

Music in Action

presents

JERSEY SINGS!

Across the Bay

Jersey's largest singing event
inspires and educates through music



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JERSEY SINGS!

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Jersey Sings June 19th 2024

Music in Action Charity No: 308

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Dear Teachers, Schools and Music Leaders,

"Welcome to Jersey Sings Across the Bay on the **19th June 2024**"



Hi - it's **Alexander L'Estrange** here. I'm a composer and conductor and I can't wait to work with your brilliant children again for "Jersey Sings 2024"!

"The culmination of this exciting musical event (starring your pupils) will be next June, on the beach with hundreds of other young singers and a brass band, but I'm asking you now to sign up now so you can benefit from all the workshops and support events we've got planned. Working

with me and the brilliant percussionists and workshop leaders Janet Fulton and Andrea Vogler, the children will be learning, composing and performing some fun and educational songs including my very own "Zadok Rules - Hallelujah!" - a witty whistle-stop tribute to kings and queens, royal music through the ages and the works of G. F. Handel in particular. Once experienced - never forgotten: your children will know the names of all the monarchs since William the Conqueror for ever! Other treats will include a "Bucket and Spade Orchestra", a sea-shanty mash-up, a newly composed piece (by the children with Janet Fulton's help) and the unofficial Jersey Sings anthem, "Power in me".

See you soon!

Alexander L'Estrange

Notes for teachers

Jersey Sings is put on by the wonderful people at Music in Action and we are thrilled that Luke Brown and his phenomenal band are once again performing to accompany our singers. I am particularly excited that our team includes Janet Fulton as well as Andrea Vogler who worked with many of you last year on the percussion side. And a wonderful new singing coach called Freya Parry who is will help lead singing workshops.



Jersey Sings looks like it is about a big performance, but it is actually much more: it's a process which begins now, and I am very keen that you and your young singers should enjoy the preparation period as much the event itself. Please let us know if there is anything we can do or supply that will ease the task of sharing this music.

Whether this is your first time, this may look like a lot of work, and I'll be honest, it's much less than you think! We will kick off the show this year with a large en masse workshop for an hour and a half with all the students together just like in pre-covid Jersey Sings. Then for the 35 minute performance when we perform together there are 5 pieces just for the massed choirs, three new, 2 repeated from last year, and 2 new songs with soloist where the children get to sing the chorus – World in Union and Radio Gaga by Queen. The new piece from Alexander L'Estrange called Zadok Rules looks very complex but is much simpler than you may think. And the music is glorious – a brilliant way to learn some of Handel's great tunes alongside learning all the Kings and Queens.

Janet Fulton has written with Jersey children's help a new song about the Environment and the Oceans called Save our Seas, and a new bucket and spade medley about the RNLI and water safety.



The music teachers have written a few notes below on all the songs and medleys which you'll find on the next few pages, you've got some amazing rehearsal recordings on Sound cloud, slides with the words on, and videos all available via the Music in Action website at <https://www.musicjersey.com/jersey-sings-2024-learning-materials> . We are also holding a series of workshops over the next few months; our vocal and percussion specialists will patiently take you through every note and rhythm.

Best wishes to you, thanks again, do stay in touch, and see you in June!

General Notes.

1. In terms of where to ask your singers to breathe, use the videos as your guide.

2. Encourage knowledge of the stories of the songs and their backgrounds, so that your young singers really know what they are communicating when they sing.

3. If notes feel a little high, take out the words and sing the melody to an 'ooh' sound in your rehearsal. This should encourage a floaty, 'head voice' tone. Singing a little quieter can often have the same effect. We will look at more helpful singing techniques in the workshops.

4. Final notes. Please ALWAYS encourage final notes to last their full length, especially if they are long ones within a slower song.



Learning Materials:

Save Our Sea!

Janet Fulton, one of Jersey Sings! 2024 leader, has crafted a new song, inspired by the imaginative inputs of young pupils, that takes listeners on a lyrical journey through the boundless beauty and mysteries of the sea including the Ecrehous. With their creative ideas as the guiding currents, Janet's composition is a harmonious blend of youthful wonder and oceanic wonderment, making it a true musical tribute to the enchanting theme of the sea. Watch out not to rush in the dotted notes. If asked the Lamprey is a fish that has no jaw but a toothed funnel like sucking mouth!

RNLI – Water Safety Splash

Another piece by Janet Fulton, this time it's back to the buckets and spades to learn about water safety. Approved by the RNLI the rhythms are all key messages to learn for our children.

Radio Gaga

Radio Gaga is one of those iconic songs that children of all ages love. This will be performed by a soloist with the children singing the chorus. They will also enjoy clapping the rhythms which we will run over in the practice on the day.

World in Union

World in Union is again sung by a soloist with the choir joining for the chorus.

Be careful to keep the notes alive through the longer phrases and not just die off. For example in the on of Union – keep holding the note on until a breath is taken. Practice coming in strongly on upbeats – so we get a good entry at the start of each line.

Power in Me

It's a song about encouragement, personal empowerment, and being internally resourceful. There are three verses, so once they are learned please practice the first lines in order a lot, so that during the two bar introduction to each verse they know precisely what is coming next! The verses begin with lower notes which, as the sentiment becomes more positive, increase in pitch; please make the last note of each verse 'and I will feel empowered from within, 'grow and develop naturally into the chorus. You'll need to split your group into two parts for b.65, teaching both parts to each of them, and I will then split our massed choir into two on the day. Note that the top part ends high! This is followed by overhead claps, a guitar solo, and there's something very important to rehearse here, and that is the vocal entry in b.80. It will feel unexpected to begin with! Please keep the crescendo going in b.88 as well as the long note at the end. Enjoy!

Zadok Rules

Zadok Rules - Hallelujah! is a witty and whistle-stop tribute to kings and queens, royal music through the ages and the works of G. F. Handel. It is an 8-minute celebration of our rich cultural heritage. Based on the music of Handel, Alexander L'Estrange (and Henry VIII!), it sets a rhyming text that cleverly traces all of the English monarchs from William the Conqueror to the present day. Lyrics include: Start with the Normans, Billy, Billy, Henry, Stee, Henry Two was a Plantagenet, Rich, John, Henry Three. The lyrics page is a great start as you realise that it's not as long or as hard as it may first appear. And those glorious tunes by Handel – it's brilliant and we think that the children will love it.

Sea Shanty Mashup

This number features a mashup of well-known Sea Shanties. The music starts us off with a brass band rendition of 'Drunken Sailor' which then leads us into the meat of the piece. Our bucket and spade performers tap out rhythms inspired by Sea Shanties and composed by Janet Fulton - bucket and spade extraordinaire. With a rondo style ABACAD... format, performers must always make sure to listen out to the recurring theme as well as count. This will be accompanied by Brass Band, who, after the final bucket and spade rhythm, will perform an arrangement of 'The Sailor's Hornpipe', another sailing classic. The challenge in this piece is to not be put off by the brass band and as such security on parts is important

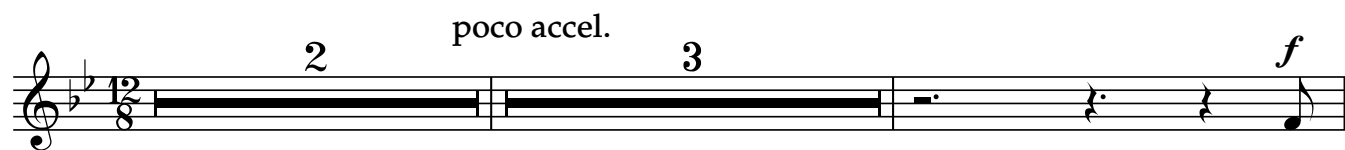
Resources for these pieces can be located on our website www.musicjersey.com/jersey-sings-2024-learning-materials where you will be able to find scores, karaoke videos and audio tracks to accompany learning.

Save Our Sea!

Voice

Janet Fulton

2 *poco accel.* 3 *f*



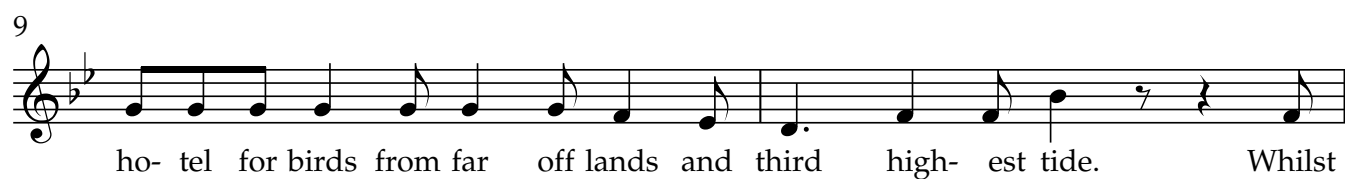
With

7



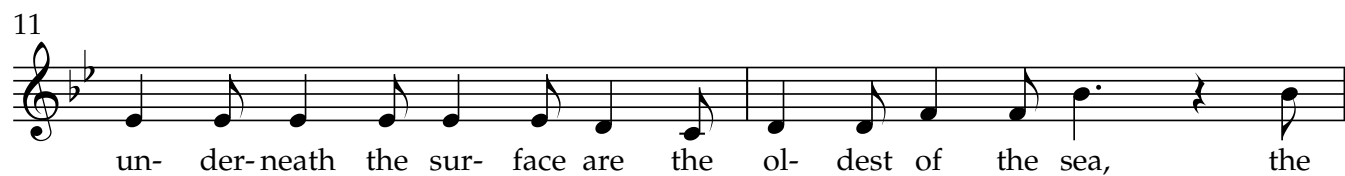
the En- glish Chan- nel, Our is- lands stand with pride. A

9



ho- tel for birds from far off lands and third high- est tide. Whilst

11



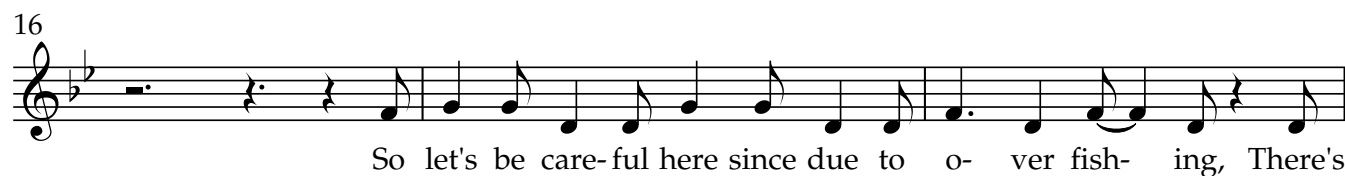
un- der-neath the sur- face are the ol- dest of the sea, the

13



sharks still rule the wa- ters with the jaw- bone- less lam- prey.

16



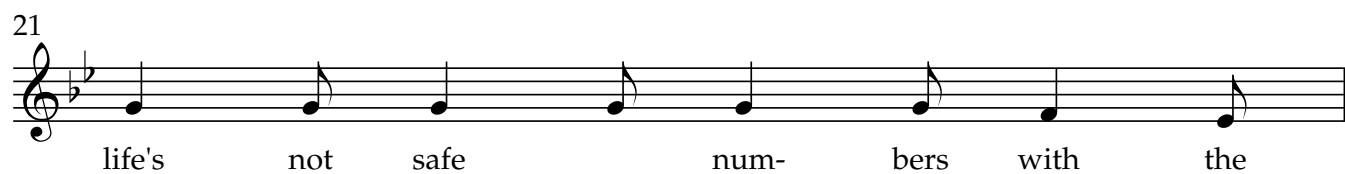
So let's be care-ful here since due to o- ver fish- ing, There's

19



plen- ty of Spe- cies that are de- ple- ting. And

21



life's not safe num- bers with the

22



bot- tles and the gar- bage, And ghost nets rea- dy to snare you in the

24

 mi- cro- plas- tic gar- bage! Eughhhhhhh! We

27

 need the ships to bring our food to make a de- li- cious din- ner, The

29

 fer- ries take us far and wide and fish ar- rive traw- lers. Then

31

 from the beach we swim and sail with surf and pad- dle boards, Ca-

33

 noe- or ka- yak, and with RIBs we vi - sit E - cre- haus!

35

 So let's look af- ter the wa - ters and take

38

 care of what goes in; Look

39

 af- ter e- co- sys- tems whe- ther dor- sal fin or wing. Let's

41

 stop pol- lu- ting The Chan- nel, we

42

 all need to think! To

43

 change be- fore the an- i- mals be- come ex- tinct!

49

With- in the Eng- lish chan- nel our

51

is- lands stand with pride. A ho- tel for birds from far off lands and

53

third high- est tide. Whilst un- der-neath the sur- face roam the

55

ol- dest of the sea, The sharks still rule the wa- ters and the

57

jaw- bone- less lam- prey! *ff*

60

Save Our Sea!

RNLI - Water Safety Splash

Star jumps from group A when group B are tapping the "Float to live" line.
Hold spade like an old fashioned phone for 999.
Look for a lifeguard "Whoo Stay Safe", both groups do the whoo.
Repeat each line until cue (arm raised)

1 **A**

R N L I look af - ter you!

Detailed description: This block contains the first line of music, labeled 'A'. It is written on a single staff with a 4/4 time signature. The notes are: R (quarter), N (quarter), L (quarter), I (quarter), look (quarter), af (quarter), - (quarter), ter (quarter), you! (quarter). There are rests above the notes for 'af' and 'ter'. The line ends with a repeat sign.

3 **B**

Think a - bout the wea - ther, the sea and the tide.

Detailed description: This block contains the second line of music, labeled 'B'. It starts with a 3-measure rest, followed by 'Think' (quarter), a - (quarter), bout (quarter), the (quarter), wea - (quarter), - (quarter), ther, (quarter), the (quarter), sea (quarter), and (quarter), the (quarter), tide. (quarter). There are rests above the notes for 'a -', 'wea -', and 'and'. The line ends with a repeat sign.

5 **C**

Stay to - ge - ther don't go off a - lone!

Detailed description: This block contains the third line of music, labeled 'C'. It starts with a 3-measure rest, followed by 'Stay' (quarter), to - (quarter), - (quarter), ge - (quarter), - (quarter), ther (quarter), don't (quarter), go (quarter), off (quarter), a - (quarter), lone! (quarter). There are rests above the notes for 'to -', 'ge -', and 'a -'. The line ends with a repeat sign.

7 **D**

Red and yel - low flags, stay in - bet - ween

Detailed description: This block contains the fourth line of music, labeled 'D'. It starts with a 3-measure rest, followed by 'Red' (quarter), and (quarter), yel - (quarter), - (quarter), low (quarter), flags, (quarter), stay (quarter), in - (quarter), - (quarter), bet - (quarter), - (quarter), ween (quarter). There are rests above the notes for 'and', 'yel -', and 'bet -'. The line ends with a repeat sign.

9 **E**

Red flags, keep out of the wa - ter!

Detailed description: This block contains the fifth line of music, labeled 'E'. It starts with a 3-measure rest, followed by 'Red' (quarter), flags, (quarter), keep (quarter), out (quarter), of (quarter), the (quarter), wa - (quarter), - (quarter), ter! (quarter). There are rests above the notes for 'flags,' and 'wa -'. The line ends with a repeat sign.

11 **F**

If in trou - ble call 9 9 9

Detailed description: This block contains the sixth line of music, labeled 'F'. It starts with a 3-measure rest, followed by 'If' (quarter), in (quarter), trou - (quarter), - (quarter), ble (quarter), call (quarter), 9 (quarter), 9 (quarter), 9 (quarter). There are rests above the notes for 'trou -' and '9'. The line ends with a repeat sign.

13 **G**

Float to live! Float to live!

Detailed description: This block contains the seventh line of music, labeled 'G'. It starts with a 3-measure rest, followed by 'Float' (quarter), to (quarter), live! (quarter), Float (quarter), to (quarter), live! (quarter). There are rests above the notes for 'to' and 'to'. The line ends with a repeat sign.

15 **H**

Look for a life - guard, Whoo STAY SAFE!

Detailed description: This block contains the eighth line of music, labeled 'H'. It starts with a 3-measure rest, followed by 'Look' (quarter), for (quarter), a (quarter), life - (quarter), - (quarter), guard, (quarter), Whoo (quarter), STAY (quarter), SAFE! (quarter). There are rests above the notes for 'a', 'life -', and 'Whoo'. The line ends with a repeat sign.

Radio Gaga

'Queen'

arr: Derek Lawrence

♩=110

singers
clapping

Voice

4/4

A

Clapping

Voice

8

I'd sit a-lone_ and watch your light_ my on-ly friend through

Voice

13

teen-age nights and ev-'ry thing I had to know I heard it on_ my ra-di-o_

Voice

18

B

You gave them all_ those old time stars_ through wars of worlds in-

Voice

22

vad-ed by Mars You Made 'em laugh you made 'em cry_ you msde us feel_ like we could fly_

Voice

27

C

So don't be come_ some background noise a back drop for_ the

Voice

31

girls and boys_ who just don't know_ or just don't care_ and

Voice

34

just com-plain_ when you're not there_ you had your time_ you


Clapping


Voice

37

had the power you've yet to have_ your fin-est hour_ Ra-di-o_

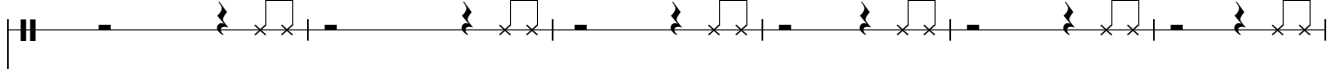
42 **D**


Clapping 

Voice 

All we hear is ra-di-o ga-ga ra-si-o goo goo ra-di-o ga-ga All we hear is

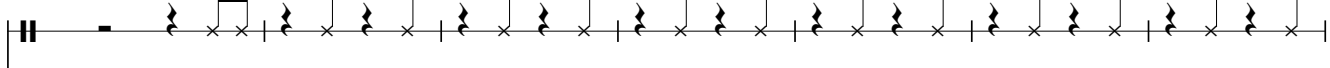
47


Clapping 

Voice 

ra-di-o ga-ga ra-di-o blah blah ra-di-o__what's new? Ra-di-o__ some - one

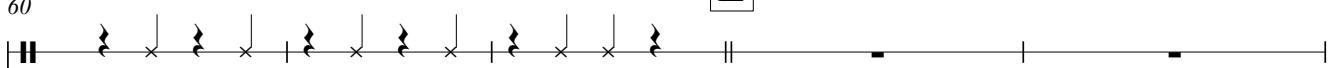
53


Clapping 

Voice 

still loves you.

60 **E**

Clapping 

Voice 


We watch the shows_ we watch the stars_ on

65

Voice 


vi - de os_ for hours and hours We hard - ly need to use our ears how mus-ic chan-ges

70 **F**

Voice 

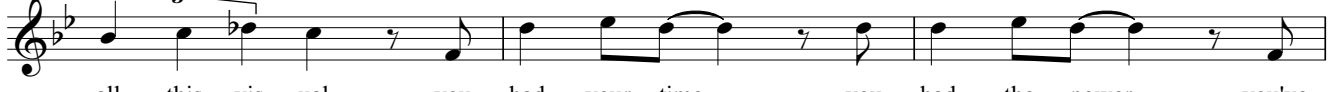
through the years. Let's hope you ne - ver leave old friend like all good things on

75

Voice 

you we de- pend_ so stick a- round 'cos we might miss you when we grow tired_ of

79

Voice 

all this vis - ual you had your time_ you had the power_ you've

82

Voice 

yet to have_ your fin - est hour_ Ra - di - o.

G

86

Clapping

Voice

All we hear is ra-di-o ga ga ra-di-o goo goo ra-di-o ga ga All we hear is

91

Clapping

Voice

ra-di-o ga ga ra-di-o goo goo ra-di-o ga ga All we hear is ra-di-o ga ga

96

Clapping

Voice

ra - di - o blah blah Ra - di - o what's New? Some - one

rall.

100

Clapping

Voice

still loves you

CHILDREN'S PART

Zadok Rules – Hallelujah!

to celebrate the 60th anniversary of the coronation of Queen Elizabeth II, June 2013

Words and Music by ALEXANDER L'ESTRANGE
with apologies to George Frideric Handel,
Thomas Arne, and others

10

Tpt.

Tune: See the conquering hero comes from *Judas Maccabeus* by G. F. Handel (1685 –1759)

Andante maestoso ♩ = c.64 ←-♩ = ♩→

14

mf

18

Hen-ry 2 was a PLAN - TA - GE-NET, Rich, John, Hen - ry 3;

2
22

1 and 2 and 3 King Ed - wards; next came Ri - chard 2.

26

LAN-CA-STER was next with Hen - rys 4, 5, 6... then who?

Quote: *Pastime with good company* by Henry VIII (1491 -1547)

30

mf With character!
(Near - ly time for He-ne-ry the 8th, But there's still half a cen - tu - ry to wait!)

34 *f* **Slower**

YORK: Two more Ed - wards, then a-long came Rich the Bad, bu-ried in a car park!*

38

39 *mf*

TU-DOR: Hen-rys 7 and 8... then (brief - ly) Ned the Lad.

* Richard III's skeleton was found in 2012 in Leicester. A car park had been built over his grave.

44

Blood - y Ma - ry and Queen Bes - sie... Then came Scot - tish Jim,

48

STU-ART Charles the 1st was next, but... they be - head - ed him!

Quote: *Oliver Cromwell is buried and dead* – a 17th century popular song.**

52

hee - haro! bu - ried & dead

1, 2, 3, 4,

55 **Andante maestoso** $\text{♩} = c.64$

Char - lie the Se - cond; bro - ther Jim was soon thrown out,

59

poco accel.
Bill and Ma - ry reigned to - ge - ther... Poor Queen Anne had gout.

** Cromwell signed Charles I's death warrant and was Lord Protector of the Commonwealth from 1649 – 53.

Rule, Britannia by Thomas Arne (1710-78)

Più mosso ♩ = c.76

63 *mf*

When Bri-tain first at Heav'n's com-mand A - rose from out the

68

a - - zure main, A - rose, a - rose, a - rose from out the a - zure main,

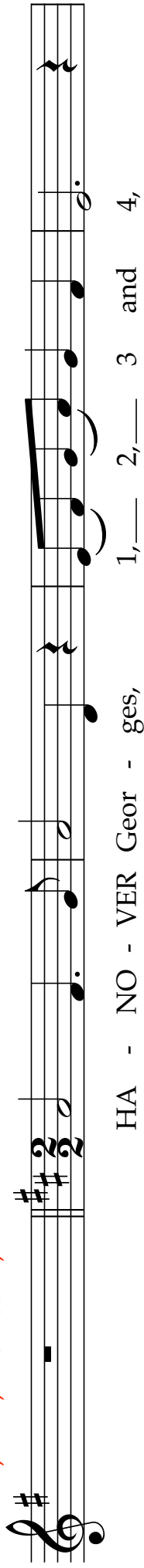
71

This was the char-ter, the char-ter of the land, and guar-dian an - gels sang this strain:

poco rit.

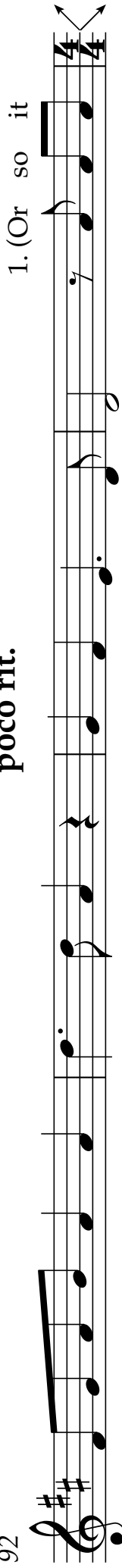
Andante maestoso ♩ = c.64

1, 2, 3 & 4,



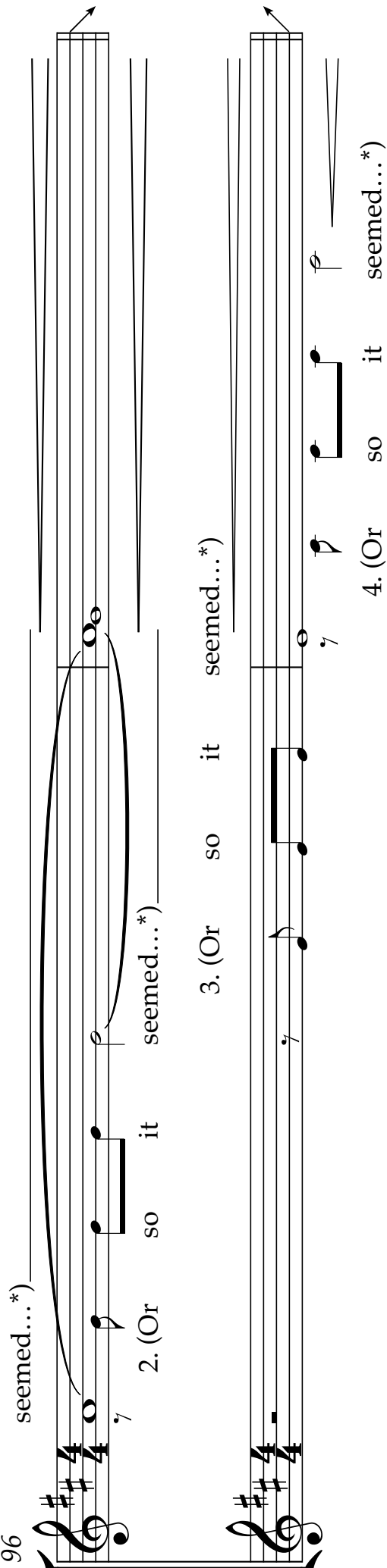
HA - NO - VER Geor - ges, 1, — 2, — 3 and 4,
Bil - ly 4 then Queen Vic - to - ri - a ruled for ev - er - more...

poco rit.



1. (Or so it
seemed...*) Bil - ly 4 then Queen Vic - to - ri - a ruled for ev - er - more...

Optional divisi a 4 when no SATB choir



2. (Or so it seemed...*)
3. (Or so it seemed...*)
4. (Or so it seemed...*)

* Or so it seemed ... Queen Victoria reigned for sixty-three and a half years - nearly as long as... who??

a tempo ♩ = c.64

mf

...2, 3, 4,

98

Ed - die, George the 5th (now WIND - SOR), Ed - ward, George a - gain,

103

Queen E - li - za - beth the Se - cond... long_____ did she

Poco meno mosso ♩ = c.112

106

reign! * long_____ did she reign! *

* Yup - Queen Elizabeth managed SEVEN whole decades: 1952-2022

National Anthem – anonymous

New tempo ♩ = c.84

109

f

...2, 3,

God save our gra - cious King, Long live our no - ble King,

114

God save the King! Send him vic - to - rious, hap - py and glo - ri - ous,

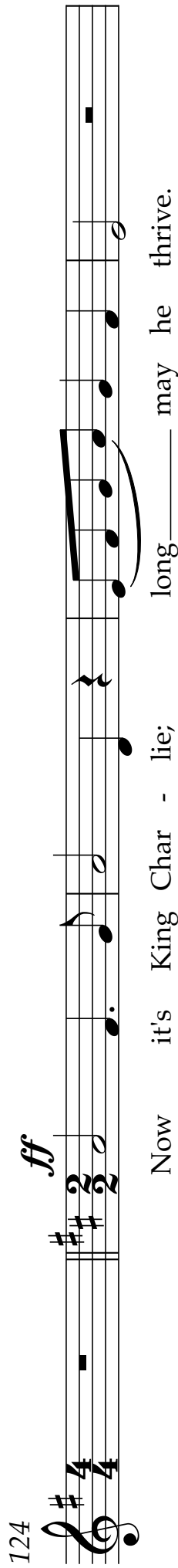
120

poco meno mosso**poco rit.**

Long to ___ reign ___ God ___ save the King!

Poco meno mosso e maestoso ♩ = c.60

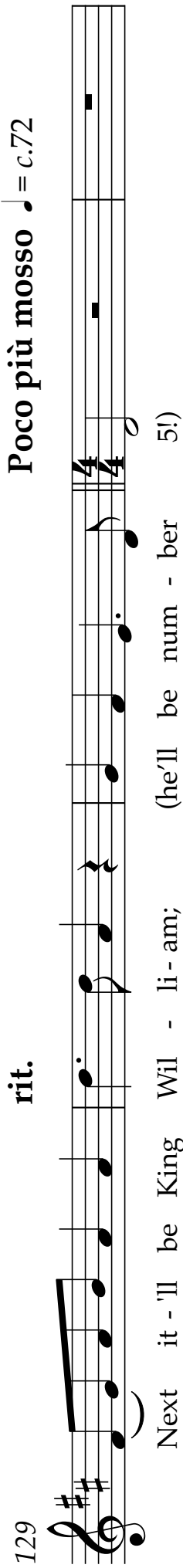
124 *ff*



Now it's King Char - lie; long — may he thrive.

Poco più mosso ♩ = c.72

129 rit.



Next it - 'll be King Wil - li - am; (he'll be num - ber 5!)

SOLO (shouted): 'Don't forget Prince George!'

Introduction to Zadok the Priest from Coronation Anthems for George II by G. F. Handel*

Very clear words

134

pp *cresc.*

George Fred - 'rick Han - del, George Fred - 'rick Han - del, your

138

fa - mous me - lo - dies in - spired this ro - yal piece.

142

mp *cresc.*

Wa - ter Mu - sic, O - - ra - to - rios, The Ro - yal Fire-works Mu - sic,

148 *(operatic!)* *mf*

The Queen of She - ba, O - ver for - ty o - p'ras, Mes -

152 *molto cresc.* *f*

-si - ah! Co - ro - na - tion, Co - ro - na - tion An - them:

156 *ff*

Za - dok the Priest, and Na - than the Pro - phet a - noint - ed So - lo - mon King.

* *Handel's anthem Zadok the Priest has been sung at the coronation of every British monarch since 1727.*

163 **Allegro** ♩ = c.130

...2, 3,

f

And all the peo - ple re - joic'd, _____ re - joic'd,

169

poco rit. **Adagio**

re - joic'd, re - joic'd, and said:

Hallelujah Chorus from Messiah by G. F. HANDEL

176 **Allegro** ♩ = c.90

3

f

Hal - le-lu-jah, hal - le-lu-jah, hal-le-lu-jah, hal - le - lu-jah,

183

hal - le - lu-jah, hal - le - lu-jah, hal-le-lu-jah, hal - le - lu - jah:

End of Zadok the Priest

187 *ff*

Choreography:
Jazz hands!

God save the King! Long live the King! God save the King! May the King live for ever, A-men,

192

A-men, Al-le-lu-jah, Al-le-lu-jah, A-men, A - - - - A-men,

197

poco rit.

...2, 3, 4, off!

A-men, A-men, Al-le-lu-jah, A-men, Al-le-lu-jah, Al-le-lu-jah.

POWER IN ME

From 'Past and Present',
www.rebeccalawrencemusic.com

Rebecca Lawrence

With strength and spirit

$\text{♩} = 98$

4

G

C^{add2}/G
mp

G

C/G



1. When the race is near-ly done, And I

3 C^6/G

D/G

Em

C^{Δ}

C^6/D

D^7sus^4

D



feel I can't go on, I know I can_ do some-thing a - bout_ it. My

6

cresc.
C

B^{sus4}

B

Em

$A/C\#$

G/D



heart will start to race, My bo-dy find the mo - tion, And I will feel em-pow-ered from with-in.

9

F

C/D D

G

f

$/B$

C

D

Em



[0'36"] I've got the po - wer in me, You've got the po - wer in you.

12

G^2/B

C

C/D

G

$/B$

C



I've got the po - wer, p p pow-er, got the po - wer in me. No-bo-dy's gon-na hold_ me back,

15

D

Em

G^{add2}/B



No - bo - dy's gon-na si - lence my words, No - bo-dy's gon-na close_ my mind,

17

Am^7

G/B

C

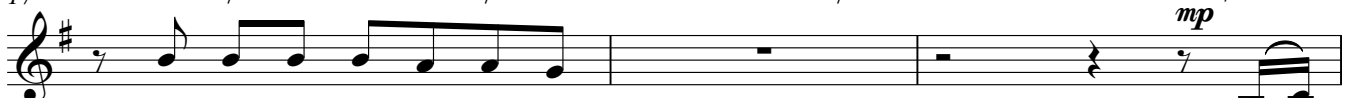
C/D

G

C^{add2}/G

G

C^{add2}/G
mp



I've got the po - wer in me!

2. When_

20

G

C/G

C^6/G

D/G

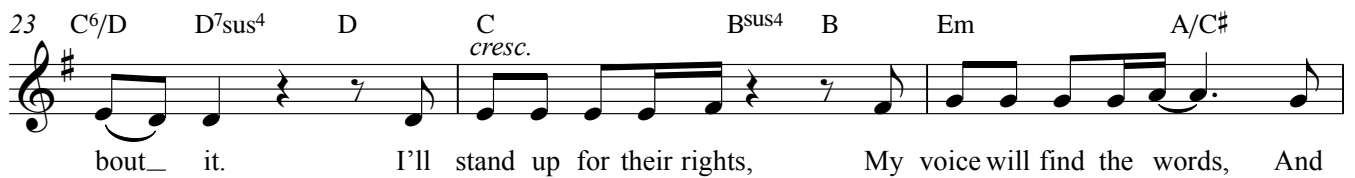
Em

C^{Δ}



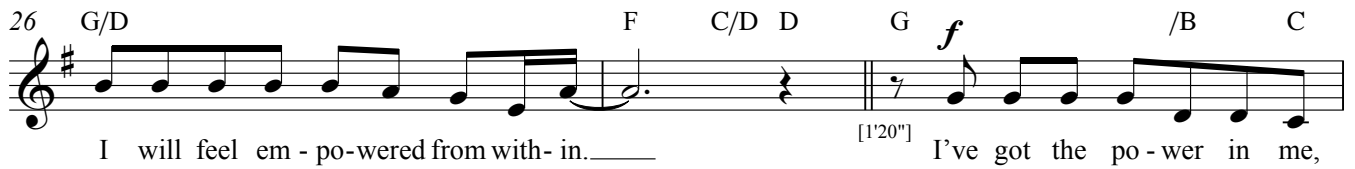
[1'00"] some-one's need-ing help, And the world just walks on by, I know I can_ do some-thing a -

23 C⁶/D D⁷sus⁴ D C *cresc.* B^{sus}⁴ B Em A/C[#]



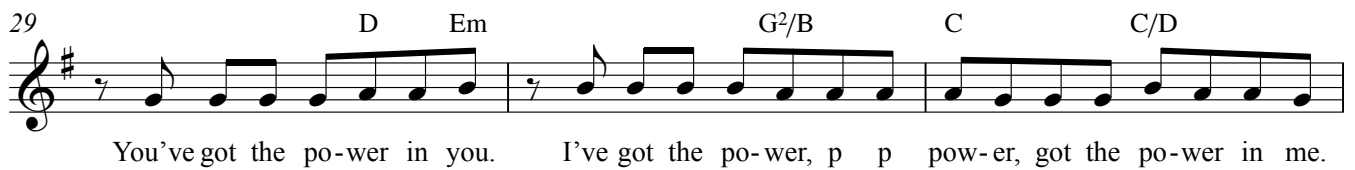
bout_ it. I'll stand up for their rights, My voice will find the words, And

26 G/D F C/D D G *f* /B C



I will feel em - po-wered from with- in._____ [1'20"] I've got the po - wer in me,

29 D Em G²/B C C/D



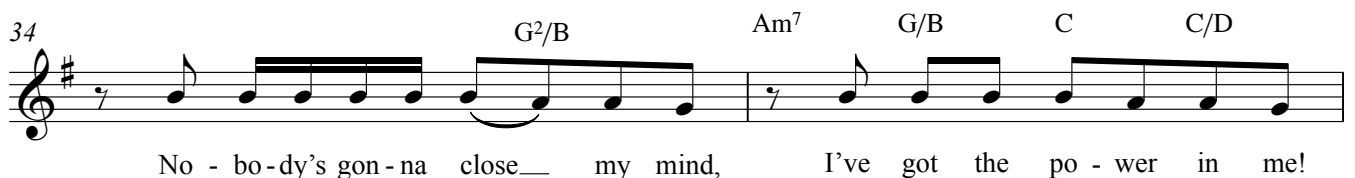
You've got the po-wer in you. I've got the po-wer, p p pow-er, got the po-wer in me.

32 G /B C D Em



No - bo-dy's gon-na hold_ me back, No - bo-dy's gon-na si - lence my words,

34 G²/B Am⁷ G/B C C/D



No - bo-dy's gon-na close_ my mind, I've got the po - wer in me!

36 G Cadd²/G G Cadd²/G *mp* [1'44"] C/G



3. When my mind is clo - sing down, And I'm

39 C⁶/G D/G Em C^Δ C⁶/D D⁷sus⁴ D



lack-ing in - spi - ra - tion, I know I can_ do some-thing a - bout_ it. No -

42 C *cresc.* B^{sus}⁴ B Em A/C[#] G/D



one can stop me learn - ing, Cre - ate my dreams and fu - ture, And I will feel em-po-wered from with- in

45 F C/D D7 [2'04"] *f* /B C D Em G²/B

I've got the po-wer in me, You've got the po-wer in you. I've got the po-wer, p p

49 C C/D G /B C D Em

pow-er, got the po-wer in me. No-bo-dy's gon-na hold me back, No-bo-dy's gon-na si-lence my words,

52 G^{add2}/B Am⁷ G/B C B⁷/D# Em **2**

No-bo-dy's gon-na close_ my mind, I've got the po-wer in me!

56 [2'29"] *mp* Em /D Em/D C^Δ C^Δ

We got the pow - er You got the pow - er I got the pow - er the

59 B⁷ Em PART 1 *mf* Em /D Em/D C^Δ

pow-er in me!_ Got the pow - er! Got the pow

mf PART 2

60 [2'48"] We got the pow - er, You got the pow - er,

62 C^Δ N.C. Em Em /D *f*

er! I got the pow-er in me!_ Got the pow

I got the pow - er, the pow-er in me!_ We got the pow - er,

65 *Em/D C^Δ C^Δ N.C. Em*

er! Got the pow - er! I got the pow-er in me!_

You got the pow - er, I got the pow - er, the pow-er in me!_

68 *G /B C D Em G²/B C C/D G /B C*

[3'08"] [handclaps]

73 *D Em G²/B Am⁷ G/B C C/D G C/D*

[handclaps stop] I've got the po-wer in me! In

77 *Bbm⁷ Ab/C Db Eb Ab ff /C Db Eb Fm*

me! [3'22"] I've got the po - wer in me, You've got the po - wer in you.

80 *Ab²/C Db Db/Eb*

I've got the po - wer, p p pow - er, got the po - wer in me.

82 *Ab /C Db Eb Fm*

No - bo-dy's gon-na hold__ me back, No - bo-dy's gon-na si - lence my words,

84 *Ab^{add2}/C Bbm⁷ Ab/C Db Eb Ab Eb/G Ab*

No-bo-dy's gon-na close my mind, I've got the po-wer in me!_

Sea Shanty Mash-Up

The music here follows a Drunken Sailor Introduction - and ends with this music being followed by a performance of the 'Hornpipe' as at the last night of the Proms with a "follow the" leader section for buckets and spades

A

Tea and rum tea and rum bring us su-gar and tea and rum

Section A to repeated twice after each idea

5 **B**

Soon may the Wel-ler man come to bring us su-gar and tea and rum

A

9

Tea and rum tea and rum bring us su-gar and tea and rum

13 **C**

What shall we do with a drun-ken sai - lor Ear - ly in the mor - ning

A

17

Tea and rum tea and rum bring us su-gar and tea and rum For

21 **D**

for - ty days or e - ven more the line went slack then tight once more For

A

25

Tea and rum tea and rum bring us su-gar and tea and rum

29 **E**

Waheyyy Up she ri - ses Ear - ly in the mor - ning

33 **A**

Tea and rum tea and rum bring us su-gar and tea and rum

Jersey School Curriculum aims met during Jersey Sings Project 2023 – 2024

This is intended as a handy resource so you can easily see what has been covered within this project. Firstly from the Jersey Music Curriculum:

Key stage 1 Pupils should be taught to

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Key Stage 3

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Then from the English Curriculum: (This is for all the schools who contributed to writing the 'Save Our Sea!' lyrics, and the discussions surrounding this.

Years 1 – 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

You can also, depending on the year group, think about persuasive/factual writing being covered within this, and, for example:

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

(Lyrics are, of course, a type of poem). (It often is easier to remember a poem if there is music connected to it...).

The theme of The Environment will also cover several areas of study. We have looked at science, natural science, (e.g. carbon dioxide and oxygen plants and humans cycle, the effect of humanity on the planet, and the effect of global warming on the planet/Jersey in particular). You could use this as a starting place for more discussion, and how everyone can make a difference. Let me know if you would like the song part of Planet B to teach to the whole song (ie the section without the buckets and spades), that you can use in assembly/a classroom to introduce a topic connected with this in the future.

The children have also learnt about semaphore, and its historical use.

For Key Stage 3 there is rondo form, ostinato and so on, sea shanties, samba, and different types of genres and world music.

All the best,

Janet Fulton



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