

Music Learning Journey

Year 5 Autumn 1st ½

What shall we do with the drunken sailor?

Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1



Rehearse and perform *What shall we do with the drunken sailor?*

- Recap the bass notes, chords, and chord pattern of *What shall we do with the drunken sailor?*
- Recap singing the song.
- Practise the cup rhythms.
- Rehearse and perform *What shall we do with the drunken sailor?*

Create accompaniments with bass notes and chords.

- Practise the cup rhythms to *What shall we do to the drunken sailor?*
- Learn to play the bass notes of the song.
- Learn to play the chords of the song.
- Learn the chord pattern of the song.

Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.

- Practise cup rhythms to *What shall we do with the drunken sailor?*
- Create body percussion patterns to accompany a sea shanty.
- Write the patterns out using a rhythm grid.

Progression snapshot 1. Make a video recording of children singing.

- Practise cup rhythms to *What shall we do with the drunken sailor?*
- Practise singing their arrangement of *What shall we do with the drunken sailor?*
- Learn *Hey, ho!* Nobody home and add a beat using body percussion.
- Some children could transfer this beat to a drum.

Learn a cup rhythm game, keeping to the beat of the song.

- Recap performing their vocal arrangement of *What shall we do with the drunken sailor?*
- Learn a cup game to perform with the song.

Sing a sea shanty expressively and with a strong beat.

- Practise keeping a steady beat with body percussion.
- Learn the song *What shall we do with the drunken sailor?*
- Learn about sea shanties.
- Sing a sea shanty expressively and with a strong beat.

What should I already know from Year 4?

- Listen with increasing accuracy identifying the inter-related dimensions in a piece of music - e.g. pitch, dynamics, tempo
- Use musical vocabulary to describe a piece of music.
- Use musical vocabulary to describe what they like and do not like about a piece of music
- Explore different interpretations of music such as dance, art, creation of own music response
- Combine different sounds to create a specific mood or feeling with increasing awareness of the inter-related musical dimensions and the effect they have
- Record their work graphically

This year we are learning to:

- Listen with increasing accuracy identifying the inter-related dimensions in a piece of music - e.g. pitch, dynamics, tempo
- Use musical vocabulary to describe a piece of music.
- Use musical vocabulary to describe what they like and do not like about a piece of music
- Explore different interpretations of music such as dance, art, creation of own music response
- Combine different sounds to create a specific mood or feeling with increasing awareness of the inter-related musical dimensions and the effect they have
- Record their work graphically

In Year 6 we will be learning to:

- Listen with increasing accuracy identifying the inter-related dimensions in a piece of music - e.g. pitch, dynamics, tempo
- Use musical vocabulary to describe a piece of music.
- Use musical vocabulary to describe what they like and do not like about a piece of music
- Explore different interpretations of music such as dance, art, creation of own music response
- Combine different sounds to create a specific mood or feeling with increasing awareness of the inter-related musical dimensions and the effect they have
- Record their work graphically

Key Content:

- Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.
- Keep the beat playing a 'cup' game.
- Sing a sea shanty expressively, with accurate pitch and a strong beat.
- Sing in unison while playing an instrumental beat (untuned).
- Play bass notes, chords, or rhythms to accompany singing.
- Talk about the purpose of sea shanties and describe some of the features using music vocabulary.

Key vocabulary

- **Duration:** 4/4 time signature, crotchet, quavers, semiquavers.
- **Pitch:** melody, chords, bass note, major, minor.
- **Tempo:** beat, steady beat.
- **Other:** sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.

Name:

Class:









What shall we do with the drunken sailor?

Year 5 Term 1

A triad is made up of 3 alternate notes, played together.











Harmony = singing or playing different notes together.

(rest) (rest) (rest) (rest)

What shall we do with the drunken sailor? What shall we do with the drunken sailor?

(rest) (rest) (rest) (rest)

What shall we do with the drunken sailor, earlye in the morning?

Sea shanty = songs sung by sailors. A strong beat is important as it helped sailors work together to make the job easier.

Practise, practise, practise!



How to play a triad ...

Play a note, miss a note, play a note, miss, play.

Major triads (sound 'happy')

C major = C E G

Minor triads (sound 'sad')

A minor = A C E
D minor = D F A

Accompaniment / accompany, solo, harmony, chord, triad.

Steady beat, strong beat.

Melody
Bass note
Major
Minor

2/4 or 4/4 time signature
Crotchet
Quavers
Semi-quavers

beat

pulse

tempo

rhythm

pitch

duration

dynamics

timbre

structure

texture

Hey, ho! Nobody home
(progression song)

Hey, ho! Nobody home.
Meat nor drink nor money have I none.
Still I will be very merry.
Hey, ho! Nobody home.



For the video, show that you can:

- Add a body percussion action to the steady beat
- You might clap, or stamp or think of your own idea.

Notation	Name	Sound	Action word
	crotchet	ta	walk
	quavers	ti ti	jogging
	semiquavers	tika tika	running faster

Sea shanties are folk songs that were learnt by listening and passed down over hundreds of years. There are often different versions of the same song.

Shanty man needed!
Requirements: a loud voice,
good songwriter, good at
picking the speed of tasks.

A rhythm grid can help you create and remember your ideas. Choose a shanty, draw a grid and write down your body percussion accompaniment ideas. It might look something like this.

1	2	3	4
clap	table tap	jogg-ing	clap
ta	tika ti	ti ti	ta

How confident do you feel singing a sea shanty, playing an accompaniment to the steady beat, and adding your own body percussion rhythm patterns?



Add a comment:



Hey, ho! Nobody home is over 400 years old and would have been sung at Christmas time.

What shall we do with the drunken sailor?

In modern times sea shanties are sometimes sung in **harmony**.

2021 - Drunken Sailor TikTok Sea Shanty Epic Mashup.