

ZERO TO HERO MUSIC

Lesson 1 To know what cheerleading is and learn about the history of cheerleading

You will need:-

- Paper for writing their chant
- Access to the Internet if your student needs some sport song inspiration



Begin by asking your student to think of people they would class as heroes / heroines and compile a list. Use the following questions to lead this activity:

- Who is your hero / heroine?
- What is a hero / heroine?
- What qualities do heroes / heroines have?
- Are most hero figures male or female?
- Can one person's hero be another person's villain?
- What do you think an 'unsung hero' is?
- What do you think an 'accidental hero' is?
- Do you think sports stars are bigger heroes and heroines than rock stars?
- What questions would you ask your hero / heroine if you met them?

Next, try and put them into a rank order.



If your student is a sports fan, have a discussion about which sports they follow and ask if they can list some teams that they support. It may only be one! Can they remember any chants / songs they use to support their team or individual players?

If they've been to watch their team(s) play, have they heard chants from other teams? Do they use the same tunes as their own team?

If your student is not a sports fan, ask them if they know any sporting songs or chants.



Explain to your student that they are going to compose a sports chant for a new football team. They're called Rigby Rovers. Their star player is Phil Ball. If football is not a popular sport with your student, choose a different one and invent an appropriate team name and star player.

Have them have a go at making up a new song for the team. It must mention the team and star player's name. Suggest they use an existing tune such as "She'll be coming round the mountain" or "This Old Man".

Ask your student to perform their chant!

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Lesson 2 To know what cheerleading is and learn about the history of cheerleading

You will need:-

- Track 1 (link provided)
- Track 2 (link provided)

Introduce the idea of cheerleading



Explain to your student that cheerleading is an organised activity which involves leading a series of cheers to rally the crowd at sports events. On high levels, cheerleading is in itself a sport, with participants performing dances and complex tricks which are extremely physically demanding. Cheerleaders can often be seen on the side lines at professional sports games. Pompoms are used to add flair to the routines.

Many people associate cheerleading with the United States, as the sport is most widely practiced there. The roots of cheerleading began in the 1880s, when crowds at university sports games started shouting out cheers to support their teams. In 1898, the first documented cheerleading event occurred, when Johnny Campbell led a cheer at a University of Minnesota game. Initially, cheer squads were all male and women did not join the sport until 1923.

Campbell's first cheer was "Rah, Rah, Rah! Sku-u-mar, Hoo-rah! Hoo-rah! Varsity! Varsity! Varsity, Minn-e-so-tah!"

Before your student composes their own cheer, they need some basic tips!

Share these with your student:-

- Don't sing your cheers and don't scream them.
- Lower your voice so that it is deeper and carries further.
- Use your voice from your diaphragm.
- Spread the cheer and excitement by keeping a smile on your face at all times.
- Pronounce each word clearly.



Ask your student to try this cheer for starters. Listen to the example on Track 1

https://youtu.be/oOx_7YpPj1c.

Now ask your student to choose a sports person they know and fill in the blanks with their name and sport, using Track 2 as a backing track <https://youtu.be/woG4yDWCw30>.

(Person's name) is her / his name

Playing (sport) is her / his game

She's / He's got winning on her / his mind and whooo!

She's / He's looking fine,

Saying H (clap clap clap clap) E (clap clap clap clap) L-L-O - Hello!

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Lesson 3 To know what cheerleading is and learn about the history of cheerleading

You will need:-

- Tracks 3 - 5 (links provided)

Practice cheers



Using the Tracks 3 - 5, provide your student with some cheers which they can try performing. If you wish, you can find some cheers of your own online.

<https://youtu.be/MIU70V-17RU> - Track 3

<https://youtu.be/6gqfLEgTa5o> - Track 4

https://youtu.be/YLw_4aMGtol - Track 5

Hey! Hey!
You know what to do,
You've got to rock with the white,
And jam with the blue!

Yeah, Yeah, Do We Rock?
Yeah, Yeah, To the Top?
Yeah, Yeah We gonna stop?
N-ooooo way!

Clap, clap, clap, clap -
Come on fans in the stands
Clap, clap, clap your hands
Clap, clap, clap your hands!



Introduce the concept of metre

In music, metre refers to the regularly recurring patterns and accents such as bars and beats.

Introduce the idea of metre. Cheers normally fit to the metre of four counts.

Try counting four beats in time with this cheer:-

Yeah, Yeah,
1 2
Do We Rock?
3 4

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Yeah, Yeah,

1 2

To the Top?

3 4

Yeah, Yeah

1 2

We gonna stop?

3 4

N-ooooo way!

1 2 3 4



With your student, keep the beat by clapping while your student perform one of the cheers you've chosen.

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Lesson 4 To know what cheerleading is and learn about the history of cheerleading

You will need:-

- Musical instruments either real, improvised from your learning space or from an electronic source
- Tracks 3 - 5 (links provided)



Begin with warm-up cheer

Remind your student of the cheer:-

Clap, clap, clap, clap -

Come on fans in the stands

Clap, clap, clap your hands

Clap, clap, clap your hands!



Ask them to join in with you, repeating the cheer four times.

Remind them that they must clap on the word 'clap'.

Can they experiment with the clapping to make it more of a performance e.g. clapping in the air, side to side?

Use instruments to add a beat to the cheer



Ask your student which instruments would work best with the warm-up cheer. If possible, have some simple percussion instruments available, either real or improvised from your learning space. If neither are available, have some taken from an online source.

Are there any that particularly make a sound similar to clapping?

Develop a simple rhythmic ostinato to go with the cheer (an ostinato phrase is simply a repeating rhythm).

Choose another cheer learnt in Lesson 3 and add an instrumental accompaniment to complement the cheer. Take it in turns between you and your student to play the rhythm and perform the cheer! Record your student.

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Lesson 5 To know what cheerleading is and learn about the history of cheerleading

You will need:-

- Access to the internet to research a sporting hero
- Instruments or pom poms to enhance their cheer



Begin by recapping on the definition of a hero. Ask your student to think of famous sports personalities and make a list. See if they can rank them in order of importance. What criteria do they use for this? If your student is not very sporty, work together to research some sporting heroes.



Ask your student to choose their favourite sporting hero and have them find out some important information about a 'healthy hero' and create a fact file of information. There are many websites that provided child-friendly information about famous people. Some simple internet searches with the phrase "for kids / for children" will support this research.

Write lyrics for a cheer



Once your student has some information, work together to pick out some key points and have a go at writing a cheer for their 'healthy hero'.

Remind them of the idea of metre. Cheers normally fit to the metre of four counts.

Your student can check their lyrics fit to a metre of four counts by clapping along as they recite the words.

Practice 'healthy hero' cheer

Now they have a cheer written for their hero, your student should now add clapping and / or shouts e.g. "hey!" "yeah, yeah!"

After an appropriate rehearsal time, your student can perform their cheer. Record your student's performance. If it is possible, your student could meet and perform their cheer for others and teach it to them!

Add instruments or make pompoms

Would instruments enhance the cheer?

What about making some pompoms to use as part of the routine!