

Sun, sea and song!

A KS1 Music adventure for ages 5-7



Feedback

We are always pleased to hear how you use our resources. Please send any feedback to:

BBC School Radio
3rd Floor Bridge House
MediaCityUK
M50 2BH

Or email us at:

schoolradio@bbc.co.uk

Using the *Sun, sea and song!* videos

The videos on the *Sun, sea and song!* webpages use the BBC's media player - in common with all BBC sites.

If you are using the resources in school you may need to create an exemption to your firewall.

If you are using Internet Explorer as your browser you will need to ensure it is a recent version. Other browsers - such as Firefox, Chrome or Safari - will also work.

Sun, sea and song!

A summer music series for KS1 with songs and music activities about the sea

Contents

The titles in these Notes have been hyperlinked: click on the titles to access the content online.

| | Page |
|--|--------------|
| Introduction | 3 |
| 1. The big ship sails on the ally-ally-oh | 5 |
| 2. There's a hole in the bottom of the sea | 6 |
| 3. My ship rolls over the ocean | 7 |
| 4. Suki over the ocean | 8 |
| 5. A sailor went to sea, sea, sea | 9 |
| 6. When I was one I sucked my thumb | 10 |
| 7. Rehearsal and performance | 11 |
| Literacy links | 13 |
| Lyric sheets / Song sheets / Outline drawings | 14-35 |

Music skills

The music skills offered by this series target the objectives of the KS1 curriculum and include:

- High / low / different paces / timbre / texture.
- Structure (phrase, chorus, verse).
- Breathing, posture, articulation, sound projection.
- Practicing, rehearsing and presenting performances with an awareness of the audience.
- Listening and recalling sounds with increasing aural memory.
- Rehearsal and performance tips.
- Singing songs in unison and in two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Call and response.

Introduction

Join Nigel and Suki as they go in search of buried treasure on Golden Island...and enjoy plenty of songs along the way!

Sun, sea and song! is a music series based around the theme of the sea. The songs help to illustrate the adventures of the presenter, Nigel and his friend, the ship's monkey, called Suki.

There is also an episode of a traditional story - also with a sea theme - accompanying each of the songs for the children to listen to.

The resource is entirely flexible - you may wish to learn just one of the songs with your group or you can put the songs together to make your own performance.

The song tutorials - featuring Nigel and Suki - have a narrative progression over the six content pages. They start with Nigel and Suki departing on a sailing ship, in search of treasure on Golden Island. In subsequent tutorials their journey takes them over the ocean and when they finally arrive at Golden Island they locate what they think is the treasure - and are then chased away by pirates!

The two traditional stories featured across the content pages are:

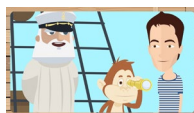
The Fisherman and the Magic Fish. A fisherman catches a magic fish who can grant wishes. The fisherman and his wife ask the fish to grant them a succession of ever more greedy wishes...but they are never satisfied. So the fish takes matters in hand.

The Golden Crab. In this story a fisherman catches a talking crab. The crab wishes to marry the king's daughter - surely not possible, unless of course the crab turns out to be a prince trapped in the body of a crab...

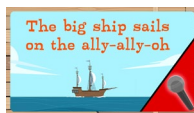
Each content page also includes a music activity - presented by Nigel as the ship's captain. The music activities are essential to delivering the music activities offered by the series and focus on skills such as beat, rhythm, singing in unison and canon, etc.

Navigating the *Sun, sea and song!* website

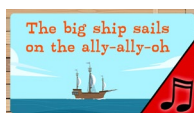
The content has been organised using the six songs to learn. On each content page you will find the following:



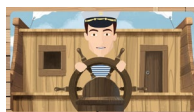
The tutorial. Join Nigel Pilkington and Suki the monkey aboard the *Jolly Jack* to learn the song. The tutorials cover music elements from each song and are approximately 8 minutes long.



The song - full vocal. This offers a karaoke-style video of the song, with the lyrics appearing on screen. Each song is approximately 2 to 3 minutes long.



The song - backing track only. Once your group has practised singing with the vocal version they can polish their performance by singing with the backing track only.



The music activity, presented by Captain Nigel. Each song also has an activity video based on the music of the song. These videos include a key element of the music learning offered by the series. They are 2 to 3 minutes long and the children will need to be ready to join in with Nigel's instructions.



A story episode. Each story has three episodes. The episodes are approximately 5 minutes in length. NB: the story episodes are *audio* with scrolling text - so prime your group for careful listening!



Listening music. This video offers a short example of music - usually based on a water / sea theme - for pupils to consider and evaluate.



Sun, sea and song! Age 5 - 7

Curriculum links:

Sun, sea and song! is primarily a music resource for children aged 5 to 7. It has been written to fulfil objectives of the Music curriculum at Key Stage 1 in England and equivalent curriculum requirements in other UK nations.

Additionally the resource has strong cross-curricular links to English / Literacy and the study of traditional stories / fairy stories and about discovering stories from other cultures.

It can also be used to support your topic work on 'The seaside', 'Under the sea' and 'Pirates'.

Credits:

Presenters: Nigel Pilkington and Sarah Jane Honeywell

Original songs composed by: Katherine Freeman

Music arranger: David Chilton

Stories written by: Kate Stonham

Producer: Katherine Freeman

For the BBC: Andrew Barnes

Vocal warm-ups

It is sensible to warm-up before each session. [Click here for Nigel's short vocal warm-up.](#)

Additional activities you can introduce:

Vowels: sing up and down a scale to the numbers 1 - 8, using B played on a chime bar as a starting note. Ask pupils to omit a number (eg '4') and sing it silently in their heads and challenge them to pitch the following note ('5') correctly. Develop by changing the number omitted and increasing the omissions.

Sing down a scale to 'Do you chew blue glue?' or 'We three bees need trees' or 'Chocolate and banana sponge' or other suitable combinations.

After singing down from C' - C, start the next scale one note higher and continue getting higher.

Tongue-twisters: (say or sing as four vowels) 'Red lorry, yellow lorry; red leather, yellow leather'.

Other things to keep in mind when singing include:

Posture: encourage children to stand tall, knees loose and feet apart.

The singing face: encourage pupils to lift their face muscles by smiling. Humming phrases of songs will also encourage an unforced, well-blended sound.

Breathing: encourage the children to imagine an inflatable ring around the waist. Breathe in silently through the mouth, causing the ring to inflate all the way round the middle. Hold - and then release the air slowly.

Supporting online resources

On each web page you will also find links to a variety of downloads intended to support your use of the videos. These are:

- *Teacher's Notes* - ie this document: guidance on how to use the resources
- the *text* for each episode of the story - providing opportunities to extend the use of the stories into literacy activities
- the *Lyric sheet* - the words of the song
- the *Music sheet* - the vocal line of each song as music, including chords
- *Outline drawings* - drawings of some of the characters from the stories and other elements for the children to colour in and label

How to use the content

We have tried to make this resource as flexible as possible and hope you will find the way of using it that best works for you and your group. Here are some suggestions you may find useful...

The tutorial video

The song tutorials are a key element for delivering the music learning. Each tutorial features a song to learn and pupils are guided by our presenters Nigel Pilkington and Suki the monkey (Sarah Jane Honeywell).

You will see two icons used in the top right of the screen during the tutorial videos. These cue the children for when they should be *listening* and when they should *join in by singing*.

Each tutorial is about 7 to 8 minutes long. The pace is lively so make sure you are ready to mediate the use of the video.

The song videos

Use the song videos once you have learnt the songs using the tutorial video. The full vocal version is easy to join in singing alongside Nigel and Suki and watching the lyrics on screen.

Use the backing track once your group is feeling really confident.

The activity videos

These use the music from the song and focus on a specific musical skill - eg identifying pitch, clapping to a beat, singing in canon, singing in unison, etc.

Captain Nigel guides the children through the activities, each of which is 2 to 3 minutes long. Typically Nigel will demonstrate the purpose of the music activity and then ask the children to join in by copying. Encourage your group by joining in with them.

The listening music

These videos offer a broad range of music for the children to enjoy and evaluate. Each piece of music has been chosen because it links to the summer / sea theme of the content.

Distributing copies of the song sheets

The videos are ideal for displaying on your IWB, and getting children to read the lyrics from the board (so far as their skills allow) will ensure a good, open-chested, singing posture. However, you may also wish to distribute copies of the song lyrics for the children to share.

Audio downloads

Sun, sea and song! is also available as a series of audio downloads (mp3 files). This allows you to use the content as a continuous listen or in environments where a screen or internet connection is not available. [Click here](#) to go to the audio downloads page.

Feedback

We are always pleased to hear how you use our resources.

Please send any feedback to: BBC School Radio, 3rd Floor Bridge House, MediaCityUK, M50 2BH.

Or email us at: schoolradio@bbc.co.uk

The big ship sails on the ally-ally-oh

Focus

- Rests
- Fast and slow

You will need...

...to be familiar with the words and music of the song. To have hands and voices ready for the activities.

Before you start...

Ask the children if they have ever been to the seaside. What things have they seen there and what sounds did they make? Talk about the waves lapping on the shore, the seagulls calling and the children playing happily on the beach.

Literacy links

For Literacy activity suggestions go to [page 13](#).

[Download / print song sheet](#)

[Download / print music sheet](#)

[Download / print outline drawing of Suki the monkey](#)

[Download content as mp3 file](#)

1

The big sails on the ally-ally-oh



Tutorial

We join Nigel and Suki aboard *The Jolly Jack*. They have a map and they are off in search of treasure on Golden Island.

Tutorial activities

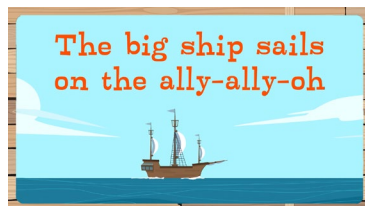
- Learn Verses 1 to 4.
- Identify the rests in Verse 1 and Verse 2.
- Spot how the words, 'big ship sails' in Verse 1 are on the same note. They are also the same length.
- Notice how the rhythm of 'Never, never, do,' in Verse 2 is quite fast.
- Note the change in tempo in Verse 3 (it gets slower).
- Can the children identify the lines in the verses which are repeated?



Story: *The Fisherman and the Magic Fish, Pt 1*

Frederick, a fisherman, catches a magic, talking fish.

Frederick lets the fish go but when he returns home he is told-off by his wife who insists Frederick should have asked the fish to grant them wishes. Frederick returns to the fish and first he asks for their home to be turned into a cosy cottage; then later, a castle. The fish grants his requests.



The song

Learn with the vocal version. Then polish your performance by singing with the backing track only.



Nigel's music activity

Focus: rests

- Divide the class into two equal groups - Group A and Group B.
- Group A sings and repeats 'Climb the rigging!' and Group B claps the two beat rests that come in between these lines.
- Encourage children to really listen and count the rests independently. Help them to come in together and in time.

Follow-up to the Music Activity

- Working in pairs and using percussion or tuned percussion instruments the children make up their own pieces which include rests. They can create a short musical piece in which - as with the singing activity above - they take it in turns to play. Person A plays a short musical phrase first, then has a REST; then person B plays in the rest. They can experiment with tempo, making their piece faster and slower.



Listening activity

Listening to a recording of the seaside with seawash, gulls, children playing and a speed boat.

- Listen to the recording of the seaside...
- Can the children hear the sea...the children playing...the gulls...the speed boat?
- Which of the sounds do the children think are 'high' in pitch and which 'low'?
- Which of the sounds do the children think are fast and short... and slow and elongated?
- What other watery sounds can they think of?
- In the final montage of sounds can they identify when the speed boats enters?

There's a hole in the bottom of the sea

Focus

- Making the phrase longer

You will need...

...to be familiar with the words and music of the song. To have hands, voices or instruments ready for the activities.

Before you start

Talk about what happened last time and how Nigel and Suki have set sail to find treasure.

Literacy activities

For Literacy activity suggestions go to [page 13](#).

[Download / print song sheet](#)

[Download / print music sheet](#)

[Download / print outline drawing of Nigel](#)

[Download content as mp3 file](#)

2

There's a hole in the bottom of the sea



Tutorial

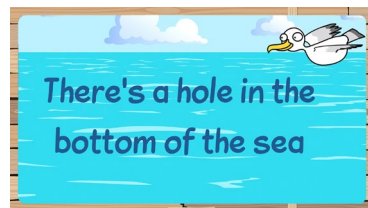
Nigel and Suki continue their adventure at sea and Suki tries to catch a stowaway frog!

Tutorial activities

- Identify how the first line of each verse gets longer.
- Can children spot the lines in the verses which are the same? They are the last three lines.

Follow-up ideas

- Practise singing the whole of the song from the beginning.
- Discuss the extra thing that is added in each verse - can the children remember what happens each time, as their singing list gets longer and longer?
- Notice the notes of 'There's a hole' go up in pitch (ascend) to start with, then go back down again (descend).
- Talk about the bouncy rhythm of 'There's a frog on the bump on the log in the hole at the bottom of the sea...' It's jumpy, like Suki's frog!



The song

Learn with the vocal version. Then polish your performance by singing with the backing track only.



Story: *The Fisherman and the Magic Fish, Pt 2*

Frederick and Isobel are delighted with their castle...but soon they want more.

Frederick returns to the fish and asks for a palace and for himself and Isobel to become King and Queen...then Emperor and Empress. The fish agrees...but is getting exasperated by the repeated greedy requests.



Nigel's music activity

Focus: singing fast and slow rhythms

- The children practise singing the first lines only of each verse, making the musical line longer and longer.

Follow-up to Music Activity

- Clap a rhythm - eg four one beat claps - then the class copy. Make this phrase a little longer - eg eight one beat claps. The class copy again. What has happened? The musical phrase has got longer. Repeat the clapping, this time with four one beat claps. Can the children identify how the phrase is now shorter? Repeat again with eight claps. Now it is longer again!
- Ask volunteers to clap or play a rhythm on a percussion instrument to the rest of the class. The other children then copy. Ask them to play a short phrase, then a long phrase.



Listening music

Sailing by, by Ronald Binge

Focus: identifying instruments of the orchestra

- The music is about sailing, like today's song. What is the style of the music? It is calm, relaxed and goes at a steady pace.
- What does it make the children think of? Perhaps a boat sailing across calm waters on a beautiful day..?
- What instruments are playing the slow tune? The strings - the violins, violas and cellos.
- There are also some other instruments - flutes - playing fast, high notes. What does their playing sound like? It is like the wind, swirling around the sails of the boat?

My ship rolls over the ocean

Focus

- Call and response
- Getting louder - crescendo

You will need...

...to be familiar with the words and music of the song. To have hands, voices bodies and percussion instruments ready for the activities.

Before you start

Talk about what has happened so far. Nigel and Suki have set sail to find treasure. Discuss what the weather and the sea have been like so far. What connection can the children make between the weather and travelling at sea? What happens when there is a storm?

Literacy activities

For Literacy activity suggestions go to [page 13](#).

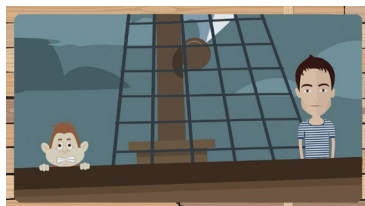
[Download / print song sheet](#)

[Download / print music sheet](#)

[Download content as mp3 file](#)

3

My ship rolls over the ocean



Tutorial

Nigel and Suki continue their adventure at sea and are caught in a tremendous storm! Suki is scared of the lightning.

Tutorial activities

- Learn Verse 1, 2 and the Chorus of the song.

Activities

- Note how the lines in the chorus are repeated.
- Talk about how this is a slow song and it starts off quietly, as it is a lovely calm day.
- Children sing in Groups A and B - repeating each other's lines.

Follow-up ideas

- Sing the song all the way through making sure the children take it in turns to sing in their groups, Group A singing first.
- Encourage the children to sustain the long notes, when they sing, 'Blow,' at the end of each line in the chorus.
- Talk about how the second half of each verse has exactly the same words as the first half, but the music changes a little - it gets higher in line five.
- Practise getting louder in Verse 2 and in the last part of the song, from 'The storm is getting closer...' growing in volume, as though the storm really is getting closer.



The song

Learn with the vocal version. Then polish your performance by singing with the backing track only.



Story: *The Fisherman and the Magic Fish, Pt 3*

Frederick and Isobel soon become disatisfied once again so Frederick returns to the fish.

This time Frederick demands they are made the Sun and the Moon...but returns home to discover they now have nothing... except each other.



Nigel's music activity

Focus: high and low notes

The children sing 'Blow wind blow' copying Nigel - sometimes *high*, sometimes *low*.

Follow-up to Music Activity

- Play or sing some high notes on a simple percussion instrument, such as a xylophone. Now play some low notes. Help the children to identify which are high and which low. What animals do the high and low notes remind them of - eg a mouse for the high notes, an elephant for the low notes?
- Working in groups and using tuned percussion instruments the children can make up their own high or low pieces. They can base these on an animal and give them a title.



Listening music

Une Barque sur l'Océan by Maurice Ravel

Focus: instruments / tempo

- What instrument is playing? A piano. What sort of instrument is it? Describe how it is played. The piano is able to play lots of fast notes all at the same time. The pianist is playing with both hands with fingers moving very quickly!
- Are the notes fast or slow?
- What sort of a seascape does the music make you think of? Waves sparkling in the sunshine...a yacht bobbing along?

Suki over the ocean

Focus

- Repetition
- Different rhythms

You will need...

...to be familiar with the words and music of the song. To have hands, voices and instruments ready for the activities.

Before you start

Talk about what has happened so far. Suki and Nigel were caught in a big storm last time, but today they are rowing out to Golden Island to find the treasure.

Literacy activities

For Literacy activity suggestions go to [page 13](#).

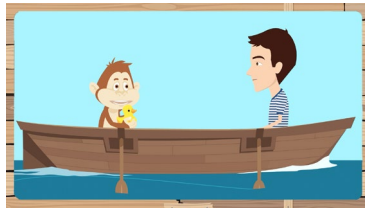
[Download / print song sheet](#)

[Download / print music sheet](#)

[Download content as mp3 file](#)

4

Suki over the ocean



Tutorial

Nigel and Suki row to Golden Island and on the way Suki does some fishing - catching some interesting things!

Tutorial activities

- Learning Verses 1 to 3, noting that Verse 1 has two sections. Recognise the different rhythms in each verse.
- Note how the first half of each verse is different from the second half of each verse - the second half describes the actions of whatever Suki has caught - eg 'big fish snap!' / 'Octopus wiggle!'

Follow-up ideas

- Sing the song all the way through, remembering the actions of each thing that has been caught.
- Notice how the music goes up in pitch - it ascends - in the first line ('Suki over the ocean') and goes down again - descends - in the second line ('Suki over the sea') Practise singing these two lines and identifying this.
- Practise clapping the different rhythms for each thing that Suki catches. Some rhythms are slower (eg 'Suki caught a big fish' and 'Big fish snap') and some are faster (eg 'Suki caught an octopus' and 'Octopus wiggle').
- Practise doing the actions: clapping hands together for the fish snapping; wiggling for the octopus and flapping arms for the duck quacking.



The song

Learn with the vocal version. Then polish your performance by singing with the backing track only.



Story: *The Golden Crab, Pt 1*

A fisherman catches a talking-crab. The crab says he intends to marry the King's daughter.

Nigel's music activity

Focus: singing in a round



- Divide the children into Groups A and B.

- The children sing the first verse of the song as a round - Group A singing first. Group B comes in two lines later. They sing through twice.

Follow-up to Music Activity

- The children can swap parts so that Group B has a turn leading.
- They can also practise a different version of the round using one of the other verses of the song.



Listening music

Storm by Benjamin Britten, from *Four sea interludes*

Focus: tempo - fast!

- What does the music make the children think of? It describes a big storm!
- What is the speed - or tempo of this piece? It is fast!
- What is the dynamic? It is loud!
- Can the children hear the percussion instrument that is playing? It is the drum. What does it make them think of? Perhaps it is representing the thunder!
- Listen again: the instruments are all playing loudly, quickly and at same time! There is so much going on! Perhaps the composer is trying to show how big and powerful the sea is during a storm.

A sailor went to sea, sea, sea

Focus

- Fast and slow

You will need...

...o be familiar with the words and music of the song. To have hands, voices and instruments ready for the activities.

Before you start

Talk about what has happened so far. Nigel and Suki were rowing out to Golden Island. They have now almost reached the island.

Literacy activities

For Literacy activity suggestions go to [page 13](#).

[Download / print song sheet 1](#)

[Download / print music sheet 1](#)

[Download / print song sheet 2](#)

[Download / print music sheet 2](#)

[Download content as mp3 file](#)

5

A sailor went to sea, sea, sea



Tutorial

Nigel and Suki arrive on Golden Island and follow the map to a cave which opens. Should they go inside?

Tutorial activities

- Learn 'A sailor went to sea, sea, sea'
- Learn the clapping section of 'A sailor went to sea, sea, sea'
- Learn Verses 1 and 2 of 'Row, boys, row'

Activities

- Practise singing 'sea, sea, sea,' very clearly with a strong 'S' sound. Practise the 'slow, slow, fast, fast, fast,' clapping.
- Practise the rowing actions in 'Row, boys, row'. Do it in time to the music.
- Spot how the second verse of 'Row, boys, row' is different to the first verse. Which words change?

Follow-up ideas

- Sing 'A sailor went to sea, sea, sea' all the way through and notice how the notes in the first 'Sea, sea, sea,' go up - they ascend. Practise singing these slowly.
- Notice how the notes in the second 'Sea, sea, sea,' are all the same. Practise singing these slowly.
- Talk about how the first two claps of the clapping section are the slowest and the next three are the fastest.
- Practise singing 'Row, boys, row' all the way through.



The song

Learn with the vocal version. Then polish your performance by singing with the backing track only.



Story: The Golden Crab, Pt 2

The Golden Crab has overcome all the challenges set by the King and is engaged to

Princess Rose. The Crab tells Rose he is under a spell...if he reveals who he really is in public something worse will follow. Meanwhile the King organises a competition to find out who is the fastest horse rider in the land...



Nigel's music activity

Focus: slow / fast rhythms

The children clap - hands together and then tap knees - a *slow* rhythm, then a *fast* one.

The fast rhythm is twice as fast as the slower one. Notice that the pulse still stays the same. All music has a *pulse* - like a steady heartbeat. With the presenter, the children alternate between fast and slow.



Listening music

By the Sleepy Lagoon by Eric Coates.

Focus: dynamics - soft; tempo - slow

- What are the *dynamics* of the music? It is soft and calm.
- Is the music fast or slow? It is slow and has a relaxed feel.
- What does it make the children think of? Ask them to listen again, then share their ideas.
- This piece of music would be good to describe Golden Island!
- You can imagine the sea lapping gently against the beach and the wind rustling softly in the trees.
- This piece of music is called 'By the Sleepy Lagoon.' Explain that a lagoon is a sort of sea lake. Do the children think this is a good title for the piece?

When I was one I sucked my thumb

Focus

- Jumpy, energetic rhythms
- Repetition

You will need...

...to be familiar with the words and music of the song. To have hands, voices and instruments ready for the activities.

Before you start

Discuss how last time Suki and Nigel reached the Golden Island and found their way to a cave, which magically opened! What will be inside..?

Literacy activities

For Literacy activity suggestions go to [page 13](#).

[Download / print song sheet](#)

[Download / print music sheet](#)

[Download content as mp3 file](#)

6

When I was one I sucked my thumb



Tutorial

Suki and Nigel arrive on Golden Island. They reach a cave, which magically opens.

Tutorial activities

- Learning Verses 1 to 4 of the song.

Activities

- Recognise the high notes in the chorus - which descend - or get lower.
- Sing in two parts - Group B repeating what Group A sings.
- Spot how Verse 1 and Verse 2 are similar. Identify which lines are repeated.

Follow-up ideas

- Practise singing 'When I was one I sucked my thumb'.
- Encourage the children to listen carefully to the jumpy, off-beat rhythm and to sing with lots of energy for this final song.
- Practise speaking the chorus slowly, before singing it, to make the words as clear as you can.



Story: *The Golden Crab, Pt 3*

The fisherman goes in search of Prince Hans and finds both him and his brothers - now

transformed by the witch into ravens. Princess Rose is delighted to be reunited with Hans and the following morning, when Hans has failed to return to his raven shape, they realise their love for each other is even stronger than the witch's spell.



The song

Learn with the vocal version. Then polish your performance by singing with the backing track only.



Nigel's music activity

Focus: rhythm

Nigel claps different fast / slow rhythms and the children copy.

Follow-up to Music Activity

- Working together as a class, the children take it in turns to play their own repeated made up rhythm. The rest of the class can then copy these.
- In pairs, Person A claps a rhythm. Person B copies it. This could be a fast or slow rhythm. Then swap, so that Person B goes first.
- Person A and Person B clap their made up rhythms at the same time as each other. They can clap them fast or slowly.
- Children repeat the above, using percussion instruments.



Listening music

The Padstow Lifeboat by Malcolm Arnold

Focus: major key; tempo

- This piece is about a lifeboat. Can the children hear the lifeboat's horn repeated at regular intervals?
- The instruments that are playing this piece are brass instruments, like the trombone and the trumpet. They are playing together in a group called a brass band.
- Is the tempo fast or slow? It is fast!
- This piece sounds happy and bright. That's because it is in a *major* key. Music in a major key tends to sound happy.
- This piece is a march. Children could march around the room in time to the music. Or they could clap in time to the beat.

Rehearsal and performance: song medleys

Focus

- Rehearsing and performing all of the songs using the medley videos - either the full vocal versions or just the backing track versions.

You will need...

...to be familiar with the words and music of the song. To have voices and bodies ready for the warm-up; to be ready to sing an extended performance of the songs.

Before you start

Go through the words of the songs. Identify those passages that might be more challenging and need additional attention.

[Download content as mp3 file 1](#)

[Download content as mp3 file 2](#)

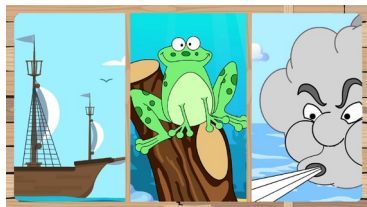
7

Song medleys

Begin with a vocal warm-up. Then be ready to sing through your concert of the songs, using any of the video medleys below:

- Full vocal version of *The big ship sails / There's a hole in the bottom of the sea / My ship rolls over the ocean*
- Full vocal version of *Suki over the ocean / A sailor went to sea, sea, sea / Row, boys, row / When I was one I sucked my thumb*
- Full vocal version of all seven songs
- Backing track version of *The big ship sails / There's a hole in the bottom of the sea / My ship rolls over the ocean*
- Backing track version of *Suki over the ocean / A sailor went to sea, sea, sea / Row, boys, row / When I was one I sucked my thumb*
- Backing track version of all seven songs

Vocal versions of the concert medleys



- Full vocal version of *The big ship sails / There's a hole in the bottom of the sea / My ship rolls over the ocean*

Duration: 8' 30"



- Full vocal version of *Suki over the ocean / A sailor went to sea, sea, sea / Row, boys, row / When I was one I sucked my thumb*

Duration: 7' 05"



- Full vocal version of all seven songs

Duration: 15' 35"

The big ship sails on the ally-ally-oh

- This is a very happy song. Sing with lots of energy!
- Note the rests in Verses 1 and 2.
- Notice the change in tempo in Verse 3.
- Practice the actions in Verses 1 and 2.
- Sing through the whole song.

There's a hole in the bottom of the sea

- Sing clearly, pronouncing every word well.
- Be aware how the notes at the end of each verse go up in line three, then down again in line four.
- Remember that this song gets longer and longer, with new words in each line.
- Sing through the whole song.

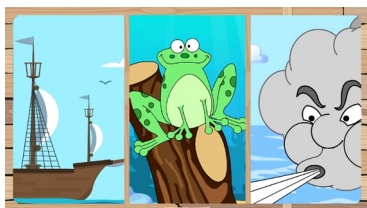
My ship rolls over the ocean

- This is about a storm coming! Show this by getting louder as you sing Verse 2 and then again in the last part of the song.
- Make sure you divide into two groups for the chorus, Group A singing first, then Group B.
- Practise the two-part chorus, repeating each phrase and holding the long note 'blow.'
- Sing through the whole song.

Follow-up ideas

- Learn the words to the song so that you can give a really good performance.
- Sing along with the vocal version then use the backing track versions of the songs when you are feeling more confident.
- Really think about all the things you need to remember to give an excellent performance - such as posture, facial expressions, clear diction and very expressive singing.

Backing track versions of the concert medleys



iv) Backing track version of
*The big ship sails / There's a
hole in the bottom of the sea /
My ship rolls over the ocean*

Duration: 8' 31"



v) Backing track version of
*Suki over the ocean / A sailor
went to sea, sea, sea / Row,
boys, row / When I was one I
sucked my thumb*

Duration: 7' 06:



vi) Backing track version of all
seven songs

Duration: 15' 36"

Suki over the ocean

- Think about the different things that Suki catches.
- Clap and sing the fast and slow rhythms of the different words in the verses.
- Do the actions: clapping for the snapping fish, wiggling for the octopus.
- Sing through the whole song.

A sailor went to sea, sea, sea

- Remember to clap the 'slow, slow, fast, fast, fast,' clapping rhythm in between the singing sections.
- Sing through the whole slow version of the song, pronouncing your words as clearly as you can.
- Sing through the whole song.

Row, boys, row

- Notice how the song changes in the second verse, singing 'girls' instead of 'boys.'
- Practise the rowing actions in time to the music.
- Sing through the whole song.

When I was one I sucked my thumb

- Sing this last song with lots of energy!
- Remember, it's only the first line in each verse, which changes.
- Practise these first lines, noting the different rhythms.
- Practise swaying backwards and forwards and from side to side in the chorus.
- Sing through the whole song.

Follow-up ideas

- Learn all the songs and practise performing them with the backing track versions of the songs.
- Using the story as a starting point, make up your own performance of a sea adventure. Imagine that you are setting sail to find treasure! You could include some of the pieces of music that you have made up as a class also read out some of the work from the suggested literacy activities.

Literacy links

| Title | Reception / Year 1 | Year 2 |
|---|--|---|
| 1. The big ship sails on the ally-ally-oh | Talk about things that we can see and hear at the seaside - eg seagulls, sea, sand, a lighthouse and boats. The children create their own zig-zag book of things to see at the seaside, drawing pictures of these things and labelling them if they can. | Imagine that you are setting sail with Nigel and Suki the monkey. Write and describe your ship. What does it look like? How many sails does it have? What have you taken with you for the journey? Where are you travelling to search for treasure? |
| 2. There's a hole at the bottom of the sea | Talk about all the things that are in the hole in the bottom of the sea in today's song! There are a lot of funny things! Draw and photocopy a circle on a piece of A4 - the hole in the bottom of the sea! The children draw what else they could be in the hole. Encourage them to really use their imaginations! What would they like to find in the hole? They can also draw the sea around the hole and everything in it - eg fish and seaweed, even a mermaid. | Children make up their own accumulation sentences about the hole in the bottom of the sea, which get longer and longer - eg: <i>There's a dog in the hole in the bottom of the sea.</i> <i>There's a cat on the dog in the hole in the bottom of the sea.</i> <i>There's a mouse on the cat on the dog in the hole in the bottom of the sea.</i> The children can also illustrate their sentences. |
| 3. My ship rolls over the ocean | Talk about today's episode and how the storm grew and grew! Discuss what happens in a storm out at sea - the sea grows rougher, the lightning flashes and the thunder crashes! Have the children ever been out in a storm, or watched it from a window. If so, how did they feel? Were they frightened or excited? What did they see? What did they hear? | Children write a poem together called 'The storm' with teacher as scribe. Encourage them to think of some really good describing words: <i>The lightning goes flash like a bright light,</i> <i>The thunder crashes as loudly as a cymbal. CRASH!</i> |
| 4. Suki over the ocean | Talk about the different things that Suki caught: a big fish, an octopus, a rubber duck. What could Suki catch next? The children can draw pictures with labels, or write a short sentence with their pictures. | Discuss what Suki caught today. The children imagine that they are Suki and write about the different things that they catch on each day of the week - eg: 'On Monday I caught an old hat. On Tuesday I caught a starfish. On Wednesday I caught a crab...' etc. |
| 5. A sailor went to sea, sea, sea | Talk about what you think Golden Island looks like. Ask the children to imagine what they can see and what they can hear. On a piece of paper draw one thing from the island - eg a parrot, or the crocodile or the Golden River...or something they have made up themselves. | Talk about what Suki and Nigel have found on Golden Island so far: the beach, the Golden River and the magic cave. The children draw their own map of the other things that they imagine to be on the island. |
| 6. When I was one I sucked my thumb | Talk about what Nigel and Suki hoped to find in the chest and what they actually found. What do the children think they hoped to find? Treasure! Precious jewels, perhaps gold coins! But what they actually found were the pirate's smelly socks! How did the captain feel about this? Was he pleased? Cut out and photocopy a piece of A4 paper in the shape of a treasure chest. The children draw on it what they would like to find in the treasure chest. | Talk with the children about Suki and Nigel's adventures. What episode did they enjoy most? Discuss the things that have happened, such as when Suki went shing and caught some very interesting things, when the big storm came, and when they crept into the magic cave, then got chased by pirates. Divide a piece of A4 into six boxes. In each box, the children draw a picture and write a sentence to describe something that has happened in Suki and Nigel's adventures. |

The big ship sails on the ally-ally-oh

1. The big ship sails on the ally-ally-oh,
The ally-ally-oh, the ally-ally-oh,
The big ship sails on the ally-ally-oh,
On the last day of September.

Climb the rigging!
Climb the rigging!
Climb the rigging!
Climb the rigging!

2. The captain said it will never, never do,
Never, never do, never, never do,
The captain said it will never, never do,
On the last day of September.

Salute the captain!
Salute the captain!
Salute the captain!
Attention!

3. The big ship sank to the bottom of the sea,
The bottom of the sea, the bottom of the sea,
The big ship sank to the bottom of the sea,
On the last day of September.

4. We all dip our heads in the deep blue sea,
e deep blue sea, the deep blue sea,
We all dip our heads in the deep blue sea,
On the last day of September.

There's a hole in the bottom of the sea

1. There's a hole in the bottom of the sea
There's a hole in the bottom of the sea
There's a hole
There's a hole
There's a hole in the bottom of the sea
2. There's a log on the hole in the bottom of the sea
There's a log on the hole in the bottom of the sea
There's a hole
There's a hole
There's a hole in the bottom of the sea
3. There's a bump on the log in the hole in the bottom of the sea
There's a bump on the log in the hole in the bottom of the sea
There's a hole
There's a hole
There's a hole in the bottom of the sea
4. There's a frog on the bump on the log in the hole in the bottom of the sea
There's a frog on the bump on the log in the hole in the bottom of the sea
There's a hole
There's a hole
There's a hole in the bottom of the sea
5. There's a tail on the frog on the bump on the log in the hole in the bottom of the sea
There's a tail on the frog on the bump on the log in the hole in the bottom of the sea
There's a hole
There's a hole
There's a hole in the bottom of the sea
6. There's a flea on the tail on the frog on the bump on the log in the hole in the bottom of the sea
There's a flea on the tail on the frog on the bump on the log in the hole in the bottom of the sea
There's a hole
There's a hole
There's a hole in the bottom of the sea

My ship rolls over the ocean

1. My ship rolls over the ocean
My ship rolls over the sea
My ship is filled with treasure
All for you and me
My ship rolls over the ocean
My ship rolls over the sea
My ship is filled with treasure
All for you and me

Chorus

Blow wind blow! (Blow wind blow!)
Blow wind blow! (Blow wind blow!)
Blow wind blow! (Blow wind blow!)
Blow wind blow! (Blow wind blow!)

2. The storm is getting closer
The storm is getting near
The clouds, they are a coming
And soon they will be here.
The storm is getting closer,
The storm is getting near.
The clouds, they are a coming,
And soon they will be here.

Chorus

Blow wind blow! (Blow wind blow!)
Blow wind blow! (Blow wind blow!)
Blow wind blow! (Blow wind blow!)
Blow wind blow! (Blow wind blow!)

The storm is getting closer (The storm is getting closer)
Can you hear the thunder? (Can you hear the thunder?)
The storm is getting closer (The storm is getting closer)
Can you hear the thunder? (Can you hear the thunder?)
The storm is getting closer (The storm is getting closer)
Can you hear the thunder? (Can you hear the thunder?)

Suki over the ocean

1. Suki over the ocean
Suki over the sea
Suki caught a big fish
Can't catch me!
Big fish snap!
Snap! Snap! Snap!
Big fish snap!
Snap! Snap! Snap!
Big fish snap!
Snap! Snap! Snap!
Big fish snap!
Snap! Snap! Snap!

2. Suki over the ocean
Suki over the sea
Suki caught an octopus
Can't catch me!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!
Octopus wiggle!
Wiggle! Wiggle! Wiggle!

3. Suki over the ocean
Suki over the sea
Suki caught a rubber duck
Can't catch me!
Rubber duck quack!
Quack! Quack! Quack!
Rubber duck quack!
Quack! Quack! Quack!
Rubber duck quack!
Quack! Quack! Quack!
Rubber duck quack!
Quack! Quack! Quack!

A sailor went to sea, sea, sea

A sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea

Row, boys, row

Row, boys, row
Up the river go
Long pull, strong pull
Row, boys, row

Row, girls, row
Up the river go
Long pull, strong pull
Row, girls, row

Row, boys, row
Up the river go
Long pull, strong pull
Row, boys, row

When I was one I sucked my thumb

1. When I was one I sucked my thumb
The day I went to sea
I jumped aboard a pirate ship
And the captain said to me...
We're going this way, that way
Forwards and backwards
Over the Irish Sea
We're going this way, that way
Forwards and backwards
That's the life for me

2. When I was two I buckled my shoe
The day I went to sea
I jumped aboard a pirate ship
And the captain said to me...
We're going this way, that way
Forwards and backwards
Over the Irish Sea
We're going this way, that way
Forwards and backwards
That's the life for me

3. When I was three I cut my knee
The day I went to sea
I jumped aboard a pirate ship
And the captain said to me...
We're going this way, that way
Forwards and backwards
Over the Irish Sea
We're going this way, that way
Forwards and backwards
That's the life for me

4. When I was four I knocked at the door
The day I went to sea
I jumped aboard a pirate ship
And the captain said to me...
We're going this way, that way
Forwards and backwards
Over the Irish Sea
We're going this way, that way
Forwards and backwards
That's the life for me

The big ship sails on the ally-ally-oh

Vocal

3 (Verse 1) 5

The big ship sails on the ally-ally-oh, The

10

ally-ally-oh, The ally-ally-oh, The big ship sails on the ally-ally-oh, On the

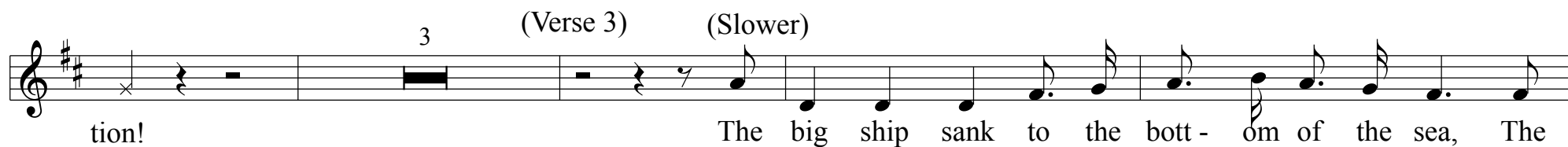
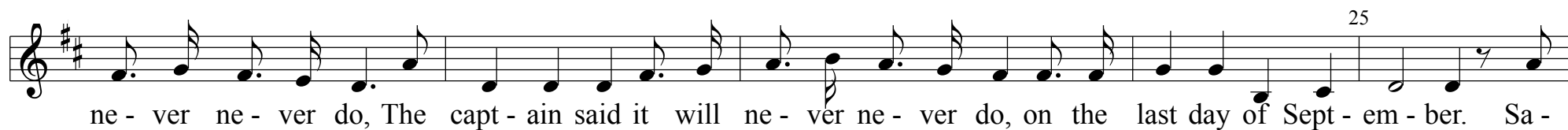
15 1.

last day of September. Climb the rigging! Climb the rigging!

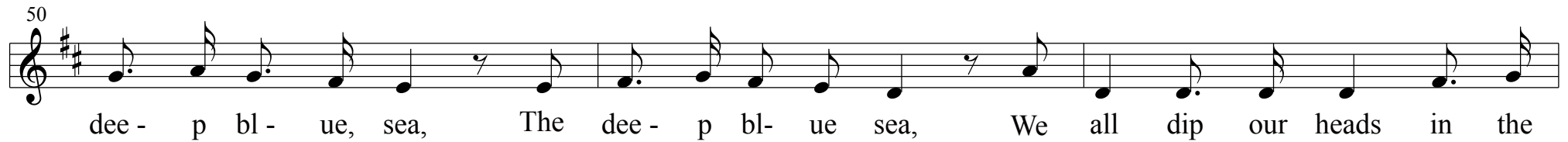
2. (Verse 2) 20

The captain said it will never never do, never never do,

The musical score is written for a vocal part in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The melody is simple and repetitive, using mostly quarter and eighth notes. The lyrics are written below the staff. The score is divided into two verses. Verse 1 starts with a measure rest, followed by a triplet of eighth notes (measures 3-5), then continues with the main melody. Verse 2 starts with a measure rest, followed by a triplet of eighth notes (measures 17-19), then continues with the main melody. There are repeat signs with first and second endings at the end of each verse.



(Back to fast tempo)(Verse 4)



There's a hole in the bottom of the sea

Vocal

(Verse 1)

3

5

There's a hole in the bott - om of the sea There's a

10

hole in the bott - om of the sea There's a hole There's a hole There's a

(Verse 2)

3

hole in the bott - om of the sea There's a log in the hole in the bott - om

20

of the sea There's a log in the hole in the bott - om of the sea There's a

hole There's a hole There's a hole in the bott - om of the sea There's a

30

bump on the log in the hole in the bott- om of the sea There's a bump on the log in the

hole in the bott - om of the sea There's a hole There's a hole There's a hole in the bott - om of the

(Verse 4)

The musical notation for Verse 4 is written on a single staff. It begins with a treble clef, a key signature of two flats (B-flat and E-flat), and a common time signature (C). The melody starts with a half note G4 (labeled 'sea'), followed by a quarter rest. The next measure contains a triplet of eighth notes, all marked with a '3' above them. The melody then continues with a quarter note A4 (labeled 'There's'), a quarter note G4 (labeled 'a'), and a quarter note F#4 (labeled 'frog'). The final phrase, 'on the bump on the log in the hole in the', is set to a sequence of eighth and sixteenth notes, ending with a double bar line and a 6/4 time signature.

sea There's a frog on the bump on the log in the hole in the

hole There's a hole There's a hole in the bott - om of the sea There's a

30

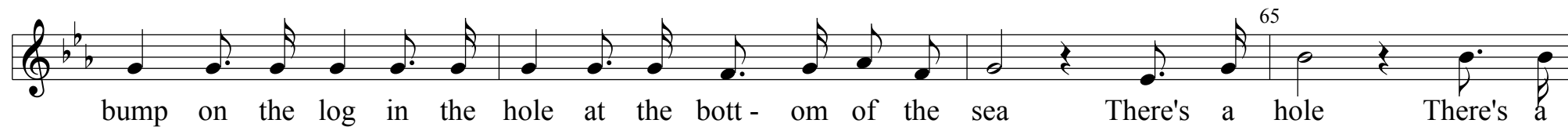
bump on the log in the hole in the bott - om of the sea There's a bump on the log in the

hole in the bott - om of the sea There's a hole There's a hole There's a hole in the bott - om of the

(Verse 4)

The musical notation for Verse 4 is written on a single staff. It begins with a treble clef, a key signature of two flats (B-flat and E-flat), and a common time signature (C). The melody starts with a half note G4 (labeled 'sea'), followed by a quarter rest. The next measure contains a triplet of eighth notes, all marked with a '3' above them. The melody then continues with a quarter note A4 (labeled 'There's'), a quarter note G4 (labeled 'a'), and a quarter note F#4 (labeled 'frog'). The final part of the verse consists of a series of eighth notes: G4 (labeled 'on'), A4 (labeled 'the'), B-flat4 (labeled 'bump'), G4 (labeled 'on'), A4 (labeled 'the'), B-flat4 (labeled 'log'), G4 (labeled 'in'), A4 (labeled 'the'), B-flat4 (labeled 'hole'), G4 (labeled 'in'), and A4 (labeled 'the'). The staff ends with a double bar line and a 6/4 time signature.

sea There's a frog on the bump on the log in the hole in the



My ship rolls over the ocean

Vocal

Vocal

(Verse 1) My ship rolls o - ver the o - cean, my

(Verse 2) (The) storm is gett - ing clo - ser, the

ship rolls o - ver the sea. My ship is filled with trea - sure,

storm is gett - ing near. The clouds they are a com - ing, and

all for you and me. My ship rolls o - ver the o - cean, my

soon they will be here. The storm is gett - ing clos - er, The

10

ship rolls o - ver the sea. My ship is filled with trea - sure all for you and me.

storm is gett - ing near. The clouds they are a com - ing, and soon they will be here.

(2 parts)

CHORUS

15

Blow wind blow! Blow wind blow! Blow wind blow! Blow wind blow!

(Group A)

(Group B)

1. 20 to verse 2 2. 25 CODA

The The

(Group A)

storm is gett - ing clos - er,

Can you hear the thun - der?

(Group B)

The storm is gett - ing clo - ser,

30 1. The

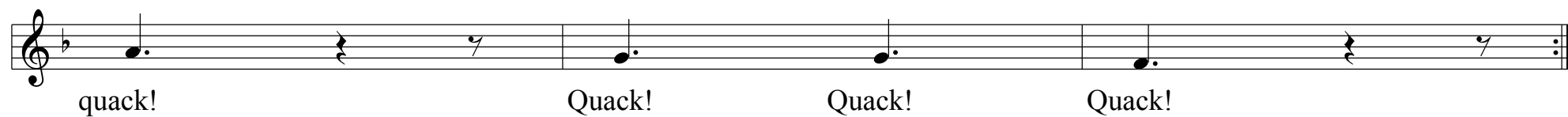
Can you hear the thun - der?

2. Can you hear the thun - der?

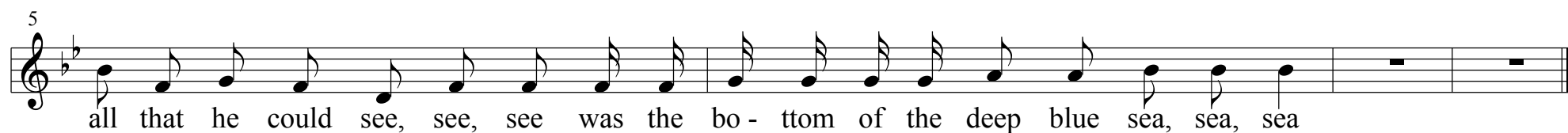
The musical score is written for two groups, A and B, in G major (one sharp). Group A's part consists of a melody starting on G4, moving up stepwise to D5, then a whole rest, and finally a triplet of G4, A4, B4. Group B's part starts with a whole rest, followed by a half note G4, and then a melody starting on G4, moving up stepwise to D5. The lyrics are: Group A: 'storm is gett - ing clos - er, Can you hear the thun - der?'; Group B: 'The storm is gett - ing clo - ser, Can you hear the thun - der?'. The score includes a first ending (1.) and a second ending (2.) for the 'Can you hear the thunder?' phrase. The first ending leads back to the beginning of the phrase, and the second ending leads to the final measure.

Suki over the ocean





A sailor went to sea, sea, sea



Row, boys, row

Vocal


(1) Row, boys, row Up the riv - ver go
 (2) Row, girls, row Up the riv - ver go

5

Long pull, strong pull Row, boys, row
 Long pull, strong pull Row, girls, row


When I was one I sucked my thumb

Vocal



(1) When I was one I sucked my thumb, The day I went to
(2) When I was two I buckled my shoe,
(3) When I was three I cut my knee,
(4) When I was four I knocked at the door,

5



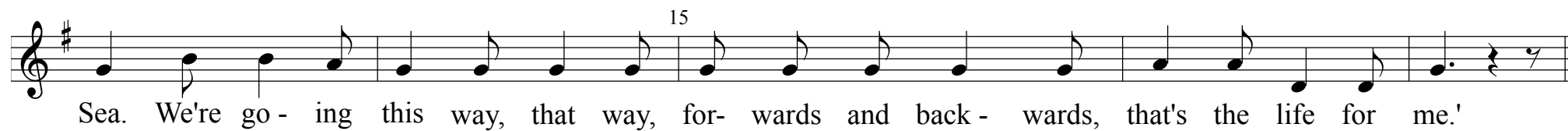
sea, I jumped a - board a pi - rate ship and the cap - tain said to

10



me, 'We're goi - ing this way, that way, for - wards and back - wards ov - er the I - rish

15



Sea. We're go - ing this way, that way, for- wards and back - wards, that's the life for me.'

The image shows a musical staff with a treble clef and a key signature of one sharp (F#). The melody consists of eighth and quarter notes. The lyrics are written below the staff, with hyphens indicating syllables that span across multiple notes. The snippet ends with a double bar line and a repeat sign.

