**Musical Adventures with Pitch-matching, Pulse-finding, Percussive Pirates!!!!**



**(And their parrots too!)**

**A series of lessons designed for Ye Olde Children in Year 1 by Captain Kate ‘Cutlass’ Knight (Flagship MKMS)**

**Lesson 1: Focus (Rhythm)**

**Learning intentions:** Children learn

To move like pirates

To clap rhythmic patterns

To internalise rhythmic patterns

To play rhythmic patterns

A new song

**Introductory activity (10mins)**

Sing, ‘Hello Pirates’ (GEGE) and ask them what they know about pirates.

Teach them the song, ‘Hey, hey look at me’ and use actions such as digging, rowing, fighting, scrubbing, mopping and climbing to keep the pulse.

**Main activity (15mins)**

Revise the game, ‘Don’t clap this one back’ and ask the children to fold their arms when they hear the rhythm of the title.

Now tell the children that they won’t be clapping any rhythms back but will be listening out for the names of two characters

When they hear the rhythm, ‘ Black Beard Bill’ they should say, ‘Ah ha me hearties’

When they hear the rhythm ‘Pretty Polly’ they should say, ‘Piece of Eight’ (These were old coins)

Now use the name of Blackbeard Bill, Pretty Polly and Scarface Samantha in a game of ‘Playing Pirates’.

The children should clap the rhythm of each name as a class in and then in three groups.

They will then try playing each rhythm on woodblocks, maracas and jingles.

*Can they combine the rhythm Pretty Polly with either of the other two rhythms?*

Listen to the song, “The day I went to sea’ (Lively Time Play songs) and ask the children to learn the first two lines of each verse.

Now ask them to move side-to-side as they sing “I’m going this way that way’ and forwards and back as they sing, ‘Forwards and backwards’.

Look at the last two lines of the song and then lines three and four.

**Plenary (5mins)**

Today they have played and clapped the names of several pirates and parrots.

*Can anyone remember one of the names and clap its rhythm?*

Sing, ‘Goodbye Pirates’

**Learning Outcomes:** Children learn

To move to a steady beat

To clap and play rhythmic patterns accurately

To play in small groups

To sing with confidence and accuracy

**Lesson 2: Focus Pulse**

**Learning Intentions:** Children learn about

Sea shanties

To sing a new song

About pulse

To play and sing

**Introductory activity (10mins)**

Sing, ‘Hello Pirates’ (GEGE) and revise the game, ‘Hey, hey, look at me’.

Use actions such as rowing, pulling, scrubbing, mopping and climbing.

Talk to the children about songs that pirates or sailors sang to keep them in time when they did jobs together. These were called Shanties.

As they listen to a recording of Cornish fishermen singing, ‘Drunken Sailor?’ ask the children to perform some of these actions to the chorus (‘Heave ho and up she rises’).

**Main activity (15mins)**

Make up new words to the tune of Drunken Sailor and ask the children to keep a steady pulse, using the actions in the song.

“What shall we do with the lazy pirate x 3”

“Early in the morning?”

Give him a bucket to wash the deck (triangles/bells)

Give him a mop to clean the deck (tambourines/jingles)

Give him a brush to scrub the deck (guiros)

Give him a cloth to polish the deck (maracas)

Now repeat each verse using the instruments in brackets to maintain the pulse.

Ask all the children to play during the chorus and change the words to, ‘Heave ho, we’re Heronshaw Pirates’.

**Plenary (5mins)**

Pack the instruments away and ask the children to explain what we were marking with our actions and instruments today- the pulse.

**Learning Outcomes:** Children can

Sing confidently and tunefully

Move to a steady beat

Play with control and awareness of pulse

Find the pulse in a piece of recorded music

**Lesson 3: Focus Pitch**

**Learning Intentions:** Children learn

Two singing games

To add tuned percussion to a song

To sing confidently and tunefully

**Introductory activity (12mins)**

Sing, “Hello Pirates’ (GEGE) and introduce the singing game, ‘Who has a brother?’ (GeaGE)

Use phrases such as, ‘Who likes playing super heroes/Ben Ten/Princesses/Hide and Seek/Skipping/Detectives/Pirates?’

Introduce the game, ‘Down by the Ocean’ (Singing Games and Rhymes)

One child sits in the middle with eyes closed whilst a ‘brother’ and a ‘sister’ are chosen to sing ‘I told Ma’ and ‘I told Pa’.

Use the child’s name in the song e.g. Down by the ocean, down by the sea.

Phoebe broke a teacup and said that it was me!

At the end of the song, ‘Phoebe’ has to name her brother and sister.

**Main activity (15mins)**

Remind the children of the song they sang last week, ‘What shall we do with the lazy Pirate?’ and sing it with the actions

Give him a bucket to wash the deck

Give him a mop to clean the deck

Give him a brush to scrub the deck

Give him a cloth to polish the deck

Now ask the children to keep a steady pulse as they song the first verse again.

Divide the children up into two groups and ask lone group to tap their knees when the pirate puppet is held up and the other to tap when the parrot is held up.

Explain that today they are going to use tuned instruments to accompany the song.

Give group 1 D, F and A chime bars

Give group 2 C, E, G and C’ chime bars

Remind them of the pulse and which puppet to follow and then accompany the song as follows:

What shall we do with the lazy pirate What shall we do with the lazy pirate?

D/F/A C/E/G/C’

What shall we do with the lazy pirate? Early in the morning?

D/F/A C/E/G/C’ D/F/A

**Plenary (5mins)**

Today they used different percussion instruments. They could play tunes so were called *tuned percussion*

Finish by singing, The Day I went to Sea’ and try learning the first two lines of each verse.

**Learning Outcomes:** Children can

Sing a small range of notes accurately and confidently

Listen attentively

Recognise the timbre of each other’s voices

Play tuned instruments in response to a visual prompt

Play with awareness of pith and pulse

**Lesson 4: Focus Pitch and Pulse**

**Learning Intentions:** Children learn

To explore vocal qualities

A new song

To move a to a steady pulse

A new singing game

About high, middle and low pitch

A new game

**Introductory activity (10mins)**

Sing, “Hello Pirates” (GEGE) and ‘Hello Pirates’ (GEC). Show the two different tunes with hands signs

*What do the children notice about the sound?*

Today we are going to explore high, middle and low sounds.

Play the chant, ‘Have you brought your...voice?’ The children reply ‘Yes I have’.

Use examples such as mouse, angel, pixie (high), Pop star, mummy Bear (middle) and giant, Pirate (low)

**Main activity (15mins)**

Teach the children the song, ‘Row boys row’ and ask the children to row to the pulse.

Change the words to ‘Row me hearties row’ or ‘Row pirates row’.

Explain that pirates were often accused of stealing and it wasn’t always treasure.

Play the game, ‘Who stole my chicken and my hen’ (Singing Games and Rhymes)

Ask one child to sit in the middle and be the farmer with eyes closed. I will choose two thieves who will sing one line each alone and then the last line together. The farmer has to guess who the thieves are.

Revise the song, ‘What shall we do with the lazy pirate?’ and use the C/E/G chime bars and D/F/A chime bars to accompany it.

**Plenary (5mins)**

Listen to the D, F and A chimes as I play them and follow the sounds with their hands.

Play a game of, ‘Where’s the Treasure?’

If I play an A it is in a palm tree

If I play an F it is in the biscuit tin

If I play a D it is under the sand

Use those notes to say, ‘Goodbye Pirates’.

**Learning Outcomes:** Children can

Follow the shape of phrases with their hands

Identify and explore high, middle and low vocal sounds

Sing tunefully

Sing phrases alone and as a class

Play with a sense of pulse and awareness of pitch

Discriminate between high, middle and low sounds

**Lesson 5: Focus Rhythm and Timbre**

**Learning Intentions:** Children learn

About rhythm

A new chant

To add instruments to words

To play in small groups

To move to the rhythm of words

**Introductory activity (8mins)**

Sing, ‘Hello Pirates’ (GEGE) and revise the game, ‘Don’t clap this one back’ (if they hear the rhythm of the title they will fold their arms).

*How did they know when not to clap?*

Use three rhythms in another clapping game.

When the children hear, ‘Blackbeard Bill’ they should say ‘Oo-arhh!

When the children hear ‘Pretty Polly’ they should squawk

If appropriate, add another rhythm, ’Scarface Samantha’ at which the children should brandish their swords!

**Main activity (15mins)**

Show the children the words to the following chant and say the words whilst pointing to them.

Slish - slosh - slish - slosh -

Swish swash swish swash swish swash swish swash

Scrubba- dub scrubba-dub scrubba-dub scrubba-dub

Pol- ish pol- ish pol- ish po- lish

Glug - glug - glug - glug -

Zzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzz

Add actions to each of the lines

*Can the children describe what happens to the sounds? (They get faster and then slower)*

Put the children into five groups and ask each group to perform one of the lines. (All the children should perform the last line).

Ask each group to think of the sound that would best fit their word.

*Would it need to be long or short?*

*Would it need to be metal, skin or wood?*

*Would it need to be shaken scraped or tapped?*

Lay out the following instruments and ask children to select sounds from them (Children in each group should play the same sounds)

Triangles/bells, tambourines/jingle, guiros/cabasas, maracas

Perform the chant with the words and then instruments

**Plenary (7mins)**

Pack away the instruments and learn the singing game, ‘Booby Shaftoe’ (Singing Games and Rhymes)

Pairs of children make boats and rock one passage gently from side to side in time to the pulse.

If there is enough space, ask the passengers to swim though calm, gentle or rough seas to another boat whilst the children making the boats use appropriate wind and sea sounds for each type of weather.

*How did they make the sea calm, gentle or rough? (By changing the volume and pace at which they made their vocal sounds)*

**Learning Outcomes:** Children can

Copy and internalise rhythmic patterns

Move and play to a changing beat

Play in small groups

Play with control

Talk about choices of instrumental and vocal sounds

**A Pirate’s Day**

Slish - slosh - slish - slosh -

Swish swash swish swash swish swash swish swash

Scrubba- dub scrubba-dub scrubba-dub scrubba-dub

Pol- ish pol- ish pol- ish po- lish

Glug - glug - glug - glug -

Zzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzz

**Lesson 6: Focus Performance from a graphic score**

**Learning Intentions:** Children learn

A new chant

To revise songs

To select instrumental and vocal sounds

To read a graphic score

To work in groups

**Introductory activity (10mins)**

Sing, ‘Hello Pirates’ and revise the chant, ‘Have you got your…voice? (See lesson 4)

Learn the chant ‘Yo ho ho. Yo, ho, ho. Heronshaw Pirates go, go ,go!’ (ECC-ddDDDECC-)

Revise the song, ‘Row boys row’ and change the words to, ‘Row Pirates Row’.

**Main activity (15mins)**

Explain to the children that they are going on a Pirate adventure and show them the map.

When they reach land they will be crossing a swamp, swinging through trees full of snakes, crossing a creek full of crocodiles and swim across the rapids.

Go through the script and point to the pictures on the map (See next page)

Show the children a selection of percussion instruments and ask them to choose the most appropriate sounds for crocodiles, snakes, crabs and rapids.

Put the children into five groups. If enough space, make five boat-shapes from skipping ropes for them to sit inside and give them their instruments (See brackets for suggestions)

All the children sing each song but each boat will play as we imagine crossing the swamp, swimming through the snake-infested tress, crossing the crab-filled creek and swimming through the rapids.

The last boat full of children accompany the last song.

The children can choose how they play their instruments to illustrate each event but must watch me as I point to the map.

Perform the score in several ways with children suggesting a different order of events.

**Plenary (5mins)**

Pack away the instruments

*How did they know when to play today?*

*What was their favourite part of the adventure and why?*

*Composers often write down or notate their ideas. Maybe they could draw their own graphic score at home?*

Finish the project by singing, ’The Day I went to Sea’ with all of the actions.

**Learning Outcomes:** Children can

Sing tunefully and confidently

Select and choose how to play instrumental sounds

Play with control in small groups

Follow graphic symbols

Talk about their work

**Pirate Adventure Script!**

**Sing:** Row, pirates row

**Call:** We’ve reached land

**Response:** Oh no, we’ve got to cross the swamp (Guiros and castanets)

**Sing:** Yo ho ho etc.

**Sing:** Row, pirates row

**Call: Phew!** We’ve reached the other side

**Response:** Oh no, we’ve got to swing through the trees (Maracas)

**Sing:** Yo ho ho etc.

**Sing:** Row, pirates row

**Call: Phew!** We’ve on safe land

**Response:** Oh no, we’ve got to cross the creek (claves and woodblocks)

**Sing:** Yo ho ho etc.

**Sing:** Row, pirates row

**Call: Phew!** We’ve reached the other side

**Response:** Oh no, we’ve got to swim across the rapids (Tambourines and jingles)

**Sing:** Yo ho ho etc.

**Call:** We’ve found the treasure

**Sing:** Yo ho (triangles and bells keeping a steady pulse)

**Tracking Progress**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Can keep a steady pulse(Movement and control of instrument)Weeks 1/2/3/4/5/6 | Can sing tunefully alone or in a groupWeeks 1/2/3/4/5/6 | Can maintain a part within a small groupWeeks 1/3/5 | Can select and explore sounds Weeks 5 and 6 | Can follow symbols on a graphic scoreWeek 6 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Tracking progress through the levels**

**Some children will be able to**

Repeat short rhythmic patterns (Don’t clap this one back) L1

Choose sounds in response to given starting points (Pirate Adventure score) L1

Use voices in different ways (Have you brought your…voice?) L1

Perform with awareness of others (What shall we do?) L1

**Some will show and will be able to more progression**

Sing with a sense of the shape of a melody (The day I went to sea) L2

Perform simple patterns keeping to a steady pulse (Pirate day chant) L2

Recognise how musical elements can be used to create mood and effect

(Windy Old Weather/Pirate Adventure score) L2