

Sing Up Music | Year 2 | Tony Chestnut | Lesson 1



Before you begin – lesson checklist

A few reminders to help you prepare for delivering the lesson:

- Enable content in the PowerPoint to make sure any video and audio content will play.
- Double check all the video links work, and any online content is still available.
- Remind yourself of the lesson objectives.
- Gather together the resources you will need and set up your space as required.
- Ensure you are logged in to your Sing Up account.

NB: where they appear in a PowerPoint slide, play song icons and any weblinks can be opened by: right click > link > open link. Weblinks in the notes section can be copied and pasted into an internet browser window.

Lesson objectives

Children will:

- Practise echoing actions to a beat.
- Get familiar with the song structure and understand the word play.
- Learn the melody of the song.
- Keep a steady beat while they sing.

Resources

This lesson you will need:

- [Sing Up Music PowerPoint – Tony Chestnut](#) (PPT slides 4 – 13).
- [I want you to be my baby](#) by Jon Hendricks. Performed by Louis Jordan and his Tympany Five. Clip from 1:15 – 1:32.
- [Video activity: Pitch pencils](#). Sing Up Developing Musicianship Toolkit.
- [Tony Chestnut](#)

Warm-up/introduction

10 minutes

PPT slides 5 – 8

Listening to I want you to be my baby.

- Play the extract of the Louis Jordan song *I want you to be my baby* (from 1:15 to 1:32).
 - What do children notice happening?
 - Can they hear that the 'lead' singer is echoed by a group of 'backing' singers?
 - Does the verse end in the same way?

(1 minute)

Play a 'follow-my-leader' 4-beat action game.

- Explain that you are going to play the same game with actions. Children should copy you.
- Begin with the following actions:

Leader

Clap, clap, clap, clap.
Stamp, stamp, click, click.

Echo

Clap, clap, clap, clap.
Stamp, stamp, click, click.

Warm-up: Noisy pictures



Sing the song



Main activity

23 minutes

PPT slides 9 – 12

Notice the word play in the lyrics.

- *Tony Chestnut* has a very straightforward and uncomplicated melody because the singers' attention will be required for the fast-moving actions that occur on each syllable.
- Show children the lyrics of the song. Can they spot what is funny and clever about the words?

'Tony Chestnut knows I love him.
Tony knows. Tony knows.
Tony Chestnut knows I love him.
That's what Tony knows.'

(3 minutes)

- Ask children to copy your actions. Can children tap their:
 - Toe.
 - Knee.
 - Chest.
 - Nut (head).
 - Nose.
 - Eye.
 - Heart, and point to...
 - Someone else.

(5 minutes)

(5 minutes)

- Repeat the order of these actions a few times very slowly, making sure to keep a steady beat. If you go too fast, it will be difficult to maintain a steady beat.
- Next, chant the words with the actions (still at a slow steady speed):

'Toe, knee, chest, nut [head], nose, eye, love [heart], him [point]
Toe, knee, nose, toe, knee, nose
Toe, knee, chest, nut [head], nose, eye, love [heart], him [point]
That's what toe, knee, nose.'

(5 minutes)

- Play the performance track to the group and demonstrate tapping all the parts of the body that are mentioned (you might want to slow the speed down to 80% using the Song Bank whiteboard to begin with).
- Can children join in the actions with you? If the track is still too fast, try it without.
- Divide children into two groups. Get one group to perform while the other watches, checking that the actions are synchronised and executed exactly on the beat (with the related syllables), then swap over.

(5 minutes)

- Spend the last few minutes singing the song without the actions to make sure children can sing the melody accurately. Can they concentrate on singing like the singers on the performance track? Stand up nice and tall, open their mouths nice and wide, sing gently but with clear words.

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(5 minutes)

Conclusion

2 minutes

PPT slides 13

- Briefly review what has been covered in the lesson.

Today we have:

- Practised echoing actions to a beat.
- Listened to the song structure and learnt the words.
- Learnt the melody of the song.
- Kept a steady beat when singing.

(2 minutes)

Today we have:

- ☒ Practised echoing actions to a beat.
- ☒ Listened to the song structure and learnt the words.
- ☒ Learnt the melody of the song.
- ☒ Kept a steady beat when singing.