

KS2 Yr C

What shall we do with the drunken sailor?

Legacy & Significance

The lasting impact and importance of a person, event, object or idea.

Prior Knowledge

KS1:

Using voices expressively.

Develop chants and raps in rhythm.

KS2:

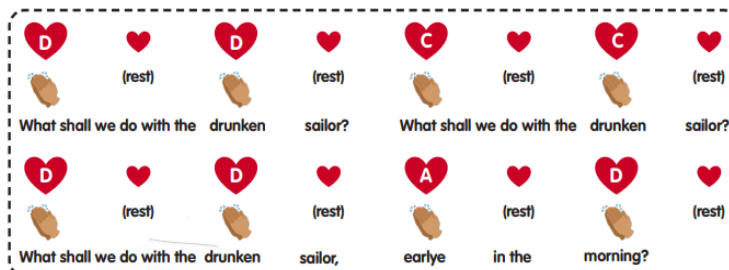
Developing an understanding of the recorder.

Sing with expression in patterns.

Play and perform in solo and ensemble contexts.



What style of music is a sea shanty??



My Component Knowledge:

Lesson 1: I can sing a sea shanty expressively and with a strong beat

Lesson 2: I can use a cup rhythm game to keep to the beat of the song

Lesson 3: I can record my singing performance

Lesson 4: I can create body percussion patterns to accompany a sea shanty

Lesson 5: I can create accompaniments with bass notes and chords

Lesson 6: I can rehearse and perform 'What shall we do with the drunken sailor?'

My Composite Knowledge:

I can build on my knowledge of the inter-related styles of music. Through this understanding I will develop my knowledge of singing and playing musical instruments.

My Powerful Knowledge:

I know that music improves our world in many different ways. I can explain that performing, participating in or listening to music has also been shown in many ways to improve psychological and cognitive performance and wellbeing, and many cultures have long-held beliefs over the healing properties of music.

Key Vocabulary

sea shanty; traditional folk song, sang by sailors and pirates

Beat; pulse, action, tempo

Rhythm; long/short notes, rests, tempo

Chords; triads, major/minor

Bass; lowest musical notes or pitch range

Dot notation; visual symbols to represent musical notes, pitches and simple melodies

