The Art and Science of Songleading

*[Specialty Track 3]*

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| **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); Verbal and Non-verbal Cues for Songleaders (Appendix #5); 10 Tips for Songleading Educator (Appendix #6) |
| **Materials Needed:** | Flipchart, markers, masking/painters tape, guitar, music stand, projector/screen, drums/percussion |
| **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. Verbal and Non-verbal Cues (20 mins.)
3. Practice cues in chevruta (10 mins.)
4. Songleader as Jewish Educator (10 mins.)
5. Planning for Camp & Check-In (20 mins.)
6. Parking Lot questions, Drumming and/or Songwriting (15 mins.)
7. Anonymous Gratitude (5 mins.)

**1. Repertoire (10 mins.)**

Facilitator teaches a mini-set of songs that involve verbal and non-verbal cues.

**2. Verbal and Non-Verbal Cues (20 mins.)**

Read over Appendix #5 – Verbal and Non-verbal cues for Songleaders.

Give/elicit examples of non-verbal songleading cues up and down the body.

Give/elicit examples of verbal songleading cues, especially brief call-outs (e.g., feeding words or instructions in the middle of a song).

**3. Practice Cues in Chevruta (10 mins.)**

Break into small groups of 2-to-3 people.

Have each participant practice giving verbal and non-verbal cues (especially call-outs) and praise to other chevruta members and receiving feedback from their peers.

**4. Songleader as Jewish Educator (15 mins.)**

Teach a content-rich Jewish song (e.g., Al Tistakeil, 5 Book Strut, Lo Alecha).

* Describe an educational experience at camp that you led or participated in, that occurred through the medium of music.
* What Hebrew/Jewish concept or text was learned?
* What technique(s) did you (or the facilitator) use?

Read over Appendix #6 – Ten Tips for the Songleading Educator

**5. Planning for Camp (20 mins.)**

Using one or more of these educational techniques, instruct participants to begin Songleading/Music planning for their camps. This planning may include:

* Personal or group goals
* New repertoire
* Sample song sessions
* Songleading 101 lesson
* Use of music in Cornerstone action plan

1. **Parking Lot Questions, Drumming, and/or Songwriting (15 mins.)**

If time permits, address unanswered questions from previous Specialty Track sessions OR Drum Circle OR Songwriting mini-Master Class.

1. **Anonymous Gratitude (5 mins.)**

Group stands in a circle, shoulder to shoulder. Participants may offer “anonymous gratitude” by starting sentences: “Thank you for…”

They are not to address a specific individual(s) by name. Rather, they address every appreciation to “you,” so that it’s unclear to whom or to how many it is directed.