



## Home Learning Music Activities KS2 Years 5 & 6 - Spring Term – Week 1

*NOTE FOR PARENTS/CARERS We hope you and your children enjoy these activities. Dip in and out, try things out, pick and choose what works for you and your children. You don't have to attempt them all! Most of all, have fun together.*

*We recommend that YouTube videos are reviewed before children access them as, occasionally, inappropriate comments may be posted after we've viewed them.*

### HELLO MUSIC MAESTROS!

Here we are once again in another lockdown! We're sooooo disappointed not to be with you but even though we can't be with you in person, we'll be bringing you plenty of magical musical moments over the coming weeks! So, until we're back with you again, enjoy the activities below! Let's get started! 😊

Ever thought about how much maths is involved in music? All that counting of beats! Here are some music activities that explore music and numeracy.

### Listening and appraising

Lots of the music we listen to has the beat grouped together in 2s, 3s or 4s. When the beats are groups together in 4s, counting along with 1 2 3 4 1 2 3 4 seems to fit nicely. If the beats are grouped in 3s, counting along with 1 2 3 1 2 3 seems just right.

1. Listen to the famous Blue Danube waltz by Johan Strauss II. We think you'll enjoy it!!  
<https://www.youtube.com/watch?v=eYFhLM71kOY>
  - a) Were the beats grouped in 2s, 3s or 4s? HINT: Try counting along to see what fits best.
  - b) How did the movements of the geese match the mood of the music?
  - c) Which other animals does this music make you think of? Explain why?
  - d) Which instruments can you hear? Which is your favourite? Why? What can you find out about it?
2. Recognise this piece? <https://www.youtube.com/watch?v=vsMWVW4xtwI>
  - a) Were the beats grouped in 2s, 3s or 4s? HINT: Try counting along to see what fits best.
  - b) How would you describe the mood of this music?
3. Now listen to this: <https://www.youtube.com/watch?v=8V9VSxn2F9M>
  - a) Were the beats grouped in 2s, 3s, 4s or something else? HINT: It's an odd number!
  - b) What style of music is this?
  - c) What instrument plays the tune?

## Singing

Songs can be a great help in learning our times tables. Sing along with Todd and Ziggy and you'll soon have your 8 times table sorted! <https://www.youtube.com/watch?v=kN3RG5iLKpo>

Now have a go at another times table. You can find a video for every times table at the 'Laugh Along and Learn' YouTube channel - <https://www.youtube.com/c/laughalongandlearn/videos>

- What style of music is this? Answer at the end of these notes

Sing along with 'Count On Me like 1 2 3' by Bruno Mars <https://www.youtube.com/watch?v=Nvlt0xfu6bM>  
There's a great message in this song. What it is?

**ART:** How about drawing your own pictures to illustrate the message of this song.

Here's a version with signing from the SignSing channel <https://www.youtube.com/watch?v=uF9mvzhg0-c>

## Music and Maths

Do you sometimes find bits of numeracy hard to understand? Here's a video to show how you can have fun using body percussion and music to help you remember some of those tricky mathematical ideas:

<https://youtu.be/A6UbmE3M768>

## Composing

Warm up: Try out this fun composition tool to create your own piece of music. You'll find instructions here: <https://www.derbyshiremusicshub.org.uk/get-involved/music-at-home/junior/13.aspx> and a link to the Melody Maker tool.

### Theme Park Ride

Here's a fantastic composition project from our friends at Derbyshire Music Hub. It is based on the idea of a theme park ride.

Think of your favourite ride? Draw your ride. It could be anything from a traditional rollercoaster to something fantastic you have invented yourself. The more original the better. Label your ride/attraction, explaining what it does. If you have craft materials at home maybe you could make a model of your ride and label it.

Now make up a piece of music that describes going on the ride. You probably won't have instruments at home, so we suggest you use your voice, body percussion (hands, feet) or items you can find in your house (such as biscuit tin and wooden spoon for a drum) but make sure you ask permission first! If you play an instrument, make up a tune.

Here are some ideas to help you:

- **Tempo** (speed) – What speed will you choose for your ride? Will you change the tempo? Will the music get gradually faster or slower or stay the same?
- **Rhythm** (patterns of short and long notes) – Which rhythms match your ride? Will lots of short sound work best? What about long, held on notes?
- **Texture** (layers of sound) – Borrow some family members to play your composition. Each person plays a different sound for example, feet player 1, hands player 2, spoons player 3, voice sounds player 4.

- **Structure** – Give your piece a beginning, middle and an end? Will you repeat any sections?
- **Timbre** (type of sounds) – You could make each layer of sound different or choose sounds that are similar. Maybe everyone uses their voice?
- **Dynamics** (volume) – Will your piece be loud or quiet? Will the volume change? Will it get gradually louder and quieter? Could using a sudden silence make your piece extra dramatic?!

Enjoy trying out loads of ideas and see what you come up with.

All of us at Encore Music Service would love to see video clips of you taking part in any of this week's activities and share them on our social media channels. Remember, you must get permission from whoever looks after you first! Send to [info@encore-enterprises.com](mailto:info@encore-enterprises.com)

### **ANSWERS**

#### ***Listening and Appraising***

Q 1 a) *The beats are grouped in 3.*

Q 2 a) *The beats are grouped in 4.*

Q 3 a) *The beats were grouped in 5.*

Q 3 b) *Jazz*

Q 3 c) *Alto saxophone*

#### ***Singing***

*The style of this music is reggae.*