



SingingWell

SUMMER 2020

*Resources to support
mental health and wellbeing
in our school
and wider communities*

Introduction

With 20% of adolescents potentially experiencing mental health problems in any given year and with 50% of mental health problems established by the age of 14, incorporating mental health awareness and wellbeing in schools has never been more important [[source](#)].

Enfield Music Service has developed our SingingWell project to create flexible resources for schools that can be used across EYFS, KS1, KS2 and KS3 to promote singing in school and to support wellbeing and mental health for both pupils and staff.

So why are we asking you to sing? Because the power of music is strong!

Taking part in regular musical activity, particularly singing, brings positive impacts for individuals, school communities, and for our community as a whole.

Singing relieves stress and tension through the release of endorphins, which lowers anxiety and boosts confidence and self-esteem.

Singing improves social inclusion and sense of community, helping combat feelings of loneliness and isolation.

Singing offers a way to express feelings and develop mindfulness.

Singing has physiological benefits including increased lung capacity, overall cardiac health and can also reduce pain symptoms [[source](#)].

The second song in our SingingWell series is Love My Life by Robbie Williams, and in the following pages you can find the lyrics and teaching guidance notes & suggestions from our Head of Singing, Elena Browne. There are also links to download the performance track, harmony track and backing track from London Grid for Learning (LGfL).

We will continue to produce a new resource each term to share with schools which will be chosen carefully each time to explore different themes around this topic, as well as to promote the general benefits of good quality singing and regular participation in musical activities. You can download Song 1, Count on Me by Bruno Mars, from LGfL [here](#).

We hope that you'll find these resources useful, that you and your pupils will have fun with them, and that across Enfield we'll hear schools and their communities singing up and SingingWell!

Wendy Kemp
Head of Enfield Music Service



Love My Life, by Robbie Williams

Words and music by Robbie Williams, Johnny McDaid & Gary Go

Tether your soul to me
I will never let go completely
One day your hands will be
Strong enough to hold me
I might not be there for all your battles
But you'll win them eventually
I'll pray that I'm giving you all that matters
So one day you'll say to me

*I love my life, I am powerful
I am beautiful, I am free
I love my life
I am wonderful, I am magical, I am me
I love my life*

I am not my mistakes
And God knows I've made a few
I started to question the angels
And the answer they gave was you
I cannot promise there won't be sadness
I wish I could take it from you
But you'll find the courage to face the madness
And sing it because it's true

*I love my life, I am powerful
I am beautiful, I am free
I love my life
I am wonderful, I am magical, I am me
I love my life*

Find the others
With hearts like yours
Run far, run free
I'm with you

*I love my life, I am powerful
I am beautiful, I am free
I love my life
I am wonderful, I am magical, I am me
I love my life*

And finally
I'm where I wanna be

Download links

[Performance track](#)

[Harmony track](#)

[Backing track](#)



Love My Life

Robbie Williams

Dm C F/C Gm⁷ Dm C

Te-ther your soul to me I will ne-ver let go com- plete - ly

5 Dm C F Gm Dm C

One day your hands will be Strong e-nough to hold me

9 B \flat C Am B \flat C Am⁷ F/A

I might not be there for all - your batt - tles but you'll win them e-ven-tu-a lly I'll

13 B \flat C Am⁷ B \flat Gm C

pray that I'm gi-ving you all - that ma- tters so one day you'll say_ to me I love my

17 B \flat F C Dm C

life I am po - wer-ful I am beau - ti-ful I am free - I love my

21 B \flat F C Dm B \flat

life I am won - der-ful I am ma - gi-cal I am me I love my life

26 Dm C F/C Gm Dm

I am not my mi- stakes and God knows I made a

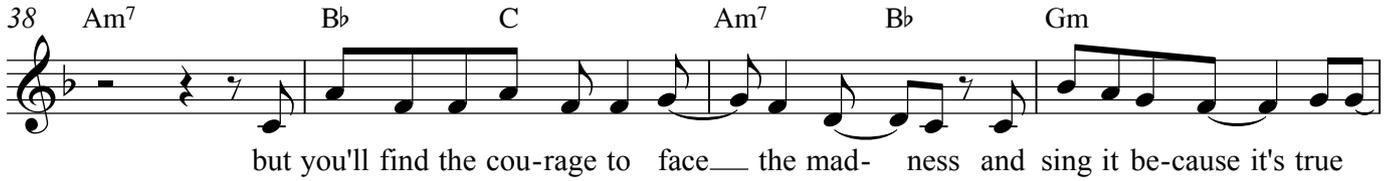
30 C Dm C F Gm Dm

few I star-ted to que- s-tion the a- ngels and the an-swer they gave was you

34 C B \flat C Am B \flat C

I can-not pro-mise there won't_ be sad- ness I wish I could take it from you

38 Am⁷ B \flat C Am⁷ B \flat Gm



but you'll find the cou-rage to face—the mad-ness and sing it be-cause it's true

42 C B \flat F C



I love my life I am po-wer-ful I am beau-ti-ful I am free

46 Dm B \flat F C



- I love my life I am won-der-ful I am ma-gi-cal I am me

50 Dm Gm⁷ Dm F C



— I love my life find the— o - thers with hearts like_yours

55 Gm⁷ B \flat F C B \flat



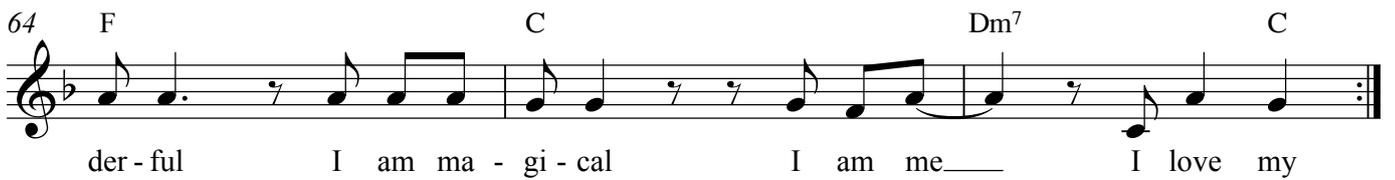
run far run free I'm with you I love my life I am po

60 F C Dm⁷ B \flat



wer-ful I am beau-ti-ful I am free - I love my life I am won

64 F C Dm⁷ C



der-ful I am ma-gi-cal I am me—I love my

67 B \flat F C F



life and fi-na-lly I'm where I want—to be

Guidance Notes

Love My Life is by singer/songwriter Robbie Williams. It was released in November 2016 and is on his eleventh album *Heavy Entertainment Show*. It is an uplifting, feelgood song about hope, positivity and generally making the most of life, both for yourself and, importantly, by being there for others.

Who is going to be singing?

Consider how you will approach the song depending on the age and experience of your singers.

Younger singers in KS1 will love the catchy chorus and will certainly be able to join in with the track and enjoy making up their own actions. Perhaps the grown-ups could sing the verses. The harmony part in the chorus is easily accessible for KS2 and above. Challenge your KS3 singers to add some backing vocals and maybe use some of the instrumentalists in school to accompany you. Consider dividing the verses between soloists, small groups or even classes.

Before you begin

Please note that it will be useful to use our performance track to work from rather than the original.

Listen to and familiarize yourself with the performance track. Decide how you will approach the song with your singers using the advice above.

Focus particularly in your preparation on the verses which are wordier and more rhythmically challenging than the chorus.

Starting out

Listen to the performance track. Ask the children what they think the song is about.

Display the words and discuss the song's central message about positivity and self-belief

Listen carefully to the words of the chorus. How many positive words can the children identify? (Wonderful/Beautiful/Magical/Powerful etc;) What other words describing positive personal qualities can they think of? (Strong/Independent/Kind).

Warm up

Even if you are short of time, a quick warm up is always a good idea and time well spent. It allows a clear, focussed starting point for singing together and enhances the collective attitude for your session, as well as preparing the body and voice to be relaxed and ready for singing.



Have a good stretch and a yawn. Shake out and jiggle different parts of the body then stand tall and roll the shoulders back and forth, keeping the knees and arms relaxed.

Make some siren and firework sounds with the voice, moving up and down in pitch.

Teaching and rehearsing

You might want to take a few sessions to learn the whole song, taking a section at a time.

Start by learning the main tune of the chorus. Listen to the track and join in each time when the chorus starts.

Learn the two verses separately as they are slightly different. Listen carefully to each one and note the slight melodic and rhythmic variations. It is a good idea to rhythmically chant a line at a time to secure the rhythmic placing of the words.

The rhythm of the bridge section ('run far...') also requires very careful placing of the words. Again, learning these first as a spoken chant will be useful.

The chorus lends itself to strong and powerful choreography. Use the children's ideas for the actions.

When the song is secure in unison, try adding the optional harmony part and any other features which you are including.

Extra tips

Ensure good upright and balanced posture with bright and open faces to fully engage with the message of the song.

Communicate the words with clarity and precision.

Encourage singers to listen to each other carefully whilst singing so voices blend.

Aim for colour through a change of dynamics between the sections. The chorus can be strong and rousing with the verses more reflective. Ask the children for their own ideas on how to enhance the performance.

Make sure any actions are coordinated and tidy.

Development ideas

Start a *SingingWell* board. Use this for children to write reviews, stick up post its with thoughts about the songs, and to display any work generated from the themes of the songs.

The chorus is perfect as a starting point for generating positive vocabulary about ourselves and others.



Generate a Kindness board and encourage children to share and post up things they are thankful for, or about helpful and kind actions of others and themselves.

Use the positive vocabulary of the chorus to make Word Art pictures. Be creative: decorate and colour and then display on your SingingWell board.

Relate the song to PHSE topics around developing confidence and responsibility and making the most of their abilities (NC framework for PHSE).

Can the children create their own versions of the chorus using their own vocabulary? These can then be sung using the backing track.

Listen to the original track by Robbie Williams as a useful musical comparison activity. Ask the children to note the similarities and differences between the original and our version. What music features can they pick out?

