



Home Learning Music Activities KS2 Years 5 & 6 - Spring Term – Week 2

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!

How did you get on with last week's activities? We hope you enjoyed them.

We're sure you love a great story. There's nothing better than snuggling up with a good book! This week we're going to take literacy as our theme. If you're sitting comfortably, let's begin! 😊

Singing

Listen to 'Telly' from 'Matilda the Musical', based on the book 'Matilda' by the amazing Roald Dahl:
<https://youtu.be/trwNb114qFg>

Have a go at learning the song. Some of it is spoken rather than sung.

- What does the singer of the song think about TV and books? Do you agree?
- Is the song serious? Is it sung with a sense of irony? If you're not sure what that means, ask someone to help you find out!
- The singer thinks having a really big telly replaces reading books. What do you think?

ART: Try drawing the not-so-smart man watching his really big TV with Matilda looking on, puzzled.

The song mentions some famous authors and books. Who is your favourite author? Which is your favourite book? Make up a quiz with questions about your favourite book or author. Play it with the people you live with. You'll have to ask the questions as you know the answers!

Have you come across the story 'Stick Man' by Julia Donaldson? You might think it's a bit young for you but what do you think of this rap version? Click here to listen: <https://youtu.be/mN6NsaSj-SU?list=RDmN6NsaSj-SU> Enjoy the illustrations as you rap along.

CREATIVE WRITING: Have a go at making up a rap of your own that tells a story? Then perform your rap with a backing track. You can find some backing tracks here:
<https://soundcloud.com/freehiphopbeatsforyou>

Listening and appraising

To 'appraise' a piece of music means to think carefully about what it is like and how it's put together. This video gives some helpful appraising tips. <https://www.youtube.com/watch?v=41QdHMK5g0Q>
Here are two very different songs for you to appraise.

'**Consider Yourself**' is from the musical '**Oliver!**' by Lionel Bart. It's based on the well-known novel '**Oliver Twist**' by the great British author, Charles Dickens. Listen to the song and have a go at appraising it using some of the ideas from the video. Enjoy the show! <https://www.youtube.com/watch?v=gP2vl-xJtg8>

'**Disco Symphony**' is less well known and is from the musical '**The Boy in the Dress**' which is based on the book by David Walliams. https://www.youtube.com/watch?v=zpdXdcT_u9I

HINT: The song has three parts. It begins with Dennis singing about not being very confident. Then there's a 'bridge' that links to a disco style section when Dennis has found his feet and is truly happy. Think about how the music reflect the different emotions of the character?

Composing

Have you ever noticed that, when you read a poem, the words seem to have a rhythm, just like music? Have you ever noticed how poems can paint pictures in your imagination? Music can have the same effect, too.

Poets tell stories through words; musicians tell stories through lyrics (poems) and music. As we read poems or listen to music, we build up pictures in our minds. Click on the link below and read the poem 'Storm at Sea'. What do you see in your imagination? Can you hear the rhythm of the words?

<https://www.familyfriendpoems.com/poem/storm-at-sea>

Click on the link below to listen to an actual storm. Close your eyes as you listen. Can you see the storm? Can you feel the storm? Take particular notice of the different sounds you hear. (You only need to listen for a couple of minutes, the clip goes on for MUCH longer). <https://www.youtube.com/watch?v=nDq6TstdEi8>

Now it's your turn to create a storm.

Have a look around your home or classroom, can you find items that could create a perfect storm? Think of inventive ways that you can play them, for example, you may have some rice that you could pour into a bowl or onto a tray. What does that sound like? Experiment and have fun!

Before you use anything, please ask permission from an adult. We wouldn't want you to use your mum's favourite china or the family antique silver!

Think about how your storm will develop. You could replay the storm on YouTube and play along with it, (you only need to play for a couple of minutes). ***Think of these musical elements when composing your piece:***

- **Rhythm** (patterns of short and long notes) – Which rhythms match your storm? Will lots of short sound work best? What about long, held sounds?
- **Texture** (layers of sound) – Borrow some family members to play your composition. Each person plays a different sound to create the perfect storm.
- **Structure** – Give your piece a beginning, middle and an end?

- **Timbre** (type of sounds) – What would thunder, rain, wind or hail sound like? Can you find objects to recreate and match these sounds?
- **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?!

Don't forget to give your composition a title. Good luck music maestros. Have fun!

Could you make a recording or video of your composition? If so, we'd love to see it! Email address below.

Something a bit different!

Can you complete any of these rhythm game challenges?

Challenge 1

Learn the cup rhythm! Make sure you start slowly, then gradually get quicker as you become more confident! Trying it on your own is great but why not get people in your house to join in with you! You'll need enough paper/plastic cups, of course! You'll find the instructions here:

<https://www.youtube.com/watch?v=Y5kYLOb6i5I>

Challenge 2

This is quite tricky but have a go at performing the cup rhythm with the song. You don't have to repeat the cup rhythm all the way through, you can add it in whenever you want to.

<https://www.youtube.com/watch?v=cmSbXsFE3I8>

Challenge 3

Create your own cup rhythm!

Remember in Challenge 1 words how helped to remember the pattern? Could you create cup rhythms to fit with a song by your favourite band? Maybe teach your rhythm pattern to someone at home? Give it a try and see how you get on.

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