER CHICKEN’. Can they do this all again but at a faster tempo?

Now move on to warming up the breathing using the ‘call and response technique’ and utilising fricatives (consonant sounds made by the friction of blowing air through a narrow gap with your mouth, like ‘f’ ‘s’ and ‘sh’) in rhythm, as follows on the next page.



Sh sh sh sh sh

Ff ff ff ff ff

Ss ss ss\_\_

Vv vv vv\_\_

Zz zz zz\_\_



Now begin to warm up the vocal cords by making some fun noises, again utilising the 'call and response technique':

Like you are eating something yummy...

Mmmm mm\_\_

A spooky deep laugh...

Ah ah ah\_\_

A high siren sound...

Hee hee hee\_\_

Like a ghost...

Woo oo oo\_\_





Continue to warm up the vocal cords by teaching the children the following words in rhythm using the ‘call and response technique’, being very precise about putting the final ‘zz’ on the half beat rest:

music in your ears      music in your ears

Get them to walk around the circle in time to the pulse of these words (or clap or tap if this is difficult). You could also try speaking the words in different voices – high, low, grumpy, happy in order to make sure they are engaging with the words rather than just copying parrot-fashion.

Now try these words in speech rhythm, you can see that this phrase starts before the beat and that it is dotted:

Wher - e - ver you shall go      Wher - e - ver you shall go

Continue to walk around the circle in time to the pulse. Now put the two phrases together and continue to walk in time to the pulse, changing the mood of speech as and when you feel like it but making sure to follow the word ‘ears’ in the first rhythm to ‘where’ in the second:

There's music in your ears wher - e - ver you shall go



18 mins

### Take You Home song structure

1. Introduction - 4 bars
2. Verse - 8 bars
3. Chorus - 4 bars
4. Verse - 8 bars
5. Pre-chorus - 4 bars
6. Verse - 8 bars
7. Chorus - 8 bars

## 2. Beginning to learn the Song: *Take You Home*

Ask the children to sit in position Number 3. Explain to the pupils that they are going to learn the song, Take You Home, in order to perform it to commemorate VE Day.

Play or sing the song to the group and ask the pupils to listen carefully.

Ask the children to sit in position Number 2.

Teach the chorus of the song, line by line, firstly by speaking the words in rhythm using the 'call and response technique'. Now reinforce the words by adding actions as follows (or you could make up your own). Remain speaking the words in rhythm.

Lyrics	Actions
It'll take you	Hands by your side
Home	Sweep hands up, palms up
Home	Sweep hands down, palms down
Home	Sweep hands up palms down
Mmm...	Hands by your side

Now teach the melody of the chorus, line by line using the 'call and response technique'. Feel free to cut out the actions if this proves too many things to think about.

Add the actions back in and run the chorus until you are happy that they know it.

Now teach the first verse of the song, again line by line, firstly by speaking the words in rhythm using the 'call and response technique'.

Again, reinforce the words by adding actions as follows. Remain speaking the words in rhythm.





Lyrics	Actions
There's music in your ears	Point to your ears
wherever you shall go	Take your hands from your ears and sweep down in front of you to palms up waist height
The crashing of the waves	Wiggle hands like waves and silently place them together on the word 'crash'
on the seashore	Wiggle your fingers
There's music in your ears	Point to your ears
wherever you shall go	Take your hands from your ears and sweep down in front of you to palms up waist height
Listen to the beat of your heart	Cross both hands over heart

Now teach the melody to this verse, line by line using the 'call and response technique'. Feel free to cut out the actions again if this proves too many things to think about.

Add the actions back in and run the first verse until you are happy that they know it.

Now teach the second verse of the song, again line by line, firstly by speaking the words in rhythm using the 'call and response technique'.

Again, reinforce the words by adding actions as follows. Remain speaking the words in rhythm.

Lyrics	Actions
All around the world	Make shape of the world with your hands from top to bottom
the clashing of the drums	Hands gently together on the word 'clash'
Ready for the show	Hands wide up above your head
the trumpets they become	Bring hands to mouth as if playing the trumpet to the right hand side so as not to block the mouth
Alive in the moment	Hands out at chest height, palms up
captured in a song	Cup hands to mouth
What a time to be alive	Point to watch
everybody we are one	Number 1 with right hand



Now teach the melody to this verse, which should be easier because it is the same as the first verse – but again teach it line by line using the ‘call and response technique’. Feel free to cut out the actions again if this proves too many things to think about.

Add the actions back in and run the second verse until you are happy that they know it.

Lastly, teach the pre-chorus section of the song, again line by line, firstly by speaking the words in rhythm using the ‘call and response technique’.

Again, reinforce the words by adding actions as follows. Remain speaking the words in rhythm.

Lyrics	Actions
If you're somebody who loves	Cross both hands over heart
then you're somebody my friend	Take your hands from your ears and sweep down in front of you to palms up waist height
Oh won't you sing it again	Wiggle hands like waves and silently place them together on the word ‘crash’

Now teach the melody to the pre-chorus. Teach it line by line using the ‘call and response technique’. Feel free to cut out the actions again if this proves too many things to think about.

Add the actions back in and run the pre-chorus until you are happy that they know it.



20 mins

### 3. Song in Context

Ask the children to sit in Position 3.

Discuss with the children how the song makes them feel. Ask the children if they know anything about VE Day, the Royal British Legion and the National Memorial Arboretum.

Facts you can talk about regarding each of these things:

VE Day	Royal British Legion	National Memorial Arboretum
<ul style="list-style-type: none"> <li>• Stands for Victory in Europe – which was on the 8th May 1945 when the Nazis were defeated in WWII.</li> <li>• It is the 75th anniversary this year.</li> <li>• 1 million people celebrated in Britain on that day – there were big crowds in London where Winston Churchill (the then Prime Minister) and King George the VI came out to the Buckingham Palace balcony no less than 7 times to greet the people.</li> <li>• This was not the end of WWII because Japan did not surrender until the 15th August 1945.</li> </ul>	<ul style="list-style-type: none"> <li>• Largest Armed Forces Charity.</li> <li>• Lifelong support to serving and ex-serving personnel and their families.</li> <li>• Their Poppy Appeal held every is well-known.</li> <li>• Remembrance 2020 is focusing on ‘remembering the impact that leaving, absence and coming home have on servicemen and women, and their loved ones – then and now’.</li> <li>• The end of WWII did not result in the immediate end of service for millions of British and Commonwealth Troops. It took over a year to demobilise (bring home) 4.2 million British servicemen and women.</li> <li>• 3 million children had also been evacuated from their homes in cities to safe places in the country.</li> </ul>	<ul style="list-style-type: none"> <li>• The National Memorial Arboretum is the UK’s year-round centre of Remembrance; a spiritually uplifting place which honours the fallen, recognises service and sacrifice, and fosters pride in our country.</li> <li>• It is a living and lasting memorial.</li> <li>• It’s a place of life, represented by the 30,000 trees planted, with 300 dedicated memorials where older and younger generations alike can wander and wonder.</li> </ul>

Conclude your discussion by asking them why they think the song is appropriate for VE Day and the Royal British Legion ‘Coming Home’ commemorations.



18 mins

## 4. Preparing for Performance

Ask the children to stand in position Number 1. Sing through the song from beginning to end to see how much they have remembered. Break the song down into sections in order to work on polishing the song for performance.

Things you might like to think about:

There's music in your ears	This begins quite low so ask the children to start gently. It also needs to be smooth (legato) so if this is proving tricky ask them to sing it 'as if they were the Queen' with long vowel sounds.
Trumpets they become Captured in a song	Both these phrases end with consonants so work on trying to voice these consonants together to finish the words smartly.
Oh won't you sing it again	Suddenly the song changes from quite a low, to a reasonably high pitch. This change of gear can sometimes be very obvious so work on smoothing the transition between the two – this is eased if they don't sing too loudly and forcefully in the lower ranges.
Ending the song – silence	Get them to freeze at the end of the song and talk about the importance of keeping the atmosphere right until the conductor has dropped their hands. The brilliant singing of a song can be ruined at the end if they fidget!
Enjoying the song	Although the song is a poignant one – they still need to look positive as it they are enjoying themselves as this will convey well to the audience.

### Curriculum Links

History  
Drama  
Maths



### Key words

**Improvise:** the principal tune of the song.

**Lyrics:** words to a song.

**Pulse:** a steady beat, like a ticking clock.

**Rhythm:** a pattern of long and short sounds.

**Tempo:** the speed of the music.