

solent shanty sing

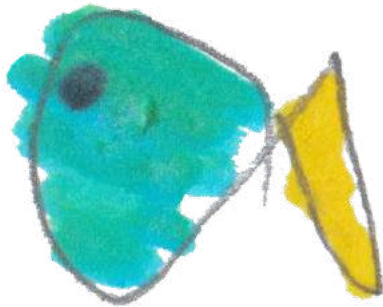
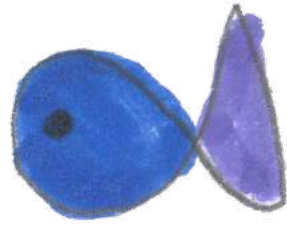


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What Is A Sea Shanty?

A shanty (also shantey, chanty or chantey) is a type of **work song**, sung on ships and boats. Work songs were used to help make hard tasks easier, and on large ships they were used to keep a crew in time with each other.

What types of shanty are there?

There are lots of types of shanties for different jobs. Here are a few that appear in this book:

- **Short-drag** or short-hall shanties were simple songs for jobs that require short bursts of energy like unfurling or shortening a sail.
- **Halyard** (or long-haul) shanties were sung for longer jobs that require heavy labour. They are often used for hauling a heavy sail and are named after the halyard rope used to raise and lower sails and flags.
- **Capstan** or windlass shanties were used for repetitive tasks that need to be done to a rhythm, like raising or lowering an anchor. They are named after the capstan, which is a part of a boat used to move heavy weights.
- **Pumping** shanties were used when managing the gruelling task of pumping out water below deck. Wooden ships leaked a lot!

Most shanties used to be sang in a call and response pattern. In Halyard and pumping shanties, the lead caller, known as the shantyman, would sing one line and the crew would sing a response. In the other types of shanties, the shantyman would sing a verse for the crew while they worked, and a refrain or chorus would be sung together at the end.

Did you know?

If a song was sung on a ship, but not during work, it was known as a forebitter (also known as a forecastle or fo'c'sle song). These songs were sung in or on the forecastle (the forward deck of the ship) when the crew were off duty. Forebitters are sung for fun and entertainment, while shanties are sung during work.

About This Book

Solent Shanty Sing includes existing shanties and new songs written for and about Southampton, Isle of White, Portsmouth and wider Hampshire. Some of the shanties in this book were collected locally by the folk song collectors of the early 1900s and can be found in the Vaughan Williams Memorial Library online. Many of the songs were inspired by schoolchildren who contributed ideas and drawings, and sometimes words.

[Click here](#) to access an audio demo and rehearsal track for each song. Please note, each has a 2 bar introduction with a rhythmic click and starting note.

The performance notes that accompany each song are intended as a guide. Songs can be adapted and song arrangements are flexible.

This book was curated, compiled, arranged, designed and sometimes composed by sound artist and composer [Dr Emily Peasgood](#) with the support of musicians Dani Osoba and Sam Slattery.

Please contact emilypeasgoodstudio@gmail.com if you have any questions.



3 Warm Up Songs to Get Into The Shanty Zone!

Each of these songs is sung as a round.

Sailors of the Sea

♩ = 200

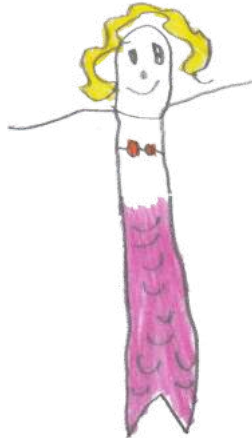
Trad.

①
Hi! Cheer - i - ly, ho, mer - ri - ly, ho,

②
Sail - ors are we, 1. girls of the sea, sing - ing with
2. boys

③
glee. Hi, ho, hi, ho!

bubbles



Ship Ahoy

Trad.

♩ = 100

①

I want to be a sail - or a - cross the world to roam, My

②

gal - lant ship I'll hail her to be my o - cean home. A -

③

hoy! A - hoy! Ship a hoy! I



Southerly Winds

Trad.

♩ = 100

①

Blow the winds south - er - ly, south - er - ly, south - er - ly,

②

Blow the winds ov - er the sea.

③

④

The Curse of Stokes Bay

A Capstan shanty for KS1-KS3

Location: Stokes Bay, south of Gosport, Hampshire

The Curse of Stoke Bay is a capstan shanty, telling the story of a walk along the beach that uncovers all sorts of secrets and unexpected surprises. The lyrics were written collaboratively with Gosport children and it is sung to the tune of The Wellerman.

Performance notes:

The Curse of Stokes Bay can be performed a cappella or with accompaniment. Chords are provided.

The verses should be sung in unison by KS2 students, with KS1 students joining in on the chorus, and KS3 students singing the optional harmony.

At the end of the chorus, children point to the audience and whisper:
"Maybe you should stay away!"

There are opportunities for voicing/acting specific phrases, e.g. V3: "Instead of seashells I got bones!" and V5: "There she blows!"
Perhaps even a few pirate noises!

There are subtle rhythmic variances across verses, which are demonstrated in the audio demo.

Verses may be reduced, or Hampshire schools may each take once verse.

Repeat the chorus twice at the end.





The Curse of Stokes Bay

Lyrics: Gosport schoolchildren,
Emily Peasgood and Dani Osoba

Music: To the tune of The Wellerman (trad)
Arr. Emily Peasgood 2022

♩ = 100 **Chorus**

G D Em Bm G D

Hey, hey, I saw some bones, I can see skulls in the stones, Hey, hey, I saw some bones,

F# Bm

That's the curse of Stokes Bay! May - be you should stay a - way! 1. |

Verse

Bm Em Bm

fan - cied fish and chips one day, so went a - walk - ing to Stokes Bay, I

Bm F# Bm

saw some-thing a - long the way, Some-thing strange in Stokes Bay!

2.

The ocean blue with seashells in
But then a sight that was so grim,
A skull looked back with a toothy grin!
I learned the curse of Stokes Bay!

3.

If I'd been warned I would have known
What I would see there in the stones,
Instead of seashells *I got bones!*
That's the curse of Stokes Bay!

4.

The stones were souls of the lost at sea,
It felt like they were watching me,
The sea was scary as can be!
That's the curse of Stokes Bay!



5.

Where shipwrecks lurk and seaweed grows
The ghosts of pirates touch your toes,
You can hear them singing: "*There she blows!*"
That's the curse of Stokes Bay!

6.

A spooky cave has a ship inside,
A pirate secret it does hide,
You can see it at the lowest tide,
That's the curse of Stokes Bay!

7.

I heard that once a girl broke in,
And limpets slimed and sucked her skin,
Then hungry pirates from within
Washed her down with a pint of gin!

The Ocean Is Blue

by Emily Peasgood

A Capstan shanty for KS2-KS3

Location: Lymington and New Forest

The Ocean Is Blue is a haunting song that tells the tale of a person who collects stones on beaches and in caves. The lyrics were written collaboratively with Lymington schoolchildren.

Performance notes:

The Ocean Is Blue can be performed a cappella or with accompaniment on a Dm chord.

The ending has an optional harmony which can be sung by KS3 children. Verses should be sung in unison.

This song also works as a round. The precise arrangement can be decided by teachers but a demonstration using V1 is provided at the end of the audio demo.

There are subtle rhythmic variances across verses, which are demonstrated in the audio demo.

It works well to have a short gap between each verse. In the audio demo this gap is 2 bars long.



The Ocean Is Blue

Words by Emily Peasgood and
Lymington schoolchildren

Music by Emily Peasgood

♩ = 168 ①

1. The o - cean is blue and some - times green, but

you ___ don't know ___ the plac - es I've been,

weigh - - oh, weigh - - oh, but

you ___ don't know ___ the plac - es I've been. 2. I

2.

I pick a stone each place I roam
From rock pools and caves to my pockets they go
Weigh-o, weigh-o
From rock pools and caves to my pockets they go

3.

The wind blows hard in from the seas
Through Hurst Castle walls to the New Forest trees
Weigh-o, weigh-o
Through Hurst Castle walls to the New Forest trees

4.

To Lymington, where I call home
A stone's throw away from a green-blue lagoon
Weigh-o, weigh-o
A stone's throw away from a blue-green lagoon

5.

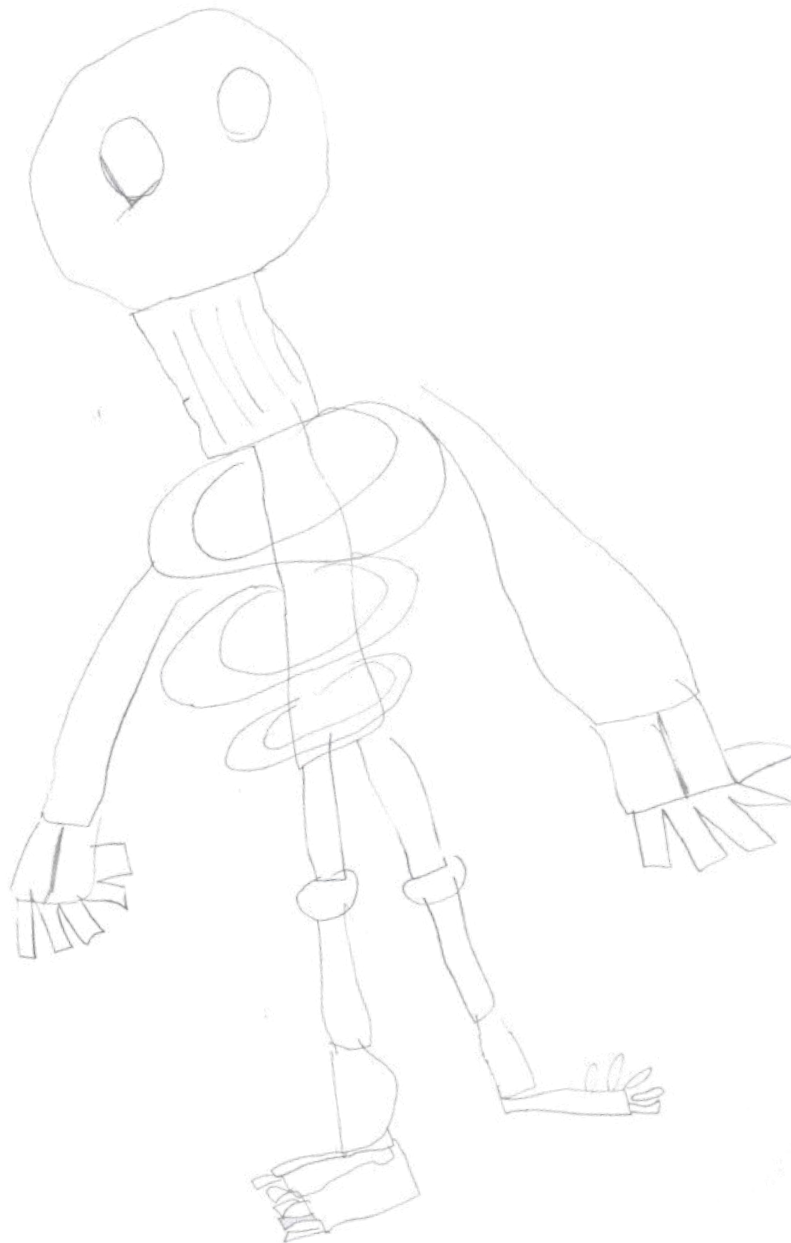
My story will never be known
For in Crooked Lake is where I rest my bones
Weigh-o, weigh-o
For in Crooked Lake is where I rest my bones

My bones, my bones, wear-ing old trous-ers with pock-ets_ full of stones.

Optional harmony Fade out

My bones, My bones, My bones, My bones,

My bones, my bones, wear-ing old trous-ers with pock-ets_ full of stones.



Down The Solent

by Mike “Gutta Percha” Sadler

A Capstan shanty for KS1-KS3
Location: On route to the Isle of Wight

Mike “Gutta Percha” Sadler is a local songwriter and an important musician in the modern shanty writing scene. Down The Solent features lyrics set to the melody of The Rio Grande. It tells the story of a red funnel steamer leaving for the Isle of Wight and it could just as easily be about sailors setting sail for another distant land.

Performance notes:

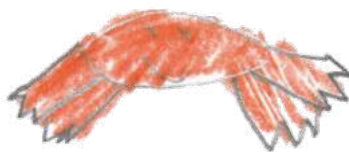
Down the Solent can be performed a cappella or with accompaniment.
Chords are provided.

It has clear call and response feel. It could feature a solo call from a KS2-KS3 student, with KS1 students joining in on the responses.

On the penultimate line, all singers should loudly cheer rowdily. It works well to take a short break after the cheer. In the audio demo this break is 2 bars long.

There are subtle rhythmic variances across verses, which are demonstrated in the audio demo.

An optional harmony is provided at the end of each verse for KS3 students.



Down The Solent

Words: Mike Sadler,
Edited by Emily Peasgood

Melody: *Rio Grande*, trad.

♩ = 72

Call D Response Call

1. Come all you land lub-bers and sail with me, Down the So-lent, On a

G D A D Response A D A Solo

red fun-nel steam-er bound from Roy-al Pier, And we're bound for the Isle of Wight, So a -

D A D Response Call

way, girls, a - way, Down the So - lent, We're

G D A D Response A D

leav-ing the pier so let's have a big cheer, And we're bound for the Isle of Wight, 2. A -

"Away with the gangplank!" The Captain she roared, *down the Solent*
And hoist up the anchors, Anne's safely on board
And we're bound for the Isle of Wight
So away, boys, away, *down the Solent!*
We're leaving the pier so let's have a big cheer
And we're bound for the Isle of Wight

3.

On the banks of The Solent there was a big crowd, *down the Solent*
They joined in our chorus and sung strong and proud
And we're bound for the Isle of Wight
So away, girls, away, *down the Solent!*
We're leaving the pier so let's have a big cheer
And we're bound for the Isle of Wight



4.

Past the old Esso tankers on the outgoing tide, *down the Solent!*
Polluting our beaches upon either side
And we're bound for the Isle of Wight
So away, boys, away, *down the Solent!*
We passed Calshot Spit where the seagulls all flit
And we're bound for the Isle of Wight

5.

Heave with the will girls, heave long and heave strong, *down the Solent!*
Let's sing a good chorus for 'tis a good song
And we're bound for the Isle of Wight
So away, girls, away, *down the Solent!*
We passed Calshot Spit where the seagulls all flit
And we're bound for the Isle of Wight

We long left the pier so let's have a big cheer! *CHEER*
And we're bound for the Isle of Wight!

Throw Out The Lifeline by Edwin Smith Ufford

A Capstan shanty for KS1-KS3

Location: Isle of Wight

Throw Out the Lifeline was originally a hymn. In 1888 Reverend Ufford was visiting Point Allerton, near Boston. While there, he visited a lifesaving station on the coast and watched men practising rescue procedures to use in the event of a shipwreck. It occurred to him how saving those in danger had parallels with his faith.

Since, according to Rob and Anwyl who run the [Isle of Wight Folk Archive](#) website, an upbeat version of the song has become a seafaring favourite on the island.

Performance notes:

Throw Out The Lifeline can be performed a cappella or with light musical accompaniment on guitar. Chords are provided.

KS2 and KS3 students can sing the verse with KS1 students joining in on the chorus, and KS3 students singing the optional harmony.

Repeat the chorus twice at the end, with the second repeat a cappella.





Throw Out The Lifeline

Edwin Smith Ufford, 1888
Arr. Emily Peasgod, 2022

♩. = 50

Chorus

D D A D Do not sing on first repeat

Throw out the life-line, throw out the life-line, Someone is drift-ing a - way, a - way.

D D A D

Throw out the life - line, throw out the life - line, Some one is sink - ing to - day.

Verse

D A A⁷

1. Throw out the life - line a - cross the big wave; There is a bro - ther who

D D D G

needs to be saved; Some - bo - dy's bro - ther! Oh, who then will dare? To

D A D

throw out the life - line, his dan - ger to share?

2.
 Throw out the lifeline with hands quick and strong
 Why do you tarry, why linger so long?
 See! He is sinking; go faster today
 And out with the lifeboat! Away, then away!

3.
 Soon will the season of rescue be done
 Soon we will drift to the safety we won
 Quick then my sister, no time for delay,
 So throw out the lifeline and save them today!

Repeat Chorus x 2



A Long Time Ago

A Halyard shanty for KS1-KS3

Location: Portsmouth

This song's original words lament a love at home in Portsmouth where the sailor was from. The original version, titled A Long Time Ago, was collected by folk song collector George Gardiner in Portsmouth Workhouse in 1907, and was performed by James Bounds at the time.

You can view the original score at the [Vaughan Williams Memorial Library](#). Our version looks forward into the future, with updated lyrics to reflect young people today. What will you do when you're older?
What will the world be like then?

Try singing this as it would have been sung on a ship: with one person, the shantyman, singing the first line, and the crew echoing back "To my way-hey..." and "a long time to go / ago".

Performance notes:

A Long Time To Go can be performed a cappella or with accompaniment. Chords are provided. If accompanied, it works well to sing the final verse a cappella to draw attention to the poignant lyrics.

It has a clear call and response feel, with responses in italics. It could feature solo KS2-KS3 callers with KS1 students joining in on the responses.

Be wary of verses 5 and 7 which have a different lyrical structure at the end of each line. Also watch out for the verse endings. They are mostly "A long time to go" but sometimes, when reflecting on the past, they end "A long time ago" (verses 7 and 10).

There are subtle rhythmic variances across verses, which are demonstrated in the audio demo.

A Long Time Ago



Traditional shanty with lyrics updated by Emily Peasgood and Sam Slattery, 2022

♩. = 60

G C G D G

1. A long time and a ve - ry long time, To my way, hey - hey - oh, A
long time and a ve - ry long time, A long time to go. _____ Now

C G C D G

2.

Now I am young, my whole life ahead, to my way, *hey-hey-oh*
I lay and dream a while in my bed, *a long time to go*

3.

I wonder what my life will be, to my way, *hey-hey-oh*
Will I sail upon the sea? *A long time to go*

4.

There's pollution on the ocean bed, to my way, *hey-hey-oh*
They say that it's all in my head, *a long time to go*

5.

My granddaddy he sailed away, *a long time ago*
And I will sail away one day, to my way, *hey-oh*

6.

When I'm 16 I'll build a boat, to my way, *hey-hey-oh*
To keep me and my love afloat, *a long time to go*

7.

My daddy fished upon the sea, *a long time ago*
And I will fish what's left for me, to my way, *hey-oh*

8.

The water rises every year, to my way, *hey-hey-oh*
The sea will take the land from here, *a long time to go*

9.

When I am 20 years of age, to my way, *hey-hey-oh*
I will take to the worldwide stage, *a long time to go*

10.

And when I am but old and grey, *a long time to go*
I'll smile back on my younger days, *a long time ago*

Shallow Brown.

A Pumping shanty for KS1-KS3

Location: Portsmouth, but collected in many locations worldwide and believed to be of West Indian origin.

Shallow Brown is a farewell song, described by Stan Hugill as a pumping shanty of West Indian origin. It also has the title of Challop Brown. Challop is a Caribbean term that means mixed race. The song was heard as far afield as the ports of Chile (See [EFDSS Black Sailors and Sea Shanties e-resource](#)). There is also a version of the song that describes a man leaving his family to sail and promising to be faithful to them.

One version of Shallow Brown was captured by folk song collector George Gardiner in Portsmouth Workhouse in 1907, and was performed at the time by Frederick Fennimore. However the version that most inspired ours was collected in Woolwich London.

Performance notes:

Shallow Brown is performed a cappella.

It has a clear call and response feel.

This song has short verses which could be sung as solos or by a group of singers with a response everyone should join in on. Optional harmonies have also been included for KS3 students.

This song should be performed with great feeling.

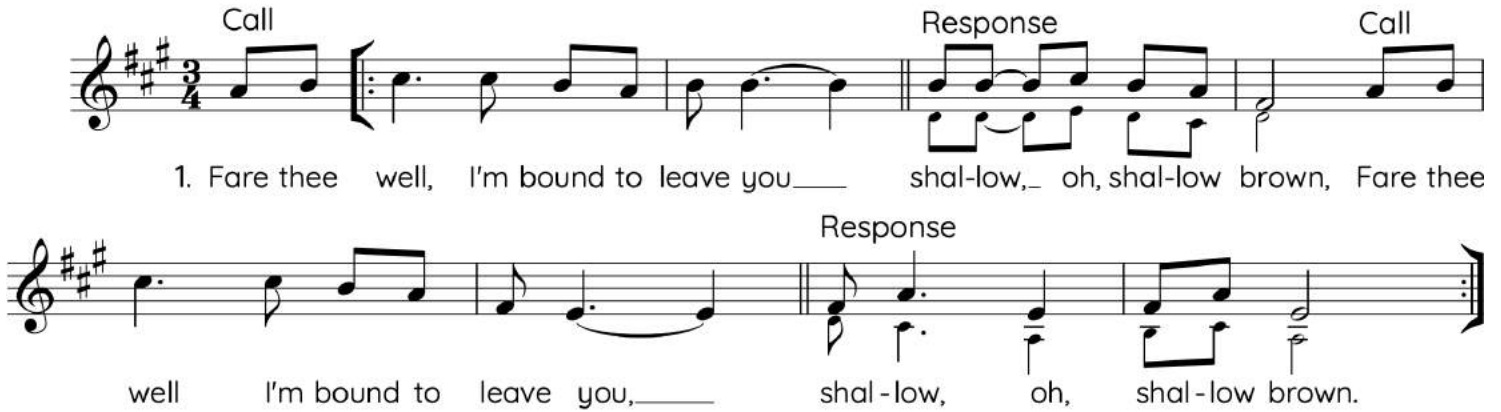
There are subtle rhythmic variances across verses, which are demonstrated in the audio demo.

It works well to take 1 bars rest after each verse.

Shallow Brown

♩ = 50, Rubato

Traditional.
Arr. Emily Peasgood



Call

Response

Call

1. Fare thee well, I'm bound to leave you, shal-low, oh, shal-low brown, Fare thee well I'm bound to leave you, shal-low, oh, shal-low brown.

Response

2.

Oh, my master's going to sell me
Shallow, oh, shallow brown
My master's going to sell me
Shallow, oh, shallow brown

3.

Gonna sell me for the dollar
Shallow, oh, shallow brown
For that great big Yankee dollar
Shallow, oh, shallow brown

4.

Oh I'll ship on board a whaler
Shallow, oh, shallow brown
Gonna ship on board a whaler
Shallow, oh, shallow brown

5.

I am bound for old St Georges
Shallow, oh, shallow brown
Mm, bound for old St Georges
Shallow, oh, shallow brown

6.

Oh I'm bound away tomorrow
Shallow, oh, shallow brown
Yes I'm bound away tomorrow
Shallow, oh, shallow brown

When I Grow Up I Want To Be A Ship

by Emily Peasgood

A Capstan shanty for KS1-KS3
Location: Southampton docks

When I Grow Up I Want To Be A Ship was created for a sound art exhibition of the same name in early 2022. It explores coastal issues brought about by climate change and Southampton's complex relationship to the sea. Spanning a period of over 400 years, the song's lyrical content explores the city's every-changing coastline from the 1600s to the present day and into the future. This abridged version has been created especially for Southampton Solent Sing.

Inspired by local history and people, this song features a repetitive melody in the style of a jig, with a fun recorder solo!

Performance notes:

When I Grow Up I Want To Be A Ship is performed with musical accompaniment. Chords are provided, which invite a drone-like effect, and open fifths. The song also sits well over an A5 drone. It features a notated recorder/whistle line which could also be performed on penny whistle or violin. Accompaniment should be lilting and full and particularly suits cello, guitar, hurdy-gurdy and gentle percussion. The audio demo features a cello arrangement created for the original exhibition of the song (available on request).

This is a duet between two choirs, sometimes with overlapping lines.

It is a challenging song and verses might be assigned to different schools. Harmonies at the ends of verses 3 and 4 can be supported by KS3 students.

Some shouting features in verse 2 ("LORD HAVE ME!") and at the end of the song ("NOW THE DEBT WE OWE IS DUE!")

Please note: the audio recordings have only two clicks in.

When I Grow Up I Want To Be A Ship



Lyrics by Kate Lynn-Devere,
Emily Peasgood and Tabitha Liu

Music by Emily Peasgood

♩ = 84

Choir 1

1. My dad - dy said_ I need to sail to make me for - tune on the

Choir 2

1. sea,

2. See, in nine - teen - thir - ty - one I watch the dock they build it

1. Big and strong_ is what my dad - dy says I need to be when

2. big, When

1. I grow up, so I sit here and

2. I grow up_ I want to be a ship that's big and strong, so I sit here and

Whis. [In] A⁵ Treble Recorder or Penny Whistle G⁵

1. dream. 2. My

2. dream.



Whis. A⁵

1. gran - ny said_ that folk were sure the sea would cure their ills,

2. But

1. A⁵ G⁵

2. mum - my says_ the sea's a cure that saves more than it kills, Like

1. A⁵ [Out] Shout

Ma - ry Ro - gers, who went down while say-ing: "Lord, have me!"

2. Shout

"Lord, have me!" Her

1. A⁵ G⁵

While I sit here and

2. life - belt gi-ven a -way to save an-oth - er from the sea while I sit here and

Whis. A⁵ G⁵

1. dream. 3. At

2. dream.

A⁵

Whis.

1. God's House To - wer I sit and watch them steal the beach to build the

2.

F⁵

1. docks,

2. Docks are ve - ry big and strong just like my dad - dy said that

G⁵

1. I should be a man, I'll make my for - tune on the sea when

2. I should be a man When

A⁵ [Out]

1. I grow up,

2. I grow up I want to be a ship that's big and strong so I'll sit here and

A⁵ G⁶ Am⁷ Bm

1. Tides rise and fall, flush on shore, racks and

2. dream, dream, dream,





1. **C** **D** **Fmaj7**
bones, _____ 4.They built these docks on

2. _____ Air - less dark__ un- der deck.

1. land where pir - ates hanged on gal - lows in the

2. _____

1. **G**
sand.

2. Sand-washed by__ three tides to see them drown be - fore they cut them

1. **Am7** **G**
Down be - low__ the wa - ter ship-wrecks lay for years be - fore they

2. down,

1. **F** **G**
came

2. Came to raise__ the wreck shown less res-pect than sea - side sou - ve -

A⁵ G⁶ Am⁷ Bm C [Out]

1. Tides rise and fall, swal-low_ Ti - tan - ic, ships and wrecks__ Rus - ty

2. nirs.___ dream,__ dream,__ Rus - ty

1. ship rails sink and sleep 5.They

2. ship rails sink and sleep and pi - rates fall__ in - to the

♩ = 80, slower (rubato)

A⁵

1. say in twen - ty - fif - ty when the sea be - gins to rise,

2. deep. The

A⁵ G⁵

1. |

2. docks and God's_House Tow - er will be lost be - neath the tide,

A⁵ G⁵

1. sat and watched them build the docks, they built them strong and true

2. These



A⁵ [Out] **Shout**

1. Now the debt we owe is due!

Shout

2. docks they stand on bor-rowed land and now the debt we owe is due!

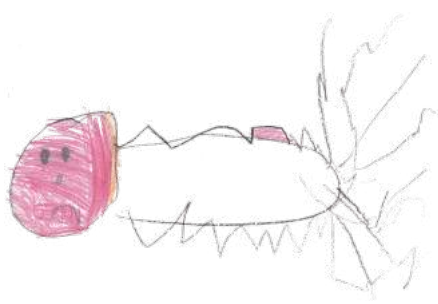
♩ = 126, a tempo
Upbeat instrumental (guide)

Whis. **A⁵**

Whis. **F⁵**

Whis. **G⁵**

Whis. **A⁵** **G⁵** **F⁵** **G⁵** **A⁵**



The Woolston Ferry

by Mike “Gutta Percha” Sadler

A 'land shanty' for KS1-KS3

Location: Woolston

The Woolston Floating Bridge was a cable ferry that crossed the River Itchen in England between Woolston and Southampton from 1836 to 1977. It was taken out of service after the new Itchen Bridge was opened. These lyrics were written by Mike Sadler after the ferry was decommissioned in 1977, with the last verse lamenting the ferry's replacement by a bridge. In John Paddy Browne's book 'Folksongs of Old Hampshire' (1987) he refers to this song as a land shanty, although Mike Sadler says it was not intended as such.

Performance notes:

The Woolston Ferry is performed with musical accompaniment with the final verse a cappella. Written to the tune of The Midnight Special, it has a rock-blues feel which would benefit from piano or guitar, bass and percussion. Chords are provided.

The song commences a cappella, with instruments coming in as an upbeat into verse 2.

At the end of the song, the opening verse (to the tune of Swing Low Sweet Chariot) can be performed a cappella with two repeats of the chorus.

Verse 1 (and the repeat of Verse 1 at the end) could be performed by KS1 students, with the verses divided between groups of students from KS2 and KS3.



The Woolston Ferry



Words by Michael Sadler
 Edited by Emily Peasgood

Swing Low, Sweet Chariot by Wallace Willis
The Midnight Special, trad. blues

♩ = 100, straight **A cappella**

F B♭ F

1. I looked o - ver Wool - ston, and what did I see?__

F C

Com - ing for to car - ry me home? The

F B♭ F

old Wool - ston Fer - ry, com - ing to - wards me, __

♩ = 160 blues shuffle (swung)

F C F F

Com - ing for to car - ry me home.

2. If you're e - ver up in
3. See the weath - er beat - en
4. But the float - ing bridge has

B♭ F

Sho - ling, and you want to go to town, Don't go by
 Cap - tain, with his weath - er beat - en tan, He don't wear
 had it, it will soon__ have to go, Driv - ers don't

C F F7

Bit - terne, That's the long_ way a - round. Take a trip a - cross the
 gold braid, He's a cor - por - a - tion man. When I speak of it's con -
 like it, Six - teen p. __ a __ throw. So they built a bridge of

B♭ F

fer - ry, take a trip a - cross the sea, And if you're a ped -
 struc - tion, it's sur - pri - sing to __ learn, That the bow go - ing
 con - crete, ve - ry mo - dern, ve - ry high, ev - ery time I __

Chorus

C F F7

es - trian, you can al - ways go for free. *On the Wool - ston*
 one way, comes back_ as the stern.
 use it, I look down and_ sigh.

B \flat F

Fer - ry, It does-n't tra-vel ve - ry fast, It was-n't built for

C F 2. 3. 4.

com - fort, It was built to last.

5. **A cappella**

1. I looked o-ver Wool - ston, and what did I see?—

A cappella

2. On the Wool-ston Fer-ry, It does-n't tra-vel ve-ry fast, It was-n't built for

1. Com-ing for to car - ry me home? The old Wool-ston

2. com- fort, It was built to last. On the Wool-ston Fer - ry,

1. Fer - ry, com - ing to - wards me, —

2. It does-n't tra-vel ve - ry fast, It was-n't built for

1. Com - ing for to car - ry me home.

2. com - fort, It was built to last.



To Portsmouth!

A short-drag shanty for KS1-KS3

Performance notes:

To Portsmouth is performed a cappella.

This fun little song works best with one repeat in unison and then into a 4-part round. Don't forget to sing boldly - this song sounds best when every part is loud!

♩ = 152 *Pammelia, 1609*

①

To Ports - mouth! To Ports - mouth! It is our gal - lant town, And

②

there we will laugh and dance and sing with a der - ry down did-dle down! The

③

gal - lant ship the Mer - maid, the Li - on, hang - ing stout, Did

④

make us to spend there our six - teen pence all out. To



River Shanty

by Genevieve Fitchew and Emily Peasgood

A Halyard shanty for KS1-KS3

Location: Rivers in Isle of Wight, Portsmouth, Southampton and Hampshire

River Shanty was originally created for 'Songs and Verses from North Cambridge' with stories about the River Cam. When schoolchildren in Hampshire were asked for stories about their rivers they came up with lots of creative answers and even wrote their own verses!

About our local rivers:

In wider Hampshire: The River Hamble flows from near Bishop's Waltham into Southampton Water near Hamble. The River Meon flows from near East Meon into the Solent at Titchfield Haven. The River Test flows from near Basingstoke through some of the prettiest villages in Hampshire before meeting the River Itchen and into Southampton Water. **On Isle of Wight:** The River Yar (The Eastern Yar) is the longest river. The River Medina runs from Cowes and East Cowes into Newport. **In Portsmouth:** The River Wallington passes through west, south and southeast Hampshire, before entering Portsmouth Harbour at Wallington. **In Southampton:** The River Itchen flows from mid-Hampshire to Southampton

Performance notes:

River Shanty can be performed a cappella or with accompaniment. Chords are provided.

It has a clear call and response feel. It could feature solo KS2-KS3 callers with KS1 students joining in on the responses. Optional harmonies are provided for KS3 students in lines 1, 2 and 4.

Each school should select a verse according to their location.

Please note: the rehearsal part contains only 4 verses, one for each hub.

After the initial 2 bar count in, there is 1 bar between each verse.

There are subtle rhythmic variances across verses, which are demonstrated in the audio demo.

Please invite children to create sound effects in response to the lyrics, as demonstrated in the audio recording demo.

River Shanty



Words by Emily Peasgood and schoolchildren
from Southampton and Isle of Wight

Music by Emily Peasgood

♩ = 72

Call
Eb

Response
(w. example harmony)
Ab F7 Ab Eb

(Call)

1. This is a song a-bout Jim the stone skim-mer, *skim-ming on the Ri-ver It-chen*, He

Call
Eb

Response
Ab F7 Ab Eb

(Call)

skims for miles and still makes it for din-ner, *glid-ing on the Ri-ver It-chen*,

Call
Ab

Response
Bb Eb

No one skims as good as ol' Jim, *Win-ning on the Ri-ver It-chen*,

Call
Eb

Response
Ab F7 Ab Eb

This is a song a-bout Jim the stone skim-mer, *skim-ming on the Ri-ver It-chen*.

Southampton

1.

This is a song about Jim the stone skimmer, *skimming on the River Itchen*
He skims for miles and still makes it for dinner, *gliding on the River Itchen*

No one skims as good as ol' Jim, *winning on the River Itchen*

This is a song about Jim the stone skimmer, *skimming on the River Itchen*

2.

This is a song about Zara the painter, *painting near the Itchen Grande*

One sunny day Zara painted a zebra, *dancing in the Itchen Grande*

She felt inspired then got quite tired, *sleeping on the river bank*

This is a song about Zara the painter, *painting near the Itchen Grande*



Isle of Wight

3.

This is a song about what's in the river, *floating in the River Yar*
A rainbow fishy that's all a quiver, *quivering in the River Yar*
He shimmers orange and red and green, *shimmering in the River Yar*
This is a song about what's in the river, *floating in the River Yar*



4.

This is a song for the Cowes Floating Bridge, *over the Medina*
It never runs without a hitch, *over the Medina*
It makes me frown when it breaks down, *over the Medina*
This is a song for the Cowes Floating Bridge, *over the Medina*

Portsmouth

5.

This is a song about Geoffrey the swan, *padding in the Wallington*
If you are lucky you might hear his song, *honking in the Wallington*
But when it floods he's covered in mud, *muddy in the Wallington*
This is a song about Geoffrey the swan, *padding in the Wallington*

6.

This is a song about Gemma the duckling, *quacking in the Wallington*
She has a blue collar around her wee neckling, *pretty in the Wallington*
Feed the ducks, she might turn up, *dinner in the Wallington*
This is a song about Gemma the duckling, *quacking in the Wallington*

Hampshire

7.

This is a song about Greenshanks and Curlews, *bobbing in the River Hamble*
Near the marina where pleasure boats cruise, *sailing in the River Hamble*
Where champagne pops the Turnstones Bob, *popping in the River Hamble*
This is a song about Greenshanks and Curlews, *bobbing in the River Hamble*

8.

This is a song about Katy's red kayak, *sinking in the River Meon*
She stopped for a snack and then heard a loud crack, *sinking in the River Meon*
A swan gave chase and bit her face! *Injured in the River Meon*
This is a song about Katy's red kayak, *sinking in the River Meon*

9.

This is a song about Boris the trout, *swimming in the River Test*
He had one fin and he struggled to pout, *pouting in the River Test*
He swims in circles all day long, *circling round the River Test*
This is a song about Boris the trout, *swimming in the River Test*



Fishing in The Solent

by Dani Osoba and Emily Peasgood

A sea song for KS1-KS2

Location: All

When schoolchildren were asked to think about what they might find in The Solent, they had some fun ideas which became this shopping list song.

The challenge is to remember everything you could find!

Performance notes:

Fishing in The Solent can be performed a cappella or with accompaniment. Chords are provided.

It is performed in unison, with optional harmonies on the opening line from verse 3.

There are plenty of opportunities for students to act as well as sing, with a fun goat "MEH" noise and some spoken words.



Fishing In The Solent



Words by: Southampton and Portsmouth schoolchildren, Daniella Osoba and Emily Peasgood

Music by: Daniella Osoba and Emily Peasgood

♩ = 120

1. E A D E A

I'll go fish-ing in The So-lent and what will I find? A fish smi-ling back at me.

2. E A D E

I'll go fish-ing in The So-lent and what will I find? A wet sea-gull and a fish smi-ling back at

A 3. E A D E

me. I'll go fish-ing in The So-lent_ and what will I find? A can-non ball, a

E A 4. E A D E

wet sea-gull and a fish smi-ling back at me. I'll go fish-ing in The So-lent and what will I

E A

find? Some shopping bags, a can-non ball, a wet sea-gull and a fish smi-ling back at me.

5. E A D E

I'll go fish-ing in The So-lent_ and what will I find? A thous-and crabs some

E A 6. E

shop-ping bags, a can-non ball, a wet sea-gull and a fish smi-ling back at me. I'll go

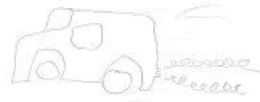
A D E Goat noise Spoken

fish-ing in The So-lent and what will I find? A swim-ming goat, Meh! A fish-ing boat, Ooh! A

E

thous-and crabs, some shop-ping bags, a can - non ball, a wet sea - gull and a





A 7. E A D E Spoken

fish smi-ling back at me. I'll go fish-ing in The So-lent and what will I find? A nas-ty smell?

E Goat noise Spoken

Eww... A cock-le shell? Yay! A swim-ming goat, Meh! A fish-ing boat, Ooh! A

E

thous-and crabs, some shopping bags, a can-non ball, a wet sea-gull and a fish smiling back at

A 8. E A D E Spoken

me. I'll go fish-ing in The So-lent_ and what will I find? Ooh...

E A E B

Mo-sa-saur-us fos-sils, plas-tic bot-tles, The Ma-ry Rose, a piece of hose! A

E A E B

trea-sure chest, a pi-rate's vest, a puf-fer fish, a mer-maid's wish! A

E A E B

hump-back whale, a mag-ic tale, a great white shark, a huge car park! Wow!

E Spoken Goat noise

A nas-ty smell? Eww... A cock-le shell? Yay! A swim-ming goat, Meh! A

E Spoken

fish-ing boat, Ooh! A thous-and crabs, some shop-ping bags, a can-non ball, a

E A

wet sea-gull and a fish smi-ling back at me.



What's That Lurking In The Water?

by Emily Peasgood

A sea song for KS1-KS3

Location: All

The lyrics for this song were created in response to drawings of sea monsters created by local schoolchildren.

But the thing is, sea monsters who might not be so scary after all!

Performance notes:

What's That Lurking In The Water? is performed with musical accompaniment. It has a notated piano part, a percussion line for a big drum of any kind, and requires a thunder sound. This could be made with a thunder drum or heavy sheets of metal.

There is also plenty of scope for fun, with sighs, claps, spoken word and even shouting!

There are repeated lines at the start of each verse, and each school district could take a verse, with all coming together at the bridge.

It should be sung in unison, with optional harmonies for KS3 students.

At the end of the song there is a part-song with lines for different schools to take. One line creates a fish blub 'bllll' sound by rolling your tongue against your upper lip. In this end section, voices should be gradually layered, starting with part 1 and piano only. Optional sound effects can be added to, like bird water whistles, a kazoo playing one of the vocal lines, and even blowing through straws into bottles of water to create a gurgling water effect. Right at the very end of the song, the piano should drop out creating an a cappella section. What's That Lurking In The Water ends with a loud "RAR!"

What's That Lurking In The Water?



Words: Emily Peasgood,
Sam Slattery and Dani Osoba

Music: Emily Peasgood

♩ = 132, swing

Em D C B7 Em D C B7



Shout!

1. What's that lurk-ing in the wa - ter? A scar - y crea-ture wait-ing for ya! It's
2. What's that lurk-ing in the wa - ter? A slim - y crea-ture wait-ing for ya! It's



got red eyes and loads of toes, and where it comes from no-bo-dy knows.____
got grey skin, a blue head fin, and I don't know where it____ has been.____

Em Bm7 Am7 B7



What's that lurk-ing in the wa - ter? A hung-ry crea-ture wait-ing for ya! With
 What's that lurk-ing in the wa - ter? A nois - y crea-ture wait-ing for ya! With

Em D C B7 Em D C B7

three green tongues and eight-een legs, it eats small kids with sea - gull eggs!___ But
 wings like webs it slinks a - long and poops a lot while sing-ing a song!___ But

Em F# F#/C# F/C Em

ev-en if he's got ten goog-i - ly eyes,___ he might act-ual-ly be___ quite nice,
 ev-en if she's got two fac-es for feet,___ she might act-ual-ly be___ quite sweet,

C D C G

1. Big sigh
 He might want some ap-ple pie, He might be_ a lov - e-ly guy,___ Ah...
 She might not want kids to eat But pre - fer_ a tast -

A D A D



2.

Clap

Bridge

y bad - ger if you've



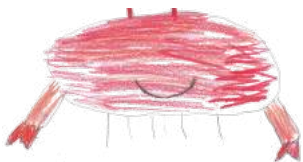
got fif - ty spikes and your skin's bright blue, you might be awe - some

C G D



all the way through. When your face is pink and your tail trails long that

G C G



does - n't mean your home - work's al - ways wrong.____

A D



Shouting

3. What's that lurk-ing in the wa - ter? A friend-ly crea-ture wait-ing for ya! She's

Em D C B7 Em D C B7



made of rocks, a chees - y smile, Oh! It's the am-iab - le rock - o - dile!____

Em Bm7 Am7 B7

Big drum



Wah wah wah wah wah wah wah wah

The first system of music features a vocal line with the lyrics "Wah wah wah wah wah wah wah wah". The piano accompaniment consists of chords in the right hand and single notes in the left hand. The guitar part includes a series of chords and triplets.

what's that lurk-ing in the wa - ter? A friend - ly crea-ture wait-ing

E B/D# A/C# B E B/D#

The second system of music features a vocal line with the lyrics "what's that lurk-ing in the wa - ter? A friend - ly crea-ture wait-ing". The piano accompaniment consists of chords in the right hand and single notes in the left hand. The guitar part includes a series of chords and single notes.

for ya! He's got ten legs and wears a crown, and

A/C# B/D# E B/D#

The third system of music features a vocal line with the lyrics "for ya! He's got ten legs and wears a crown, and". The piano accompaniment consists of chords in the right hand and single notes in the left hand. The guitar part includes a series of chords and single notes.

Bridge

makes loud thun-der when he's up - side down!_ When you've

A/C#

Thunder drum



La la la la La la la la La la la la La la la la

got three heads and one's bright yel-la' you could be a sun - ny_ fel-la'! If you've

C G D G



La la la la La la la la La la la la

got eight hands and on - ly three gloves then You_ might_ need a

C G D





Green Leaf Shark

Musical score for the first section, featuring five staves. The top four staves are vocal parts, and the bottom staff is piano accompaniment. The key signature has one sharp (F#).

Vocal 1: love

Vocal 2: love

Vocal 3: La la la love

Vocal 4: lot of love

Piano: D

Stagger entry:
 1st repeat: Vocal 1 and piano only
 Add each part in part order then add optional kazoos, water bird whistles and straws with water.
 Drop piano out to a cappella for min. two repeats before the final RAR!

VAMP UNTIL CUE **ON CUE Shout!**

1. La la la la La la la la La la la la La la la la la la RAR!

2. Do do do do do do do do do do do do do do do do RAR!

3. Fish sound with tongue rolling over top lip repeatedly
 Blub blub blub blub blub blub blub blub blub blub blub blub RAR!

4. Rar! Rar! Rar! Rar! Rar! Rar! Rar! RAR!

C G D G

Big drum

