The Art and Science of Songleading

*[Specialty Track 2]*

|  |  |
| --- | --- |
| **Author(s):** | Noam Katz |
| **summary:** | In this intensive, we will learn the Art (and Science) of Songleading through three focused areas: Song Leading skills, Repertoire, and Creating Community through Music. *– Submitted by Noam Katz*  (*No instrument or musical ability necessary!)* |
| **Topic(s):** | Music & Rhythm; Community Building |
| **Learning Objective:** | Participants will gain knowledge in how to effectively teach new music, build a song session, use an array of verbal and non-verbal cues, and gain new camp repertoire |
| **Audience:** | 35-40 participants |
| **TIMING:** | 90 |
| **AppendiCes:** | Cornerstone 2017 Songleading Track (Appendix #1); CS Chord Companion (Appendix #2), Songleading with a Co (Appendix #4) |
| **Materials Needed:** | Butcher paper, markers, masking/painters tape, guitar, music stand, projector/screen |
| **Set-UP DETAILS:** | Indoor space large enough for circle of chairs, and small group work (including space for instruments) |

**Session Timeline & Outline:**

1. Repertoire (10 mins.)
2. Build-A-Song-Session (20 mins.)
3. Build-A-Song-Session in chevruta (15 mins.)
4. Presentations and constructive feedback (15 mins.)
5. Songleading with a “Co” (10 mins.)
6. Open Space song share (15 mins.)
7. Sound symphony (5 mins.)

**1. Repertoire (15 mins.)**

Facilitator teaches a mini-set of songs around a similar key OR musical theme (e.g., Shabbat, Israel)

**2. Build – A – Song – Session (20 mins.)**

Look at shapes/curves of different kinds of song sessions.

Read strategies on page 4 of Appendix #1.

Craft a list of LOW, MEDIUM, and HIGH songs.

After compiling a list of *at least* 5 songs in each category, cut them into song strips.

Working together, build a 12-to-15 song session for Shabbat shira (tape on the wall or floor).

**3. Build-A-Song-Session in chevruta (15 mins.)**

Break into small groups of 2-3 people.

Have each group construct a session of 4-to-5 songs that they could see themselves using at their camps. Challenge them to consider: age group, time of day, special theme or day (e.g., Maccabiah, Tu B’Av, Yom Yisrael).

**4. Chevruta presentations (15 mins.)**

Discuss parameters and importance of reflection *before* engaging in chevutra presentations and constructive feedback. Facilitator models questions appropriate for constructive feedback:

* (To presenters): What do you think went well/strongest?
* (To larger group): What do *you* think went well/strongest?
* (To presenters): What question/concern would you like your peers to address?
* (To larger group): What suggestions do you have for further improvement?

Chevruta groups present to the larger group, and receive helpful constructive feedback on song choice, sequence, flow, etc.

**5. Songleading with a “Co” (10 mins.)**

Distribute Appendix #4 “Songleading with a Co”, and show accompanying slideshow.

**6. Open Space Song Share (15 mins.)**

Divide larger group into affinity groups to learn repertoire from each other. This may include:

* Israeli
* Shabbat shira
* Prayer music
* Silly/campfire songs
* Camper/staff choir

**7. Sound symphony (5 mins.)**

Have everyone sit/stand in a circle. Breathe in. Breathe out. Re-center yourself. Think about the final line of Psalm 150 (*“Let every living thing praise God!”*). Consider that its praise of a power greater than all of us or its celebration of breathing is only magnified when we join in singing together.

Lead participants in a “sound symphony.” All participants should close their eyes. One by one, the facilitator touches each participant on the shoulder, which is their cue to start singing a spontaneous melody (*nigun* syllables, no words please) or rhythmic sound (i.e., vocal percussion). Keep adding to the group sound until everyone is singing. After a climactic and loud moment, facilitator taps each person again so that, one-by-one, they fall out of the mix. After the last person, there should be silence. Breathe in. Breathe out. Open your eyes.