

ROUND THE HORN

Traditional sea shanty (arr. Owain Gethin Davies/Dyfan Jones)



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 melody and clap the rhythm.
- 2 Begin by teaching the melody of the chorus to all.
- 3 Ask the learners to join in and sing the first chorus. Make sure that they follow the melodic line accurately and concentrate on the syncopated and dotted rhythms.
- 4 Build this process slowly and introduce the melody of the first verse.
- 5 If they struggle with a specific passage, ask them to listen to you/the track and then ask them to join in.
- 6 When the learners are familiar and confident with the part, show them the suitable moments to breathe and perform the first chorus and verse.
- 7 You may find that learning the melody will be enough progress for one session and you will tackle the second and third part of the chorus in the following session.
- 8 If they manage to maintain the part and you are happy to move on, introduce the second and third part in the chorus to everyone.
- 9 When all the learners are confident with all parts divide the group into three equal groups. Give one group the melody (part 1) and the other two groups the harmony (part 2 and part 3).
- 10 Give plenty of support to the second and third groups (part 2 and part 3) in finding the first note in the chorus.
- 11 Try to perform in three parts with the recording. Change parts round so that everyone has an opportunity to sing all parts.

Integral Skills

- Try to perform the chorus in three parts without any accompaniment so that the learners listen very carefully to the sound of the three part harmony. You might find it helpful to tap the pulse on a percussion instrument, Learners should concentrate on their accuracy of rhythm and intonation.
- This song has two verses and a final chorus in a new key. Read through the lyrics of verse 2, and then practise with the recording with the three-part harmony in the chorus. When you are happy with both verses and chorus practise the final chorus in the new (higher) key.
- Encourage learners to perform with clear diction. Ensure that they don't snatch the last short notes at the end of some phrases, as this will impact on the sound quality.

GRADING: INTERMEDIATE

ROUND THE HORN

Traditional sea shanty (arr. Owain Gethin Davies/Dyfan Jones)



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*

- Listen and appraise other recordings of sea shanties, Discuss the main characteristics, listen to the lyrics and discuss the story. The Hennessys, one of Wales' foremost traditional folk music groups, released a recording of this song in 1970 on the album 'Ar lan y môr'. Listen to and appraise this recording and discuss its main characteristics and features.
- In small groups, learners should use the lyrics and rhythm of the chorus to compose new melodies that include one leap and the rest of the melodic movements in step.
- Learn another sea shanty, (e.g. 'John Kanaka'). When learners are familiar with this, they could compare both sea shanties and comment on structure, texture and pitch.

Assessment for Learning:

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

Questioning

Tool: Group responses

- What kind of atmosphere does this song create? Explain your answer.
- What is the structure of this song? Explain your answer
- How else might we arrange a performance of this song?

Feedback

Tool: How to improve

Show learners through target setting how to improve. A suitable target for some learners might be to come in quickly and confidently on the upbeats in the verses, and for others it might be focus on achieving crisp diction. You could demonstrate yourself or by playing a recording. After giving time to improve, check that targets have been reached.

Self- and peer assessment

Tool: Post-it challenge

Groups, pairs, individuals evaluate their learning by asking these questions, for example,

- 'What have I learned?', 'How did I learn this?'
- 'What I found easy/difficult?'
- 'What I need to do next?'

Learners should write their comments on post-it notes and then share with another group or the rest of the class. This technique focuses on thinking about learning and encourages learners to think towards their next steps.