

Music and Songleading (Part 3) *Specialty Track*

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SUMMARY:	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>
TOPIC(S):	Music & Rhythm; Leadership; Community Building
LEARNING OBJECTIVE:	Participants will practice how to effectively teach a song, use an array of verbal and non-verbal cues, and refine their Individual/Camp growth goals for this summer
AUDIENCE:	35-40 participants
TIMING:	90 minutes
APPENDICES:	<ul style="list-style-type: none"> • Cornerstone 2019 Songleading Track (Appendix #1) • CS Chord Companion (Appendix #2) • Mind, Body & Spirit of Songleading (Appendix #4) • Verbal and Non-verbal Cues for Songleaders (Appendix #6) • Songleading with a Co (Appendix #7)
MATERIALS NEEDED:	Chart paper, 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. Full-Body Songleading: Verbal and Non-verbal Cues (15 mins.)
3. Songleading with a "Co" (10 mins.)
4. Review Feedback Model & Participant teaches (30 mins.)
5. Planning for Camp (20 mins.)
6. 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.)

Look at “Mind, Body & Spirit of Songleading” sheet. Focus on **body**. What does “full-bodied songleading” look like? Why is it necessary for some learners?

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

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

Practice cues in chevruta pairs. Have each participant practice giving verbal and non-verbal cues (esp. call-outs) in the song(s) they are hoping to teach this summer.

3. Songleading with a “Co” (10 mins.)

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

4. Review Feedback model & Participant teaches (30 mins.)

See Feedback Model in Specialty Session #2. Break group in half and encourage remainder of participants to teach/share a song to their half of group.

Encourage participants to continue filling in Repertoire Grid as they learn new repertoire.

5. Planning for Camp (20 mins.)

Re-distribute Index Cards (w/growth goals) that were filled out in Session #1.

Break group into small *chevrutot* of 2-3 in which they share these goals aloud and begin to brainstorm concrete actions for the upcoming summer that will help them to address these goals.

May include:

- Personal or group goals
- Introducing new repertoire to camp
- Sample song sessions
- Songleading 101 lesson
- Incorporating music into Cornerstone action plan

6. Anonymous Gratitude (5 mins.)

Group stands in a circle. 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. Hence, gratitude that is *anonymous*.