

# LIFE OF THE SEA

## KS2 RESOURCE PACK

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# THE OAE



Three decades ago, a group of London musicians took a good look at that curious institution we call the Orchestra, and decided to start again from scratch.

They began by throwing out the rulebook. Put a single conductor in charge? No way. Specialise in repertoire of a particular era? Too restricting. Perfect a work and then move on? Too lazy. The Orchestra of the Age of Enlightenment was born.

Since then, the OAE has shocked, changed and mesmerised the music world. Residencies at the Southbank Centre and Glyndebourne haven't numbed its experimentalist bent. Record deals haven't ironed out its quirks. Period-specific instruments have become just one element of its quest for authenticity.

Today the OAE is cherished more than ever. It still pushes for change, and still stands for excellence, diversity and exploration. And thirty years on, there's still no orchestra in the world quite like it.

## LIFE OF THE SEA

### **Project Overview:**

Thank you for joining us in Life of the Sea. At the performance, you'll be taking on the role of THE STUDIO AUDIENCE on a chat show – Tonight with Adam Courting. The show will feature an actor, Adam and singer, Tim who will act and sing to tell the story of Tim's "discovery" of The Great Pacific Garbage patch. And woven into that story will be baroque songs and instrumental pieces played by the Orchestra of the Age of Enlightenment as well as brand new music performed by you, the audience.

### **Check-list:**

Before the show, you'll need to learn and rehearse:

1. Helly Shumray (we'll divide you into parts on the day)
2. Storm Instrumental (either Body Percussion or one of the instrumental parts)
3. Face the Facts (our short song + Makaton signs)
4. Tell the Truth (our longer song + Makaton signs)

### **Story Overview:**

A great maritime explorer is interviewed on a popular chat show to talk about his life at sea, and most importantly his new discovery: a hitherto unknown island in the middle of the Pacific Ocean. The explorer talks about his life at sea, and his scientific findings, but as he explains more about his findings far out in the middle of the Ocean, it becomes clear that what he assumed was a beautiful, exotic land mass, is nothing more than a man-made rubbish tip. Furious and humiliated, the explorer doesn't know where to turn, but with the encouragement of the interviewer and the audience, he vows to return and clean up the ocean.

## Life of the Sea – Creative Classroom Composition Ideas

### A message from James, the composer:

Here are three composition ideas that you could use in the classroom as an extension to the Life of the Sea project. If you record any of your creations, please share them with us – we'd love to see or hear what you come up with!

#### 1. Storm Instrumental

In the Life of the Sea concert, you'll be learning the body percussion or instrumental parts for the Storm so you can perform with the orchestra in the performance. Here's how to create your own storm piece using classroom percussion instruments.

a) Think about the different stages you might experience in a storm out at sea. In my piece, I used the following categories, but you might think of others:

- Calm Ocean
- The Wind Begins to Blow
- Thunder and Lightening
- The Eye of the Storm

b) Once you know which different sections you want to have, think about how you want to structure them. In my piece, I wanted the storm to build up from Calm Ocean to the Eye of the Storm and then I went symmetrically backwards until I got back to Calm Ocean. You could do the same, or you could end your piece with the massive storm. Or you could start in the middle of the storm and end calm. It's up to you!

c) Now you need to think about ways that you can conjure up the sounds of the storm on the instruments you have available. This is called making a Soundscape. Think about unusual ways of playing your instruments – using your fingernails to scratch on the drum or scraping a coin across a cymbal etc. You could work in small groups and give each group a section of the piece or work together as a whole class to make your decisions.

d) Once you've generated all of your material, it's time to start trying it out and joining it together. Decide whether you're going to have one person direct the piece or whether you're going to communicate as a whole group to work through your composition. However you do it, it's really important to work through the creative cycle a few times:

- Perform
- Reflect/Evaluate
- Modify
- Repeat

e) When you're making music in small or large groups, it's important to keep things as democratic as possible. Take regular votes to make sure that you're making choices that the majority like and approve of.

- f) I find it really useful to have a written, notated structure for the music I'm making. You could use words to describe your different sections and the sounds and music you're including in them. But you could also include pictures and shapes to help remind you (called a Graphic Score).
- g) And finally, make sure that you make space to perform your piece. Perhaps that will be to an audience within school. But it's equally valuable to make a film or audio recording of your piece. Having a performance outcome really helps to give a focus to the creative process.

## 2. Protest Chant & Body Percussion

My second creative suggestion is to create a protest chant. You will know how heavily you want to get into the discussion about the Climate Emergency but whether you're making a protest chant about picking up litter or about reducing your carbon footprint, there is a lot of creative potential in this activity.

- a) Divide the class into groups. Ask each group to generate their own protest chant. This could be as short and pithy as "There's no planet B". Or it could be more involved like "No more coal/No more oil/Keep your carbon in the soil!". Share these back to the whole class.
- b) Next, ask each group to find a rhythmic way of saying their chant. This could be quite natural or it could be a more unusual, even unnatural way of saying the sentence. Get the groups to perform these back to the whole class.
- c) Next, ask the groups to put their rhythms on their bodies. So for instance, you could have something like the following:

No more coal – hitting your knees  
 No more oil – clapping  
 Keep your – hitting knee  
 Carbon – clapping  
 In – Knee  
 The – Clap  
 Soil – Click

As the groups are working on their patterns, hit a woodblock or drum with a steady heartbeat so that all of the patterns share the same musical pulse.

- d) Listen back to all of the groups separately and then see what happens if you layer them up one by one until all the groups are doing their body percussion patterns at the same time.
- e) As a final extension, you could get the groups to put their body percussion onto classroom percussion instruments.
- f) Once you have all your ingredients, it's time to structure your piece. Ask the class how they want their piece to build up. Do you hear the groups one by one? Is there a drum heartbeat underneath? Do you want to hear both the body percussion AND instrumental versions in the same piece? How do you start? How do you finish?
- g) Again, make sure that you Perform – Evaluate – Modify – Repeat. And also find a way to perform your piece. Good luck!

### **3. Junk Percussion**

There are so many ways to turn rubbish into percussion instruments that you can use to make your own music. This link will take you to a page on the Music Mark website with links to come fantastic resources from Beat Goes On:

<https://www.musicmark.org.uk/resources/junk-percussion-guide/>



# Helly Helly

Trad.

D Em/D D

Hell - y hell - y shum - ray shum - ray shum - ray

5 D Em/D D

Hell - y hell - y shum - ray Hey hey hey

9

Hell - y hell - y shum - ray shum - ray shum - ray

13

Hell - y hell - y shum - ray Hey hey hey

# OAE Storm for KS2

Thomas Wolsey +  
Northgate arr. JR

## Plain Sailing (♩=86)

Primary Recorder

Primary Trumpet in B♭

Primary Violin

School Body Percussion

Text Cues

**Tim:** At first it's plain sailing. Pristine waters and gentle, calm ripples...

Rehearsal Piano

B♭maj<sup>9</sup>  
*mp warm*



5

1. "Heartbeat" x3

Sch. Rec. Heartbeat on chest Sunshine sparkle hands

Sch. Tpt. Heartbeat on chest Sunshine sparkle hands

Sch. Vln. pizz. Heartbeat on chest Sunshine sparkle hands

B.P. Heartbeat on chest Sunshine sparkle hands

Sign Cues JR Point at Heart JR Sunshine Sparkle Hands

Reh. Pno.

10

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Sign Cues

Reh. Pno.

*JR Point at Heart*

*JR Sunshine Sparkle Hands*



15

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Sign Cues

Reh. Pno.

*JR Point at Heart*

*JR Sunshine Sparkle Hands*

C<sup>9</sup>

E<sup>b</sup>maj<sup>9</sup>

*f*

19 **Tim Text**

Sch. Rec. Sch. Tpt. Sch. Vln. B.P. Text Cues Reh. Pno.

**Tim:** But the weather is fickle and when the winds begin to change, you must stay alert!



20 **2. "Wind"**

Sch. Rec. Sch. Tpt. Sch. Vln. B.P. Sign Cues Reh. Pno.

Unpitched wind sounds - experiment on your instrument or body to find your favourites!

**JR Makaton for Wind** *JR does sweep of arms to cue wind sounds - point to start; stopping hand to stop*

26

Reh. Pno.



31

Text Cues

Sign Cues

Reh. Pno.

**Tim:** Dark clouds cover the sky and you know that THUNDER is on its way....

*JR Makaton for Thunder*  
*Shake both fists by ears*



37

3. "THUNDER"

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Reh. Pno.

Thunder Note

Thunder Note

Thunder Note

Knees

*ff*

*ff*

*ff*

Gm

Bb

Dm

45

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Text Cues

Sign Cues

Reh. Pno.

**Tim: Lightning strikes!**

*JR shows 2 fingers + Makaton for Lightning*

Bb Dm D/C Gm/Bb D/A Gm

*ff*



50 4. "Lightning Strike!"

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Reh. Pno.

"2" - Knees

"3" - Rising Clap

Gm Gm Bb D

*ff*

54

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Reh. Pno.

Knees

Gm Gm Bb D

*ff*



58

[Thunder]

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Sign Cues

Reh. Pno.

Knees

JR Makaton for Thunder

*ff*

62 **Tempest 1**

Sch. Rec.  
Sch. Tpt.  
Sch. Vln.  
B.P.

**Tim:** The storm surrounds you!

Text Cues

Reh. Pno.

Gm D/F# Dm/F



Reh. Pno.

65 C(add9)/E Cm7/Eb Bb/D



68 **Adam:** Save our souls!

Text Cues

Sign Cues

*JR sign of ROCK*

Reh. Pno.

A/C# D/C Gm/Bb D7/A



70 5. "Plea to the gods"

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Stamp Clap Knee

Sign Cues

*JR sign of ROCK* *JR STOP! (X-Arms)*

Reh. Pno.

Gm Ebmaj7 Gm Ebmaj7



74

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

WAIT! WAIT!

Sign Cues

*JR sign of ROCK*

Reh. Pno.

Gm

78 **6. "Doom Chorus" [2+2+3]**

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Stamp Clap Stamp Clap Chest Knees

Watch out! Doom is here! Watch out! Doom is here! You will ne-ver sur-vive!

JR "D"

Reh. Pno.

Gm Eb Bb Dm/A



82

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Stamp Clap Stamp Clap Chest Knees

Watch out! Doom is here! Watch out! Doom is here! You will ne-ver sur-vive!

JR "D"

Reh. Pno.

Gm Eb Bb Dm/A

86 5. "Plea to the gods" (Drum and Bass)

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Stamp Clap Knee

Sign Cues

JR sign of ROCK JR STOP! (X-Arms)

Reh. Pno.

Gm Gm



90

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

WAIT! WAIT!

Sign Cues

JR sign of ROCK

Reh. Pno.

Gm

94 4. "Lightning Strike!"

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Sign Cues

Reh. Pno.

*Knees*

*JR shows 2 fingers + Makaton for Lightning*

Gm Gm Bb D

98

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Reh. Pno.

*Knees*

Gm Gm Bb D

*ff*

102 [Thunder] 3. "THUNDER"

Sch. Rec. *ff*

Sch. Tpt. *ff*

Sch. Vln. *ff*

B.P. *ff*

Sign Cues *JR Makaton for Thunder*

Reh. Pno. *f* *ff* Gm



108

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Reh. Pno. Eb Gm *mp*

115 2. "Wind"

Sch. Rec. Unpitched wind sounds

Sch. Tpt. Unpitched wind sounds

Sch. Vln. Unpitched wind sounds

B.P. Unpitched wind sounds

Text Cues **Tim:** Then, just as quickly as it began, the skies clear

Sign Cues *JR Makaton for Wind* *JR does sweep of arms to cue wind sounds*

Reh. Pno.



121

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Text Cues **Tim:** You are back on course

Reh. Pno. *mp warm*

1. "Heartbeat"

125

Sch. Rec. Heartbeat on chest Sunshine sparkle hands

Sch. Tpt. Heartbeat on chest Sunshine sparkle hands

Sch. Vln. pizz.

B.P. Heartbeat on chest Sunshine sparkle hands

Sign Cues JR Point at Heart JR Sunshine Sparkle Hands JR Point at Heart

Reh. Pno.



131

Sch. Rec.

Sch. Tpt.

Sch. Vln.

B.P.

Text Cues

Sign Cues JR Sunshine Sparkle Hands

Reh. Pno.

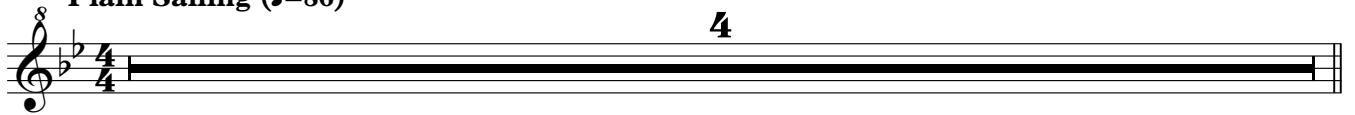
8va

Red.

# OAE Storm for KS2

## Plain Sailing (♩=86)

4

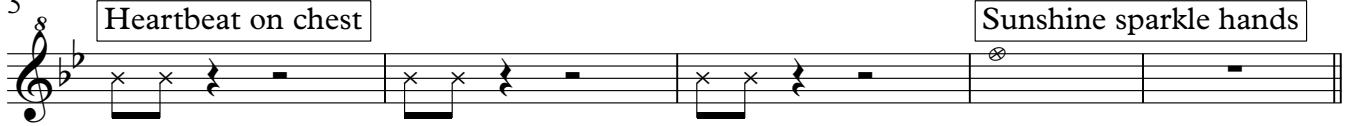


### 1. "Heartbeat" x3

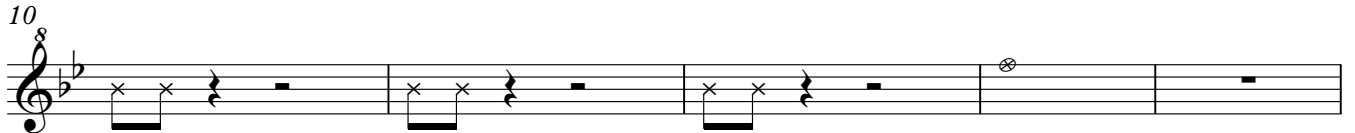
5

Heartbeat on chest

Sunshine sparkle hands

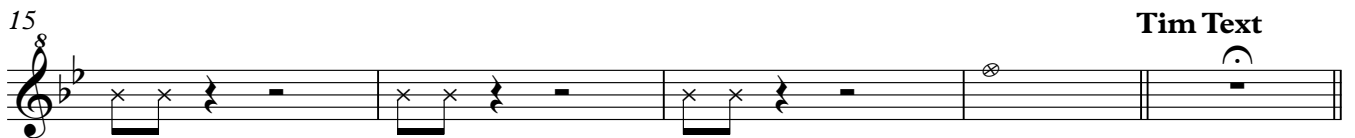


10



15

Tim Text

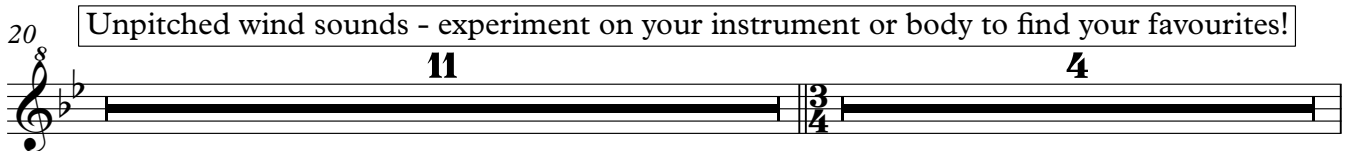


### 2. "Wind"

20

Unpitched wind sounds - experiment on your instrument or body to find your favourites!

11 4



### 3. "THUNDER"

35

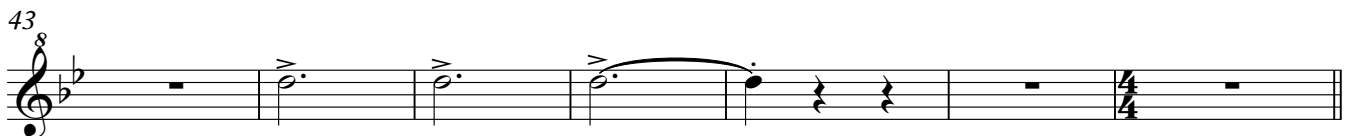
2

Thunder Note

*ff*



43



### 4. "Lightning Strike!"

50



54



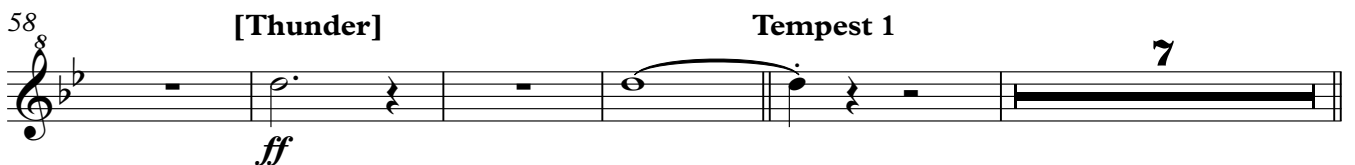
### [Thunder]

### Tempest 1

58

*ff*

7





70 5. "Plea to the gods"

78 6. "Doom Chorus" [2+2+3]

84 5. "Plea to the gods" (Drum and Bass)

94 4. "Lightning Strike!"

102 [Thunder] 3. "THUNDER"

2. "Wind"

Unpitched wind sounds

1. "Heartbeat"

Heartbeat on chest

Sunshine sparkle hands



Primary Trumpet in B $\flat$

6. "Doom Chorus" [2+2+3]

76

5. "Plea to the gods" (Drum and Bass)

83

88

4. "Lightning Strike!"

94

99

[Thunder]

3. "THUNDER"

102

2. "Wind"

Unpitched wind sounds

109

1. "Heartbeat"

Heartbeat on chest

Sunshine sparkle hands

125

130

# OAE Storm for KS2

Primary Violin

Thomas Wolsey +  
Northgate arr. JR

## Plain Sailing (♩=86) 1. "Heartbeat" x3

4 pizz.

10

15 Tim Text

## 2. "Wind"

Unpitched wind sounds - experiment on your instrument or body to find your favourites!

20 11 4

## 3. "THUNDER"

(Arco) Thunder Note

35 2 ff



# FACE THE FACTS - LYRICS

Tim (spoken):       What?

Anchor (spoken):    It's a tip. A dump. A refuse collection centre in the middle of the ocean. It's trash!

Tim (spoken):       What are you saying to me?

Anchor:             I'm sorry that I have to break the news

Children:            It's time to face the facts

Anchor:             But your ground-breaking discovery is not a thing of beauty

Children:            It's time to face the facts

Anchor:             It's not a magic island – it's junk and litter

Children:            It's a load of trash!

Tim:                 No! This can't be true! All my hard work...

Children:            It's time to face the facts

Tim:                 I thought it was a new kind of paradise

Children:            It's time to face the facts

Tim:                 But I must let go of that notion.

Children:            It's time to face the facts

Tim:                 It's nothing but a stinking load of rubbish

Children:            It's junk and litter, it's a load of trash!

Tim:                 Messing up the ocean, the ocean!

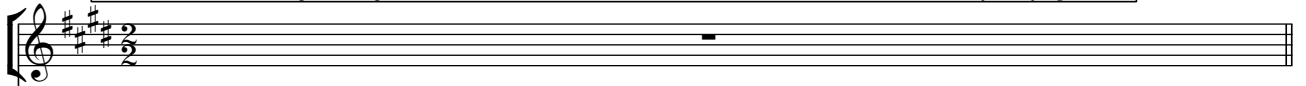
# Face the Facts

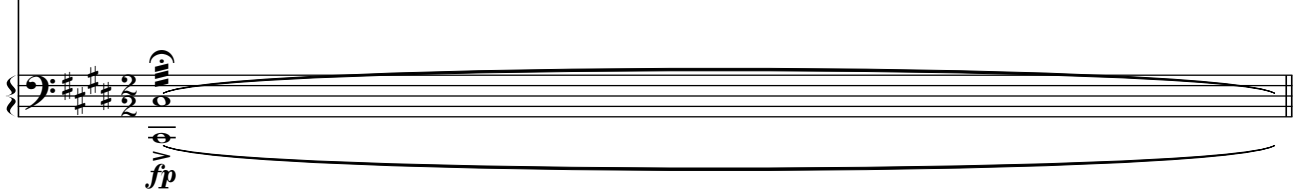
Hazel Gould

James Redwood

## Tim Cue: "What?"

Tim: What? Adam: It's a tip. A dump. A refuse collection centre in the middle of the sea. It's trash! - Tim: What are you saying to me...?

Anch. 

Pno. 

2  $\text{♩} = 72$   
Vln. 1

Anch. 

Ch. 

Pno. 

8

Anch. 

Ch. 

Pno. 

13

Anch. *it's not a ma-gic is-land\_\_ it's junk and lit-ter! It's a*

Ch. *time to face the facts!\_\_ It's a*

Pno. *mp mf*

18

Tim *No! this can't be true! All my hard work*

Anch. *load of trash!*

Ch. *load of trash! It's*

Pno. *pp*

*B(sus2)*

26

Tim *I thought it was a new kind of pa-ra-dise!\_\_\_\_\_*

Ch. *time to face the facts!\_\_ It's time to face the facts!*

Pno. *p mp*

*C#m*



31

Tim  
but I must let go of that no - tion \_\_\_\_\_ it's no-thing but a

Ch.  
It's time to face the facts!\_

Pno.

36

Tim  
stink - ing load of rub-bish

Ch.  
A maj7 B(sus2)  
it's junk and lit-ter, it's a load of trash!

Pno.  
mf

41

Tim  
mess-ing up the o - cean, the o - cean \_\_\_\_\_ STOP!

Pno.  
fp f

Voices Only

# Face the Facts

Hazel Gould

James Redwood

### Tim Cue: "What?"

Tim: What? Adam: It's a tip. A dump. A refuse collection centre in the middle of the sea. It's trash! - Tim: What are you saying to me...?

T.V.  
Anchor

2  $\text{♩} = 72$   
Vin. 1

Anch. I'm So - rry that I have to break the news

Ch. It's

7

Anch. but your ground-break-ing dis - co-ve - ry\_\_\_ is not a

Ch. time to face the facts!\_\_\_

11

Anch. thing of beau - ty\_\_\_ it's not a

Ch. It's time to face the facts!\_\_\_

15

Tim B(sus2) No!

Anch. ma - gic is - land\_\_\_ it's junk and lit - ter! It's a load of trash!


Ch. It's a load of trash!

19

Tim this can't be true! All my hard work

Voices Only

24 C#m

Ch. 

It's time to face the facts!\_\_

27

Tim 

I thought it was a new kind of pa - ra - dise!\_\_

Ch. 

It's

30

Tim 

but I must let go of that no - tion\_\_

Ch. 

time to face the facts!\_\_

It's

34

Tim 

it's no-thing but a stink - ing load of rub-bish\_

Ch. 

time to face the facts!\_\_

38

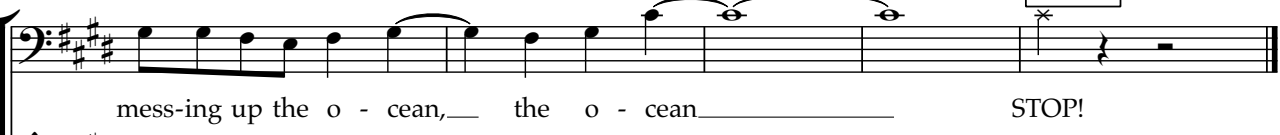
Tim 

Ch. 

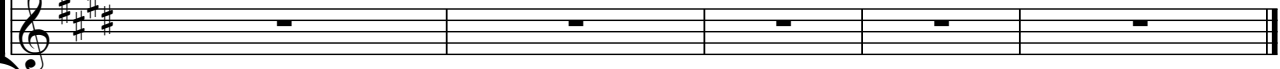
A maj7 B(sus2)

it's junk and lit - ter, it's a load of trash!

41

Tim 

mess-ing up the o - cean,\_\_ the o - cean\_\_ Shouted \* STOP!

Ch. 

# TELL THE TRUTH - LYRICS

Anchor: We have to tell the truth  
Children: We have to tell the truth  
Anchor: We have to tell the truth  
Children: We have to tell the truth  
Anchor: We have to tell the truth, the truth!  
Tim: I don't think that I'm ready for the truth...

Children: It's time to face the facts!  
Anchor: Don't let yourself get washed up  
Children: It's time to face the facts!  
Anchor: You can start the ocean clean up  
Children: It's time to face the facts!  
Anchor: Don't waste this moment in time.  
Children: It's junk and litter, it's a load of trash!  
Anchor: It's your world and mine.

Children: It's time to face the facts!  
Tim: The sea is full of rubbish  
Children: It's time to face the facts!  
Tim: My heart is full of despair  
Children: It's time to face the facts!  
Tim: The beautiful ocean is ruined  
Children: It's junk and litter, it's a load of trash!  
Tim: I'll never sail again

Children: So much destruction out at sea,  
But we can change our destiny,  
The water is rising, the water is rising,  
But so are we!

Anchor: We have to tell the truth  
Children: We have to tell the truth  
Anchor: We have to tell the truth  
Children: We have to tell the truth  
Anchor: We have to tell the truth, the truth!

Children: We say no to plastic pollution, we say no!  
It's time to start a revolution, we say no!  
So much destruction out at sea,  
But we can change our destiny,  
The water is rising, the water is rising,  
But so are we!

The water is rising, the water is rising,  
But so are we!

Anchor: We have to tell the truth \_\_\_\_\_  
Children: We have to tell the truth \_\_\_\_\_  
Anchor: We have to tell the truth \_\_\_\_\_  
Children: We have to tell the truth \_\_\_\_\_

Children: The person who can lead the change is you!  
Tim: We have to tell the truth  
Children: We have to tell the truth

# Tell the Truth

Hazel Gould

James Redwood

Choir

Piano

$\text{♩} = 108$

*p*

5

Anch.

Ch.

Pno.

Hand pledge  
*mp* insistent

Cue  
*mp* insistent

We have to tell\_ the

We have to tell\_ We

*mp*

10

Anch.

Ch.

Pno.

truth We have to tell\_ the truth We have to tell\_ the

Visual cue = hand pledge

JR cue = Horizontal Arm

have to tell\_ the truth We have to tell\_ the truth

14

Tim *mf* fretting

Anch. *mf* I don't think that I'm rea - dy for the

Ch. truth the truth

Pno. *f* *mf*

19

Tim truth...\_\_\_\_\_

Pno.

25

Anch.

Ch. *mf* C#m "F" Don't let your - self get

It's time to face the facts!

Pno.

30

Anch. washed up you can start the o - cean clean up

Ch. *mf* "Now" It's time to face the facts! It's

Pno.

35

Anch.

Ch.

Pno.

39

Anch.

Ch.

Pno.

43

Anch.

Ch.

Pno.

50

Tim

Anch. *Option to have half of kids join Adam here for echos* **Watch** **"F"** the sea is full of ru-bbish!

Ch. *mf* C#m It's time to face the facts!

Pno.

It's time to face the facts! It's

55

Tim

Anch. **Watch** **"Now"** My heart\_ is full of des-pair\_

Ch. It's time to face the facts! It's

Pno.

time to face the facts! It's time to face the facts!

60

Tim

Anch. **Watch** **"F"** the bea-ti-ful o-cean is ru-ined\_

Anch. + Ch. *A maj7* **STAMP** it's junk and lit-ter, it's a

Pno.



65

Tim

I'll ne - ver sail a - gain

Anch. + Ch.

B(sus2)

load of trash!

Pno.

*fp*

69

Tim

A - gain

Pno.

75

Anch. + Ch.

"to break"

F#m C#m A(add9) "Sea" B(sus4) B F#m "Different"

So much des - truc - tion out at sea but we can

Pno.

*f*

80

Anch. + Ch.

"Future"

C#m A(add9) B(sus4) B "Water" C#5 "Up"

change our des - ti - ny the wa - ter is ri - sing, the

Pno.

*f* *p*

85

"Water" A maj9 "Up" C# G#m/C#

Anch. + Ch. wa - ter is ris - ing but so are we

Pno. *mf*

89

Tim But what can I do? I'm not

Anch. + Ch. "We" + upwards spiral C# G#m/C#

Pno.

93

Tim list-ening to you!

Anch. We have to tell the truth We have to tell the

Ch. "Hand pledge" "Cue" We have to tell We have to tell the truth We

Pno. *sub.p*

98

Anch.

Ch.

Pno.

101

Anch. "No" "Plastic"

Ch. CHEST "No" "Plastic" D%

Pno.

105

Tim

Anch. + Ch. "We" "No" Watch E Cmaj7

Pno.

111

Tim

how can I say no?

["Recycling"]  
Bm<sup>7</sup> Am<sup>7</sup> Cmaj<sup>7</sup>/D

["We"] ["No"]

Anch. + Ch.  
- vo - lu - tion we say no

Pno.

117

Tim

I have to change

["to break"]  
Am Em C(add9) ["Sea"] D(sus4) D Am ["Different"]

Anch. + Ch.  
So much des - truction out at sea but we can

Pno.

122

Tim

our des - ti - ny The wa - ter is ri -

["Future"] ["Water"] ["Up"]

Em C(add9) D(sus4) D E<sup>5</sup>

Anch. + Ch.  
change our des - ti - ny the wa - ter is ri - sing, the

Pno.

127

Tim  
- sing and ri - sing but so are we I am

Anch. + Ch.  
"Water" Cmaj9 "Up" E Bm/E "We" + upwards spiral  
wa - ter is ris - ing but so are we

Pno.

133

Tim  
ri - sing up the wa - ter is ri - sing, the

Anch. + Ch.  
E Bm/E Am7 Bm7  
the wa - ter is ri - sing, the

Pno.

139

Tim  
wa - ter is ri - sing but so are we

Anch. + Ch.  
Cmaj7 D(sus4) Bm/D E Bm/E  
wa - ter is ris - ing but so are we

Pno.

143

Tim

We are ri - sing up

E Bm/E

Anch. + Ch.

Pno.

148

Hand pledge

Tim

We have to tell the truth

Hand pledge

Anch.

C D

We have to tell the truth

Visual cue = hand pledge

Ch.

We have to tell the truth We have to tell

Pno.

*mf*

153

Tim

We have to tell the truth

Anch.

We have to tell the truth

JR cue = Horizontal Arm

Ch.

the truth We have to tell

Pno.

159

Hand pledge

Tim

Anch.

Ch.

Pno.

We

The per-son who can lead the change is you

the truth The per-son who can lead the change is you

JR cue = Horizontal Arm

Point at Tim

Point at Tim

165

[3+2+2]

Hand pledge

Hand Chop

Tim

Anch.

Ch.

Anch. + Ch.

Pno.

have to tell the truth! We have to tell the truth!

We have to tell the truth!

We have to tell the truth!

We have to tell the truth!

[3+2+2]

# Tell the Truth

Hazel Gould

James Redwood

♩=108 Pno.

5 Cue *mp insistent*

We have to tell\_ We

10 Visual cue = hand pledge JR cue = Horizontal Arm

have to tell\_ the truth We have to tell\_ the truth

14 Visual cue = point at watch *mf*

It's

27 Watch "F" Watch "Now"

time to face the facts! It's time to face the facts! It's

35 Watch "F" STAMP "Rubbish" B(sus2) "Rubbish"

time to face the facts! it's junk and lit-ter, it's a load of trash!

43 *mf* "F"

It's time to face the facts! It's

55

time to face the facts! It's time to face the facts!



63 **STAMP**  
 Amaj7 B(sus2) 8  
 it's junk and lit-ter, it's a load of trash!

75 **"to break"**  
 F#m C#m A(add9) **"Sea"** B(sus4) B F#m **"Different"**  
 So much des - truc - tion out\_\_\_ at sea\_\_\_ but we can

80 C#m A(add9) **"Future"** B(sus4) B C#5 **"Water"** **"Up"**  
 change our des - ti - ny\_\_\_ the wa - ter is ri - sing, the

85 **"Water"** Amaj9 **"Up"** C# G#m/C# **"We" + upwards spiral** C# G#m/C#  
 wa-ter is ris - ing but so are\_\_\_ we\_\_\_\_\_

93 **Cue**  
 We have to tell\_\_\_ We have to tell\_ the truth We

98 **CHEST** **"No"** E Cmaj7 **"Plastic"** D9/9  
 have to tell\_ the truth\_\_\_ we say no to plas - tic pol-lu - tion

105 **"We"** **"No"** **Watch** E Cmaj7  
 we\_\_\_ say no\_\_\_ it's time to start a re -

111 **"Recycling"** Bm7 Am7 Cmaj7/D **"We"** **"No"**  
 - vo - lu - tion\_\_\_ we\_\_\_ say no\_\_\_

117 "to break" Am Em C(add9) "Sea" D(sus4) D Am "Different"

So much des - truc - tion out\_\_\_ at sea\_\_\_ but we can

122 Em C(add9) D(sus4) D E<sup>5</sup> "Up"

change our des - ti - ny\_\_\_ the wa - ter is ri - sing, the

127 "Water" Cmaj9 "Up" E Bm/E "We" + upwards spiral

wa - ter is ris - ing but so are\_\_\_ we\_\_\_

133 E Bm/E Am<sup>7</sup> Bm<sup>7</sup> Cmaj<sup>7</sup> D(sus4)

the wa - ter is ri - sing, the wa - ter is ris -

140 Bm/D E Bm/E E Bm/E

- ing but so are\_\_\_ we\_\_\_

148 C D Visual cue = hand pledge JR cue = Horizontal Arm

We have to tell\_\_\_ the tuth We have to tell\_\_\_ the truth\_\_\_

157 JR cue = Horizontal Arm

We have to tell\_\_\_ the truth\_\_\_ The per - son who can lead the change

164 Point at Tim [3+2+2] Hand pledge Hand Chop

\_\_\_ is you\_\_\_ We have to tell the truth!



## LEARNING TRACKS

[HELLY HELL - LEARNING TRACK](#)

[HELLY HELLY - KARAOKE TRACK](#)

[STORM INSTRUMENTAL BACKING TRACK](#)

[FACE THE FACTS - LEARNING TRACK](#)

[FACE THE FACTS - KARAOKE TRACK](#)

[TELL THE TRUTH - LEARNING TRACK](#)

[TELL THE TRUTH - KARAOKE TRACK](#)

## ACTIONS VIDEOS

[KS2 Life of the Sea - Body Percussion - Sing Along - https://youtu.be/B0crVAeT8x4](https://youtu.be/B0crVAeT8x4)

[KS2 Life of the Sea - Body Percussion - Learning Video - https://youtu.be/TGOSAgRCCa4](https://youtu.be/TGOSAgRCCa4)

[KS2 Life of the Sea - Tell the Truth - Sing Along - https://youtu.be/GU23CS94CSg](https://youtu.be/GU23CS94CSg)

[KS2 Life of the Sea - Tell the Truth - Makaton Signs - https://youtu.be/JfmGngZrzK8](https://youtu.be/JfmGngZrzK8)