



Lesson Outline

**Smile**

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| **Objectives to:**   * Introduce vocal warm ups * Introduce moves to accompany the lyrics * Teach Smile lyrics and melody so the children can sing in unison * Encourage the children to listen attentively and follow instructions both visually and audibly * Practice feedback | **Learning outcomes:**   * Children can use their voices to warm up their vocal chords * Children can perform some moves * Children can sing Smile with increasing confidence and control * Children can talk about their performance and what they think about it |
| **Previous knowledge expected from children:**  None needed | **Key words/concepts:**  Follow, moves, actions, confidence, control, perform, independence. |

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| --- | --- |
| 1: Introduction and Warm Up | **Notes** |
| * Use actions and voices to warm up your bodies and vocal chords (sway from side to side, clap hands, shake hands, marching, lip trills, humming, breathing, noises) | Use Video  Create space |
| **2: Teach Song** | |
| * Listen to the song * Teach Chorus/recap with music * Teach verse/recap with music * Recap chorus and verse with the music * Teach pre chorus/recap with music * Recap Chorus, Verse and Pre Chorus with music * Teach Bridge * Recap whole song with music directed by Gemma | Use Video  Lyrics |
| **3: Body Percussion / Moves** | |
| * Teach Moves: * Chorus: Bounce, clasp hands, cross arms down, arms in air, tap your wrist/watch, smile and follow smile shape with your fingers from corner of mouth. Repeat for 2nd half of chorus replacing the watch with hands mimicking stars. * Verse: Arms out palms up, Cross arms palms down, Point thumbs to chest, Point thumbs down * Pre Chorus: Stretch arms out palms up, pull fists up to your wars to show your muscles, point forward, wave fingers * Bridge: Lift your arms, mimic and point to your smile * Review whole song with moves and music : children follow directions | Use Video  Pause/rewind as necessary |
| **4: Performance** | |
| * Follow Evie on the screen and perform the whole song including singing, body percussion and moves. * Perform to each other in class. | Use Video |
| 5: Plenary | |
| Review/critique each other and feedback. Assess learning objectives/outcomes. |  |
| **6: Differentiation** | |
| * Less able: follow moves only or use lyrics for song and join in only chorus * More able: create their own routine of moves, perform independently |  |
| 7: Follow Up | |
| Provide YouTube link to parents/carers to enable children to rehearse and perform at home. |  |
| Funded by The Arts Council, Culture Recovery Fund, #HereForCulture | C:\Users\Sandra\Pictures\HereForCulture_Black-400x372.png |

**Smile**

**Chorus**

**Yeah I’m thankful**

**Scratch that, cause, I’m grateful**

**Gotta say it’s really been a while**

**But now I got back that Smile, Smile**

**I’m so thankful**

**Scratch that, cause, I’m grateful**

**Now you see me shining from a mile**

**Finally got back that Smile, Smile**

**Verse**

Every day, Groundhog Day,

Goin’ through motions felt so fake

Not myself, not my best

Felt like I failed the test

**Pre Chorus**

Every day has been a lesson

Every day I get a little stronger

Now I’ve got your attention

There’s no shortcuts to a blessing

**Chorus**

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**Bridge**

Oooooh, I can smile

C’mon lets smile

Oooooh, I can smile

C’mon lets smile

**Chorus**

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