

# NEEDS, WANTS, RIGHTS

## Teaching and performance notes

Before teaching the song, play it as background music to other human rights-related classroom activities, so that your class can become familiar with it?

### 1. Listen to and discuss 'Needs, wants, rights'

Listen to the song (track 1). Ask the children to describe the general feel of the song (*it is energetic and upbeat*). Ask what gives the song its mood (*the words, tempo, instruments, melody and rhythm, and how they combine*). Listen again and ask the children to clap along with the main rhythm.

### 2. Read and discuss the lyrics

Read the lyrics aloud together and discuss the difference between needs, wants and rights. Talk about how people's rights are protected and how we can stand up for our rights. Make a list of some basic needs that everybody has a right to (*eg food, shelter and clean water*).

### 3. Learn the chorus

Listen to track 2. Read the chorus aloud together several times, slowly, clearly and in rhythm. Sing along to track 2. Pay particular attention to the rhythm of the phrase 'needs, wants, rights' that is repeated throughout the song. When everyone is sure of the chorus, practise with the backing track (track 3). Emphasise the importance of clear articulation, especially when imparting tricky bits of information to an audience!

### 4. Learn the bridge and verse 1

Listen to track 4 and say the words together. Stress the importance of clear articulation, particularly with the off-beat (*syncopated*) rhythms. Practise singing along with track 5 until everyone is confident.

### 5. Learn verses 2 and 3

Listen to tracks 6 and 7. Read the words aloud together several times. Gradually build up speed until everyone is confident, then try singing along with the recording.

### 6. Learn the final introduction, bridge and coda

Listen to track 8 and practise joining in with the 'Hey!' at the beginning of the final introduction. Learn the bridge and coda, then sing along with the recording.

## 7. Practise singing the whole song

Sing along with track 1 until everyone is sure of the words and music. Then practise singing with the backing track (track 10). Any difficult sections should be taught slowly or as a chant without the backing track, particularly where the vocal parts take turns. Then, when you gain confidence as a group, increase the tempo gradually.

## 8. Add untuned percussion

The untuned percussion parts (hand claps, maraccas/egg shakers, a cymbal top and two tambourines) are different in the bridge, verse and chorus. Before adding instruments, practise clapping along to the beat of the music, using performance track 1. Ask the children to count the beat numbers out loud while they sing, giving slight emphasis to beats “two” and “four”. This might take some getting used to, but is a feature of the untuned percussion in the song and is worth rehearsing until confident. Repeat the exercise without counting aloud, but giving a slight emphasis to the same beats.

Listen to track 9. The hand claps and maraccas/egg shakers play with the intro and the chorus. Notice how the hand claps copy the ‘needs, wants, rights’ phrase but otherwise keep a steady tempo on the second and fourth beats. The maraccas/egg shakers play a syncopated rhythm including quavers and semi-quavers.

The bridge section introduces the cymbal top. It plays the same rhythm as the hand claps in the chorus. Two tambourines play an energetic rhythm in the verse, still emphasising the second and fourth beats to create a lively motown feel.

Use the downloadable/photocopiable percussion parts and the untuned percussion practice track (track 9) to learn the parts. (It might be helpful to first practise beating or clapping each rhythm as a group). Practise playing the percussion parts along with the song (track 1).

## 9. Prepare to perform

Decide on a plan for the performance, recording as much detail as possible, in a similar format to the plan on the following page. A staged performance of the song will be a lot of fun and can be as elaborate as your time and resources allow. You may want to introduce visual stimuli to the stage with projections, posters or billboards depicting needs, wants and rights, or perhaps a short role-play to represent the issues outlined in the lyrics (*protecting human rights and equality*).

With your class, discuss non-musical factors that help make a good performance (*eg enthusiasm, confidence, energy, clear articulation*). As a group, think about when and where you will be performing the song and dress code/costume. Decide how you will stage your performance (*eg everyone standing in formal rows or in a group tableau*) and rehearse in the performance space if possible.

## 10. Performance

Hold a dress rehearsal or final run-through, then discuss last minute improvements in a positive way! Perform 'Needs, Wants, Rights' to a live audience.

Intro/Chorus	CD backing track/Acoustic accompaniment and vocals. Untuned percussion. Details of who will play the snare drum opening, maraccas/egg shakers and who will clap. Details of who will sing voice parts 1 and 2.
Bridge	CD backing track/Acoustic accompaniment and vocals. Details of who will sing voice parts 1 and 2. Untuned percussion.
Verse 1	CD backing track/Acoustic accompaniment and vocals. Untuned percussion (tambourines). Details of who will sing voice parts 1 and 2. Details of who will play tambourine parts 1 and 2.
Chorus	CD backing track/Acoustic accompaniment and vocals. Untuned percussion. Details of who will play maraccas/egg shakers and who will clap. Details of who will sing voice parts 1 and 2.
Bridge	CD backing track/Acoustic accompaniment and vocals. Details of who will will sing voice parts 1 and 2. Untuned percussion.
Verse 2	CD backing track/Acoustic accompaniment and vocals. Untuned percussion (tambourines). Details of who will sing voice parts 1 and 2. Details of who will play tambourine parts 1 and 2.
Chorus	CD backing track/Acoustic accompaniment and vocals. Untuned percussion. Details of who will play maraccas/egg shakers and who will clap. Details of who will sing voice parts 1 and 2.

# Needs, Wants, Rights

Bridge	CD backing track/Acoustic accompaniment and vocals. Details of who will sing voice parts 1 and 2. Untuned percussion.
Verse 3	CD backing track/Acoustic accompaniment and vocals. Untuned percussion (tambourines). Details of who will sing voice parts 1 and 2. Details of who will play tambourine parts 1 and 2.
Intro/Bridge	CD backing track/Acoustic accompaniment and vocals. Details of who will sing voice parts 1 and 2. Untuned percussion.
Coda	CD backing track/Acoustic accompaniment and vocals. Untuned percussion (tambourines). Details of who will sing voice parts 1 and 2. Details of who will play tambourine parts 1 and 2.