



# JOHN KANAKA

*Traditional sea shanty*



## Teaching and learning

- 1 Play a recording of a full performance of the song a few times. Learners should identify, and focus on listening to, the response and clap the rhythm.
- 2 Ask learners to identify the two parts in the response.
- 3 Play a recording or sing the call without the response and ask learners to respond by clapping and saying the words.
- 4 Divide the group into two smaller groups: one to sing Part 1 (top part) and the other to sing Part 2 (lowest part) of the response.
- 5 Start with Part 1 and sing or play this part. Ask learners to echo it back; remember to give them their starting note (F).
- 6 Follow the same steps with the second group (the starting note is lower D). You should go over both parts a few times to build learners' confidence.
- 7 Give the groups their starting notes and ask them to perform both parts together unaccompanied. Slow the pace down to ensure accuracy in the way they respond.
- 8 When the co-ordination between both groups is secure, perform the call yourself or use a recording and direct learners to join in with the response.
- 9 When all learners are confident with their response, swap the two parts over for the response and follow the teaching steps again.

## Integral Skills

- Focus on the articulation of the words. Point out the accent on the 'tu' in the response and the short rest after 'John'
- Teach the call to all learners or give an individual an opportunity to perform. Through performing the response a number of times, learners will naturally become familiar with the melody of the call. Point out the short pause in the last phrase of each verse, and give C as an optional lower note.
- Encourage learners to put plenty of drama and character into their performance; they could create a series of still pictures, imagining the scene on the ship.

**GRADING: INTERMEDIATE**

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## Statements of what matters:

- *Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individual*
  - *Creating combines skills and knowledge, drawing on the senses, inspiration and imagination*
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- Listen to and appraise other recordings of this sea shanty, for instance, discuss the main characteristics, listen to the lyrics, and discuss the story.
- Divide the group into smaller groups to compose their own response to the calls. They should only use the notes C, F, G and A, but need to come up with their own catchy lyrics and rhythm. Give each group an opportunity to perform to the rest of the groups and to appraise each other's performances.
- Record the performance of John Kanaka and appraise it. A comparison could be made with the recording provided.

## Assessment for Learning:

- *Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts*
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## Questioning

### Tool: Whiteboards

- Describe the pace (fast/slow) and texture (thick/thin) of this song.
  - What is a sea shanty? How can we discover more information?
  - Where is the highest note in the song? What vowel sound is sung to this note?
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## Feedback

### Tool: Temporary comments

Give learners temporary comments on areas they need to develop. To improve their accuracy of rhythm, learners may need to revisit certain phrases and listen to a recording of the song again. Give learners the opportunity to act upon these comments during the session, and give comments again to see if they have been successful.

## Self- and peer assessment

### Tool: WWW / EBI

Make a recording of a group performance of the song. Listen to the recording and then ask learners to suggest What Went Well (WWW) with their performance and make suggestions on how to improve using Even Better If (EBI).

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