

The Song Tree

Beside the sea

Summer 2006



bbc.co.uk/schoolradio

A series provided by the BBC at the request of the Educational Broadcasting Council for the United Kingdom

Age: 5-7

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The Song Tree

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Beside the sea

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Introduction

The eight programmes in The Song Tree: *Beside the sea* form a seaside musical adventure. Each programme includes part of a new song to sing and learn and builds on the material from the previous programme.

All of the songs are well known favourites, such as 'I am sailing', 'I do like to be beside the seaside' and 'Yellow submarine' and every programme also contains listening material.

The main section of the programme builds the narrative of the visit to the seaside and includes the songs that will be sung. The Resource unit at the end reprises the listening music with a suggested activity and offers music games to reinforce the music objectives of the programme.

Listen to the programmes yourself before using them with your class so that you can determine how best to use the series. Each song is carefully taught during the programme, but you may like to prepare the words with the pupils.

Curriculum links:

Beside the sea is based around the QCA schemes of work for Music at Key Stage 1, including:

- Unit one :On going skills
- Unit three: The long and short of it - exploring duration

These notes:

These notes offer an abbreviated version of the full Teacher's Notes available (in common with all music series) by phoning 0870 830 8000 or visiting: www.bbc.schoolshop.com

The full Teacher's Notes contain simple piano versions of the songs, a guide to the education content of the programmes and suggestions for classroom follow-up as well as cross curricular links.

These notes are not intended as a substitute for the full Teacher's Notes but will enable teachers wishing to use the programmes to plan ahead and ensure that the music and other curriculum objectives of the series can be realised.

Listening on CD:

Each complete programme is a single 'track' on the CDs (four tracks per CD). Use the timings in the content grids for each programme (below) to help you navigate your way around the programmes and assist you in your mediation of them.

Audio on demand:

The programmes are also available as audio on demand from the School Radio website for 7 days following transmission (check the contents table above for dates).

The audio on demand is a reliable service – especially on broadband - that allows you to listen to the programme 'streamed' over the internet. This means that you can play the programme to your class either:

- direct from a computer
- from a hifi or audio system by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality)
- by connecting the computer to an interactive white-board

To listen to the audio files you will need to have installed 'Realplayer' on your computer. This commonly-used software is easy to download from the internet if you do not already have it. There are instructions on how to do so at the School Radio website:

<http://www.bbc.co.uk/schoolradio/help.shtml>

Using the audio on demand service is just as flexible as using a pre-recorded cassette or CD of the programmes. You are able to pause the programme whenever you wish and also scroll forwards and backwards through a programme to locate other sections or to listen to sections again.

Planning chart:

| Programme | Music objective | Songs |
|----------------------|------------------------------------|--|
| 1. Down to the sea | Duration: sound and silence | 'Row, row, row your boat' 'Oh I do like to be beside the seaside' |
| 2. On the beach | Duration: steady beat | 'Oh I do like to be beside the seaside' 'On the beach' |
| 3. At the bandstand | Duration: long and short | 'On the beach' 'Yellow submarine' |
| 4. Sandcastles | Duration: rhythm patterns | 'Yellow submarine' 'Listen to the waves' |
| 5. In the rock pools | Duration: repeated rhythm patterns | 'Listen to the waves' 'A sailor went to sea' |
| 6. Boat trip | Tempo: slow and fast | 'Listen to the waves' 'Sailing' |
| 7. Under the sea | Tempo: fast and slow | 'Sailing' 'Yellow submarine' 'Oh I do like to be beside the seaside' |
| 8. Beside the sea | A musical day out | All songs |

1. Down to the sea

Music objective:

Duration: Sound and silence (rests)

Introduction:

Begin the session by talking about the sea and words that describe the sounds it makes. Display some pictures of the sea in different 'moods'.

Useful images:

<http://www.knighton.co.nz/localgovernment/graphics/peloroussound3.jpg>

Preparation:

You will need a selection of percussion instruments to make wave sounds during the resource unit at the end of the programme.

Programme content:

| Time | Content | Notes |
|--------|--|---|
| 0'00" | Listening to 'Row row row your boat' and introduction | Encourage the children to listen to the song before joining in as the words are slightly different to the traditional ones they will be familiar with |
| 01'35" | Singing 'Row row row your boat' together | The last two lines repeat to finish the song |
| 3'00" | Thinking about the sounds that the sea makes and then making a sound pattern | Listen and then join in |
| 4'24" | Listening for the wave sounds in the music | <i>Hebridean Overture: Fingal's Cave</i> by Mendelssohn. A longer excerpt is included at 13'12" |
| 5'39" | Kelly says that Ben's snoring sounds like the sea | |
| 6'01" | Listening to 'Oh I do like to be beside the seaside' | |
| 7'36" | Joining in with the words 'Oh I do like to be beside the seaside' each time it comes | The verse is sung through twice |
| 9'14" | Talking about brass bands then joining in with 'Tiddle om pom pom' | The verse is sung through twice |

| | | |
|--------|---|--|
| 10'57" | The family reaches the seaside and listen to some seaside sounds. As they walk they sing 'Oh I do like to be beside the sea side' | Try to sing all of the words this time. The verse is sung through twice |
| 13'00" | Goodbyes and credits | |
| | Resource material | |
| 13'12" | The resource unit A longer section from <i>The Hebridean Overture: Fingal's Cave</i> by Mendelssohn | Sway with the music; encourage the children to sway in rhythm with the music |
| 13'41" | Listening to wave sounds and rolling hands | |
| 17'15" | Using percussion to make wave sounds | You may like to organise the instruments before you begin the session |

2. On the beach

Music objective:

Duration: steady beat

Introduction:

Sing the songs from the previous session together to make sure you know the words.

Useful images:

Paddling:

<http://users.ece.gatech.edu/~ydtan/images/best/seaside.jpg>

Punch and Judy:

<http://www.braggs1.fsnet.co.uk/punch.jpg>

Fairground ride:

http://www.lorry.org/Misc/20030702-seaside/DCP_1798.JPG

An albatross:

<http://www.discover-the-world.co.uk/newsletter/newsletter13/imagesArticles/albatross.jpg>

Programme content:

| Time | Content | Notes |
|--------|---|---|
| 0'00" | The children are helping to get the luggage unpacked at their new seaside home and Julie, their new neighbour, comes round to make friends. They find the CD of 'Oh I do like to be beside the seaside' and sing the song | Join in with the song again and try to sing more of the words. The whole song is sung through twice and then repeated twice more. Take care with the end of the verse |
| 5'30" | Mum finds a CD of her favourite tune 'Albatross' and the children tap to the beat and listen out for the waves | |
| 6'53" | Dad finds one of his favourite songs – 'On the beach' - and the children listen and tap their feet as Mum and Dad sing along | |
| 7'45" | Mum shows them how the refrain goes and they join in | Encourage the children to join in with the refrain, being careful to keep the little 'gaps' or rests |
| 8'58" | Julie shows them round the beach. They sing the 'On the beach' song again as they walk! | Join in with all the words you know and listen the rest or 'dance' hands and feet where you are sitting |
| 11'42" | Goodbyes and credits | |
| | Resource material | |
| 12'02" | 'Albatross' by Fleetwood Mac | Join in with tapping and swaying to the music; try to keep in time with the slow gentle music |
| 15'30" | 'Crazy weird and whacky' - a medium paced piece; feel the beat and tap along | 'Crazy weird and whacky' by Mike Parker |
| 17'50" | 'Mr. Honky Tonky' - a faster piece; feel the beat and then tap along | 'Mr. Honky Tonky' by John Cacavas. You may like to use percussion instruments to tap along or make up other body movements for the music |

3. At the band stand**Music objective:**

Duration: long and short

Introduction:

Kelly and Ben go down to the beach with Julie, Mum and Dad and listen to the band playing on the bandstand. They learn a song that sets them dancing. You will need to be ready to join in playing 'pretend' brass band instruments later in the programme.

Useful images:

Bandstand:

<http://www.railwaybridge.co.uk/images/bandstand.jpg>

A euphonium:

http://www.chicagobrassband.org/images/20021103/euphbari_c.jpg

A trumpet:

<http://www.rikkismusic.com/augtrumpet1.jpg>

A cornet:

<http://website.lineone.net/~mikebak/assets/images/soj3.jpg>

A sousaphone:

http://www.lancermusic.org/images/stpatrick05/pref_sousa.jpg

A trombone

<http://www.abbey.sutton.sch.uk/Trombone%20photo.JPG>

Yellow submarine:

<http://image.guardian.co.uk/sys-images/Guardian/Pix/gallery/2001/11/20/Beatles09.jpg>**Programme content:**

| Time | Content | Notes |
|-------|---|---|
| 0'00" | Kelly and Ben are still unpacking. They listen to the rest of the words of 'On the beach' | Encourage the children to tap to the beat and join with the refrain 'On the beach' and listen to the rest of the song |
| 2'42" | The children sing the song all the way through | Revisit this section of the song as many times as you need till the children are really familiar with the words and the 'structure' |

| | | |
|--------|--|--|
| 4'50" | Dad likes the long 'Ooh this is fun' section best and the children try it with him | |
| 5'40" | They go down to the beach and listen to the 'brass band' playing Yellow Submarine. | 'Yellow submarine' by Paul McCartney and John Lennon. The children listen and then pretend to play an instrument in the band – all the brass instruments are blowing instruments |
| 8'40" | Dad reveals that he used to play the trumpet in a band. Dad pretends to play the tune and Mum sings along. Then the children have a go too | Let the children really enjoy this section of the programme |
| 10'12" | Listening to the whole of the 'Yellow submarine' song. Joining in with the chorus | Revisit this section of the programme to learn all the words and join in with the 'brass band' actions too! |
| 12'14" | Goodbyes and credits | |
| | Resource material | |
| 12'58" | 'Yellow submarine' played by a big orchestra | 'Yellow submarine' by Paul McCartney and John Lennon, orchestrated by George Martin. Revisit this section of the programme and try listening out for the 'banging, 'scraping' and 'blowing' instruments! |
| 15'00" | 'Yellow submarine' sung in the original version by The Beatles | 'Yellow submarine' by Paul McCartney and John Lennon. Encourage the children to join in with the chorus! |

4. Sandcastles

Music objective:

Duration: rhythm patterns

Introduction:

The children make some music of their own and then go down to the beach to make sandcastles. You may like to try making some music like Ben and Kelly using things you find around the classroom.

Useful images:

Making a sandcastle:

<http://www.sailministries.org/Sandcastles%20Colosse.jpg>

Programme content:

| Time | Content | Notes |
|--------|---|---|
| 0'00" | Kelly and Ben make some instruments from things they find in the shed. | |
| 1'09" | Dad sings the 'story song' 'Yellow submarine' | Listen to the story and join in with the chorus first time and sing the verse words as well the second time round |
| 3'00" | Dad sings verses two and three. | Listen to the verses and pretend to play the brass instruments when the time comes! Dad helps |
| 4'26" | They sing the whole song all the way through | Revisit this section of the programme to sing the song for enjoyment! |
| 6'28" | The children go back indoors and listen to some music that Mum has on the CD player. They listen to the little music patterns in the music. | 'Ocean life' by Peter and Paul Orm |
| 7'45" | The tide is out so they go to the beach to make some sandcastles | |
| 8'45" | Mum and Dad sing a song about the waves splashing in 'Listen to the waves' | Listen to the song and listen out for the music sound patterns |
| 10'00" | Singing the song 'Listen to the waves' together | |

| | | |
|--------|--|--|
| 10'41" | Listening to the sounds on the beach then joining in with mouth sounds to matching it | Waves: whoosh whoosh whoosh whoosh Seagull: Quark, quark quark quark Motor boat: chugger chugger chugger chug |
| 11'51" | Mum sings another verse about the sounds the boat makes | Join in the second time around |
| 13'33" | Dad wants a knap on the beach but the children encourage him to sing the whole song with them | Join in with as many words as you can. Revisit this section of the programme to sing the song for enjoyment later on or to practise the song |
| 15'20" | Goodbyes and credits | |
| | Resource material | |
| 15'58" | Listening again to 'Ocean life' and pretending to play the 'tinkly keyboard sounds' with their fingers | 'Ocean life' by Peter and Paul Orm. Encourage the children to play 'high', 'low' and 'in the middle' |
| 18'02" | Listening to long and short sound patterns | One: long swishing sounds Two: short clicking patterns Three: Long sounds alternating with short sounds |

5. In the rock pools

Music objective:

Duration: repeated rhythm patterns

Introduction:

Julie introduces them to the rock pools and they look to see what they can find. Then they play a crazy game together on the beach.

Useful images:

Rock pools:

<http://www.guernsey.net/~cdavid/botany/files/Laminaria%20ochroleuca.jpg>

<http://www.cartania.com/photos/images/starfish.jpg>

http://www.brettb.com/CanonEOS300D_Photos/Sea_Anemones.jpg

<http://www.madsci.org/posts/archives/dec98/913035614.Zo.1.jpg>

Programme content:

| Time | Content | Notes |
|--------|--|--|
| 0'00" | The three children go with Mum and Dad to investigate the rock pools because the tide is out | |
| 0'35" | They sing the whole of the song 'Listen to the waves' | |
| 2'05" | They look at their reflections in the rock pool and look at the patterns | |
| 2'40" | They repeat the whole of the song 'Listen to the waves' | Come back again to this section if the children are still not confident with the words. You could add your own percussion sounds to go with the sounds in the song |
| 4'35" | Mum and Kelly make some shell patterns. They listen to the piano on the bandstand playing 'Reflections in the water' | 'Reflections in the water' by Claude Debussy. Listen out for the short rippling sounds |
| 6'13" | Dad and Ben find some smooth stones | |
| 6'40" | Dad sings 'A Sailor went to sea'. Everyone joins in with the song and the game | This is a game song - Sea: tap forehead with hand (as if shading eyes) Chop chop: hands together Knee: tap knee Toe: tap toe Heel: tap heel Last verse: sea, chop, knee, toe, heel |
| 10'28" | Singing all the verses with the actions too! | |
| 13'41" | Goodbyes and credits | |
| | Resource material | |
| 14'29" | Reflections in the water | 'Reflections in the water' by Claude Debussy from Images for piano (book 1). Come back to this piece for different kinds of creative stimulation. |

6. Boat trip

Music objective:

Tempo: slow and fast

Introduction:

The weather turns stormy but the children and mum play a storm game till the rain passes. The children are missing their friends from their old home, but they sing a new song to cheer themselves up.

Useful images:

Stormy weather:

http://404notfound.co.uk/corsewall/010104_1005stormywaters.jpg

<http://www.thecookmans.freemove.co.uk/DSCN0274.JPG>

Programme content:

| Time | Content | Notes |
|-------|--|--|
| 0'00" | The weather is not very settled so they can't go on the planned boat trip. | |
| 0'28" | They sing 'Listen to the waves' | |
| 2'06" | The storm arrives and they all get wet. They decide to play a rainstorm game | Lightning: slow claps Thunder: tap chest Rain: tap palms fast for rain Waves: long slow mouth sounds |
| 3'26" | Mum tells a sound story and everyone joins in with the sounds | Revisit this section of the programme and change the body percussion for percussion instruments |
| 4'05" | Listening to some storm music and joining in with some actions | 'Four sea interludes' Opus 33a by Benjamin Britten |
| 5'00" | Mum sings a song about sailing home to their friend 'Sailing' | Listen and sway to the music if you like. This is a short version of the song 'Sailing'. It is a slow song |
| 6'50" | Humming along quietly with mum | Some children find it very difficult to hum! Encourage them to use a sound like 'nnn' or 'mmm' as they may find this easier |

| | | |
|--------|--|---|
| 8'31" | Mum goes through the words of the chorus to help them | |
| 9'00" | They all sing the chorus through twice | Encourage the children to keep a steady pace and not hurry |
| 10'10" | They sing the whole song and join in wherever they can | Revisit this section of the programme to become really familiar with the song |
| 11'56" | Goodbyes and credits | |
| | Resource material | |
| 12'56" | A longer extract from 'Four sea interludes'. It is fast moving and very loud | 'Four sea interludes' Opus 33a by Benjamin Britten |
| 14'58" | A slow moving piece of 'sailing music' – 'Spartacus' | 'Spartacus' by Khachaturian, from the ballet suite. Listen for the long slow sounds |

7. Under the sea

Music objective:

Tempo: fast and slow

Introduction:

Ben wants to go on a boat trip but it is still too stormy. Then he suggests that they go in a submarine to look at the bottom of the sea!

Useful images:

Boat trip:

<http://www.galmptontorbay.org.uk/imagefiles/newferry11.jpg>

Programme content:

| Time | Content | Notes |
|-------|---|---|
| 0'00" | They sing the song Oh I do like to be beside the seaside with band | Revise the words in advance if necessary. |
| 3'18" | They see a big sailing boat they sing the Sailing song to help them remember the friends they've left behind. | |

| | | |
|--------|--|--|
| 6'13" | They listen to the keyboards performing on the bandstand and they 'play' imaginary keyboard and 'fly' to the music | Sun Sparkle by Brian Bennett. Slow floaty music for relaxation and quiet thinking. |
| 7'40" | Ben wants to go out in a submarine to see what is under the water. They sing 'Yellow submarine' with the players on the bandstand! | |
| 10'06" | They sing the song 'Oh I do like to be beside the seaside' as they go home | |
| 11'06" | Goodbyes and credits | |
| 12'03" | Resource material | |
| 12'24" | Listening to seaside sounds and guessing what they are | Distant waves / wind Walking on the beach Seagulls and waves Closer waves |
| 14'24" | Listening to the 'Sun sparkle' music again with an opportunity to move to the music | 'Sun sparkle' by Brian Bennett. Encourage the children to move their hands / arms/ bodies in a slow controlled way in time with the music |

8. Beside the sea

Music objective:
A musical day out

Introduction:
The family and their friend Julie set off for a picnic by the bandstand and end up singing all their favourite seaside songs.

Useful images:
<http://www.dfkwelsh.com/images/Bandstand.JPG>

Programme content:

| Time | Content | Notes |
|--------|--|---|
| 0'00" | They set out on a picnic | |
| 1'10" | They sing 'Row row row' your boat | |
| 1'55" | They sing 'Oh I do like to be beside the seaside' with the band | |
| 2'40" | The band plays their dancing song 'On the beach' and they join in singing and dancing! | |
| 4'50" | Then they strike up with 'Yellow submarine' so they sing and join in with the actions as well! | Don't forget to join in with the brass band playing actions and sounds when the time comes! |
| 7'20" | They stop and 'Listen to the waves' | There are actions for this song too - or make up your own! |
| 9'05" | Then it's time for the action song 'A sailor went to sea sea sea'... | The actions are in programme five |
| 10'45" | Julie spots Uncle Jack's sailing boat and they sing 'Sailing' as they wave to him | Sway gently with the beat of this song |
| 13'00" | The band finishes the concert with 'I do like to be beside the seaside' | |
| 13'44" | Goodbyes and credits | |
| | Resource material | |
| 13'58" | Listening to 'The sea' | 'La mer' ('The sea') by Debussy. The conversation between the wind and the waves. Is it quiet or angry music or both? |