

## CORNERSTONE 2019 RESOURCE

### Music and Songleading (Part 1) *Specialty Track*

<b>AUTHOR(S):</b>	Noam Katz
<b>SUMMARY:</b>	Songleading is both an Art and a Science: It requires imagination, creativity and artistry, as well as a spirit of experimentation, background knowledge of skills and repertoire, and the ability to problem-solve on the fly. Over three sessions, you will learn how to craft intentional MUSICAL moments at camp, gain new repertoire, and build the skills to strengthen your singing communities at home. Instruments welcome, but no previous songleading or musical experience necessary - <i>Submitted by Noam Katz</i>
<b>TOPIC(S):</b>	Music & Rhythm; Leadership; Community Building
<b>LEARNING OBJECTIVE:</b>	Participants will reflect on the power of communal singing at their camps, determine their camp's areas of greatest strength and need (in regard to singing culture), and articulate their own growth goals as facilitators of camp musical experiences.
<b>AUDIENCE:</b>	35-40 participants
<b>TIMING:</b>	90 minutes
<b>APPENDICES:</b>	<ul style="list-style-type: none"> <li>• Cornerstone 2019 Songleading Track (Appendix #1)</li> <li>• CS Chord Companion (Appendix #2)</li> <li>• How NOT to Teach a Song (Appendix #3)</li> <li>• Mind, Body &amp; Spirit of Songleading (Appendix #4)</li> </ul>
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"> <li>• Shoebox with lid and mirror that fits inside</li> <li>• Butcher paper</li> <li>• Index cards</li> <li>• Markers</li> <li>• Guitar</li> <li>• music stand</li> <li>• drums/percussion</li> <li>• audio speaker with cable w/headphone jack</li> </ul>
<b>SET-UP DETAILS:</b>	Indoor space large enough for circle of chairs, and small group work (including space for instruments)

## SESSION TIMELINE & OUTLINE:

1. Intentional Drum Circle (10 mins.)
2. Introductions – Impactful musical moments @ camp (10 mins.)
3. Why Songlead? Ben Folds interview (10 mins.)
4. What's In Your Guitar Case?, Growth Goals (20 mins.)
5. Song Teaching: Do's & Don'ts (20 mins.)
6. Repertoire (10 mins.)
7. Mirror in a Box / Mind, Body & Spirit (10 mins.)

### 1. Intentional Drum Circle (10 mins.)

Participants walk in with drums/percussion already in place on chairs. Play/drum together to build sense of community through music and rhythm. Facilitator gives cues when to start, stop, play louder/softer. If time, play “Call-and-Response” exercises.

- **Why do you think we began a Songleading track with a drum circle? What might these activities have in common?** (*music/rhythm, build community with shared sense of purpose, FUN!, relaxing, establishes the roles of facilitator and group, etc.*)

### 2. Introductions (10 mins)

Go around the circle. Everyone introduces their names, camps, SL experience (if any) and ONE impactful musical moment in their lives. *Doesn't have to be Jewish or at camp.*

### 3. Why Songlead? Ben Folds interview (10 mins.)

- **What role does music play at camp?**
- **What are the benefits of having a skilled songleader (as opposed to spontaneous group singing)?** *Important for ruach at camp, education, holy moments/worship, transmitters of Hebrew text, facilitator to bring out the best in the group, etc.*
- **Why do YOU want to do it?**

Listen to Ben Folds' NPR interview from 2001.

- **What attitudes/techniques does he use to transform his solo “living room” concerts into opportunities for group singing?**
- **What are the differences between performance and songleading? Similarities?**

### 4. What's In Your Guitar Case? (20 mins.)

Facilitator asks, “What are the basic skills and values needed to be an effective songleader?”

Have someone draw a large guitar case on piece of butcher paper. Then everyone takes markers writes words or draws symbols to answer the question.

Facilitator adds: *Da lifnei mi atah omeid lifnei atah omeid* – Know before whom you stand...before you stand!

After reviewing the comments, do index card activity (as outlined on second-to-last page of Appendix #1), in which each participant writes 1-2 Individual growth goals, and 1 Camp SL/Music goal. If time permits, share with chevruta partner.

### 5. Song Teaching: Do's & Don'ts (20 mins.)

Distribute slips from Appendix #3: "How NOT to Teach a Song".

Play until most participants have had a turn.

Teach a song (from Appendix #2).

- **What worked well for you in learning that song?**
- **What could have been improved?**

Review elements of good song teaching on pages 1-3 of Appendix #1. Include mention of:

- Prepare words and chords *ahead* of time
- Know the meaning or context (esp. if it's in Hebrew!)
- Introduce with enthusiasm (the "sell")
- Start with the hook/chorus
- Teach melody without the words (or, occasionally, rhythm of words without melody)
- RAM: "Repeat after me" / Chunking
- Review, review, review (lines, sections, tricky parts)
- Troubleshooting
- 24 hour rule: "the Stickiness factor"

Tell participants that they will each have an opportunity to teach a short song in one of the next two specialty sessions. Have them start to consider what song they want to teach, and how they will teach it.

**6. Repertoire (10 mins.)** Teach new camp repertoire from Appendix #2 and/or slides.

### 7. Mirror in a Box / Mind, Body & Spirit (10 mins.)

Pass around a shoebox with a mirror hidden inside (participants do not know it is there). Ask each participant to look inside and say 2 things that are very visible in the box and 1 thing that is inside, but much more difficult to see. (e.g. "I can easily see confidence and a sense of humor, but it is more difficult to see humility.") Because this is a very introspective exercise, it is encouraged that the facilitator(s) go first to set a tone. Some will be too uncomfortable to take it seriously (i.e. "I see two ears and a nose") but don't scold or get frustrated. Use it as a learning opportunity in your follow-up questions:

- **Were you surprised by what was inside the shoebox?**
- **What was most difficult about this activity for you? Why?**
- **What do you think was the point of this exercise? What does it have to do with songleading?**

Distribute Appendix #4 "Mind, Body & Spirit of Songleading". Explain how each of our three Specialty sessions will emphasize a different aspect of an Effective Songleader. First session focused on the **spirit / soul** of songleading – *why* we think it is so important for camp, *what* drives us to see ourselves as contributing to the music culture of camp. Next session we will focus on the **mind** and **mindfulness** that will help prepare us for this holy work.

If time remains, end with drumming to bookend the workshop.