

OUR LITTLE SCHOOL



ABOUT THIS SONG

The big ship sails on the alley-alley o

THEMES/SUBJECTS

School/Geography

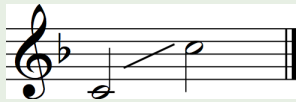
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Health & Wellbeing
Humanities

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

An 8th



Vocal format

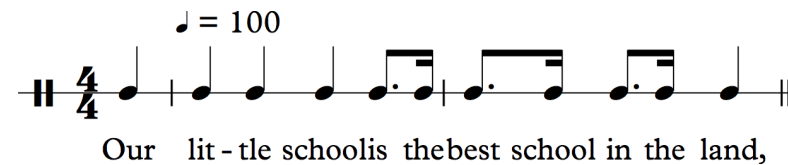
Unison

Musical elements

Texture and pitch

Warm-up Exercises

- Learners should place both arms loosely by their sides and keep their knees slightly bent. After a count of four, they should lift up both arms gradually, straight out by their sides and breath in. After holding this position for four beats, they should lower their arms slowly, hissing out the air without any force.
- Ask learners to think of a big or small sound, and a body movement to go with it. Give opportunities for individuals to perform their sound and ask the rest of the group to imitate what they hear and see.
- Demonstrate the characteristic rhythm of the song:



Assessment for Learning:

• Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts •

Questioning

Tool: Meet and greet

Learners move around the room (to music) and then find a partner when the music stops. Give 'what went well (WWW) and 'even better if' (EBI) statements to each other, repeat with new partners.



Teaching and learning

- 1 Encourage learners to listen carefully to the first verse of the recording a few times and to join in by clapping and chanting the rhythm.
- 2 Play a recording or sing a phrase at a time, the learners to respond, do not move on until everyone is confident and is responding with accurate pitch and rhythm.
- 3 When learners are familiar with the first verse, elicit that the rhythm and pitch is the same in all other verses but with a few new words.
- 4 Listen with learners to the second verse of the recording. Then listen again, this time joining in by clapping and chanting the rhythm.
- 5 Ask learners to join in with the recording of Verse 1 and 2. Ensure learners follow the melodic line accurately.
- 6 Encourage learners to memorise verse 1 and 2 and use different physical gestures to remember different words and to sing whole phrases in one breath.
- 7 When learners are familiar and confident, encourage them to sing the whole song without accompaniment and to sing every phrase in one breath and to sustain the long notes at the end of every phrase. Encourage learners to listen carefully to the first verse of the recording a few times and to join in by clapping and chanting the rhythm.

Integral Skills

- Focus on the dotted rhythms in the song. Encourage learners to perform with clear diction, ensure that they don't snatch the short notes.
- Divide the learners into smaller groups, after giving them time to practice ask them to perform the song for the rest of the group to listen.
- Experiment and vary the dynamic range. Use different dynamics (loud -verse 1, quiet - verse 2). Do not encourage shouting when singing loud, remind learners to support their loud singing with their breathing.
- Attempt to sing all of the song in Welsh (using lyrics and interactive screen available on the Welsh side of the website).