

Title	<b>Sailing Ship</b>
Target Group	Standard 2
<p><i>Aspects of this Music Starter have been developed into the Worked For Me ... unit plan</i></p> <p><b>Music for a Mood</b></p>	
Starting Point	<p style="text-align: right;">Christopher Maubach (2002)</p> <p>Sail - ing ship, sail - ing ship, float - ing, gli - ding. Sail - ing ship, sail - ing ship  out on the sea. Sail - ing ship, sail - ing ship, blue sea,  white sail. Sail - ing ship, sail - ing ship, I wish it was me.</p>
Possible Throughlines	<ul style="list-style-type: none"> <li>• Music can communicate mood and atmosphere</li> <li>• Music has structure (repetition and contrast)</li> <li>• Students are creative, competent people</li> <li>• Being involved in music is satisfying and fun</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• Maintain the mood (singing, creating, playing and moving)</li> <li>• Identify the repeated bars (1 and 3)</li> <li>• Intonation (maintain pitch integrity, particularly in the final descending phrase with the semitone)</li> <li>• Sense of tonality (bar 1 pattern is tonic triad, song finishes on tonic)</li> </ul>
What If?	<ul style="list-style-type: none"> <li>• The weather changes</li> <li>• The yacht is in a race</li> <li>• A tuned accompaniment is added (unison / octave / 5<sup>th</sup> / 6<sup>th</sup>)</li> <li>• Bars 3 and 4 are repeated (to make an additional 4-bar phrase, after either or both bar 4 and bar 12) to make an additional space for movement improvisation</li> <li>• The notes of bar 1 and / or bar 3 are used as the pitch material for melodic improvisation</li> <li>• The song changes to triple meter</li> <li>• The repeated bars are played instead of sung</li> <li>• The final phrase is sung as a solo</li> </ul>
Transdisciplinary Potential	<ul style="list-style-type: none"> <li>• Transport / journeys</li> <li>• Language activities</li> <li>• Leisure activities</li> <li>• Weather</li> <li>• Design – boats</li> <li>• Imagination ('I wish ...')</li> </ul>
Related Repertoire	<ul style="list-style-type: none"> <li>• <i>Onedin Line</i> theme</li> <li>• <i>Titanic</i> theme</li> <li>• <i>Waly waly</i></li> <li>• <i>I've been to Harlem</i></li> <li>• <i>Floating Down the River</i></li> </ul>
Assessment Possibilities	<ul style="list-style-type: none"> <li>• Discusses the mood of the song, including the picture that comes to mind</li> <li>• Contributes ideas to work out tasks and activities to develop one or more of the 'What if' ideas</li> <li>• Participates appropriately to work through ideas contributed by other students</li> <li>• Volunteers to sing the last phrase as a solo and does so accurately</li> <li>• Understands phrase length (2,4,8 bar patterns)</li> <li>• Comments thoughtfully on what is seen and heard</li> </ul>