



Home Learning Music Activities KS2 Years 3 & 4 - Spring Term – Week 5

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!

Music, art, drama and dance are four of the main activities known together as 'The Arts'. There are many more such as photography, cake decorating, poetry, film making, architecture and pottery. Anything where we use our own ideas and imaginations to create things is an 'art'. Can you think of any others?

This week we're going to look at one of 'the arts' – art! Music and art work together wonderfully. We hope you have lots of fun exploring this week's activities! 😊

Singing

If it's colours you're after, we've got just the musical for you! '**Any Dream Will Do**' is from '**Joseph and His Amazing Technicolour Dreamcoat**'. This song opens the show and captures our imagination straight away as it introduces us to the main character, Joseph. What a way to start a show!

[Prologue - Any Dream Will Do - YouTube](#)

Sing along with the narrator and then with Joseph. Imagine you are about to go on this incredible adventure. Feel the excitement, the uncertainty, the drama but most of all tell the story as you sing!

Click here to sing along with the song '**Coat of Many Colours**': [Joseph's Coat of Many Colors - YouTube](#)

How many colours did Joseph's coat have? (Answer at the end of these notes.) Listen to all the colours and have a go at learning them all in order! This video will help you: [The Colours of Joseph's Coat - YouTube](#)

Top singing tip! It's tricky to sing all those colours! Where do you take a breath? TOP TIP, when lyrics come close together and they seem to go on, 'snatch' a breath. Just before you are about to sing the next word, take in short intake of breath, you will be surprised at how that little breath helps. This is something professional singers learn to do; it takes a lot of practise but have a go.

Activity: Design your own 'Coat of Many Colours' for Joseph to wear. Or maybe you could design a suit of many colours to go with Joseph's coat. Use anything you like: felt tips, crayons, pastels, paints, fabric, buttons, the list is endless. There's just one rule, it must be the most colourful garment imaginable! Remember to ask permission first and you'll need an adult to help you find everything you need.



Listening and Appraising with Art

Did you see pictures on the television or photographs of the floods that followed Storm Christoph? Perhaps there were floods near where you live. Could you see rivers overflowing their banks from your house? Did you go outside to see for yourself?



Do you recognise which bridge this is in Hereford? Yes, it's the Victoria Bridge. Here's what it looks like when the River Wye is not in flood!

This week, we are going to listen to a piece of music called '**Storm**' by Benjamin Britten. It's from his opera, '**Peter Grimes**' which he wrote in 1945.

Before you listen to the piece, click on this link: <https://www.bbc.co.uk/teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q>

- What is the opera all about?
- What are the two most interesting things you've found out about Benjamin Britten?

Time to listen! Click on the first video clip to hear Leanne Dunstan and Sarah Rayson introduce Britten's 'Storm'.



Next Watch the second clip to hear a full performance of 'Storm', played by the BBC National Orchestra of Wales and conducted by Thomas Søndergård.

Remember to listen out for the timpani (picture on the left) creating the sound of thunder and for the sound of harp (picture on



the right) that helps us imagine the sun peeking through the clouds once the storm has passed.

Have a go at these questions.

- 1) How many different instruments do you recognise? Can you name them?
- 2) Which instruments are really good at helping us to imagine a storm? Can you say why?
- 3) What do you like most about this music? Why?
- 4) Is there anything you don't like about this piece? If so, why is that?

Choose one of the elements of music. (Use the chart to remind you what they are!)

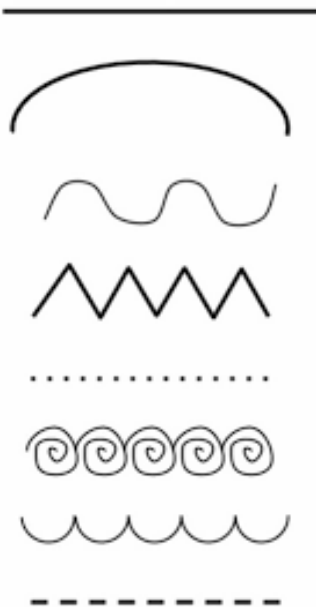
How does Benjamin Britten use your chosen musical element to help create the sound of a storm?

Now choose another one of the elements of music.

How does Benjamin Britten use this musical element to help create the sound of a storm?

Musical Elements		
Timbre	Sound quality	
Pitch	High or low sounds	
Texture	How many sounds?	
Tempo	Fast or slow?	
Duration	Long or short?	
Structure	The musical plan	
Dynamics	Loud or quiet?	

ACTIVITY: Create a graphic score for 'Storm'



Last week, we learnt that sometimes composers use pictures or shapes to represent (or help us think of) sounds. We call this graphic notation. On the left are some examples.

The way the shapes look matches how the music sounds. Try it out! Use your voice or an instrument to make sounds that match each shape.

That was easy wasn't it! Just by looking at the pictures, you knew what sort of sounds to make.

Find a plain piece of paper any size you like - the bigger the better!

Next listen again to 'Storm'. As you listen, create your own graphic notation to represent (help you think of) the music. Think about the shape of the waves, the pattern of the lightning, the texture of the water and the shape of the clouds. Draw what you hear! Add colours with crayons, felt tip pens or paints. Enjoy creating your artwork!

Composing

Activity 1 - 'Journey Through a Forest'














Here's an example of how a picture can help us compose music. First, watch the video to get an idea of what we're going to do. [Graphic score example. - YouTube](#)

Start by painting your own 'Journey Through a Forest' picture. If you prefer, ask whoever looks after you to help you find a photograph in a magazine or print off a picture from the internet.

Next, add some graphic notation to show how you want the music to sound in the different parts of your picture. If you play an instrument you could use music notes just like in the video.

Now turn your picture into music! If you play an instrument, use it. If you haven't, use your voice and things you have at home, like saucepans or wooden spoons, but remember to ask permission first!

Activity 2 – Shape Music

	1	2	3	4	5	6
Tambourine						
Woodblock						
Drum						
Triangle						

Look at this picture. What do you see? How do you think it would sound?

Have a go at performing it. If you don't have a woodblock, a tambourine, a drum or a triangle then use what you do have. How about a Tupperware container, a metal saucepan lid, a plastic bowl and a pair of spoons? Use whatever you can find but remember to ask permission first! Play it on your kitchen instruments and find out.

Now, draw a grid on a blank piece of paper. Choose

instruments or household objects for each row.

Next, draw a shape to represent each instrument. Play your piece and see what it sounds like. Enjoy!

Activity 3 – Claude Monet

This is a famous picture by the French artist, Claude Monet. Do you recognise this building? It's very famous. Yes! It's the Houses of Parliament in London at sunset.

Talk about this picture with someone. What do you notice? What words best describe the scene? Does the fog make it seem lonely? Is it calm, still, peaceful? Sad? Mysterious?

What do you hear? The sound of the River Thames, perhaps? Or birds calling as they find a place to roost for the night.

Now, relax – hum a tune that fits with the mood of the picture. There is no right or wrong, there is only you and your music.

If you play an instrument, have a go at using it.

Maybe you could write a short poem to describe the picture and use your poem as lyrics for a song.



Art and Music

Here is a lovely activity using music to create some wonderful, vibrant art.

First, watch this video from the very talented Miss Burford. She does a wonderful job of demonstrating how to do this activity: [How to make Abstract Art to Music in Art Club with Miss Burford - YouTube](#)

Next, choose one of the pieces of music below:

- This is Canadian Brass playing Pachelbel's 'Canon'. We are introduced to each instrument in turn – this should help you pick out which is which when you listen. First, we hear the tuba followed by the euphonium, French horn and then trumpet: [Canadian Brass - Canon - YouTube](#)

Brass instruments



- Here is a piece called 'Rhapsody in Blue' by George Gershwin. It opens with a very tricky clarinet solo. It's lots of fun and has some great moments that it will be lovely to include in your art. [George Gershwin - Rhapsody in Blue - Leonard Bernstein, New York Philharmonic \(1976\) - YouTube](#)
- Have a listen to this arrangement of 'The Flintstones' from Postmodern Jukebox. You'll hear a double bass, drum kit, trombone, trumpet, saxophone and piano. We challenge you to keep your feet still while you're listening...! ['The Flintstones' Theme Song - Postmodern Jukebox - YouTube](#)

Have a lovely time getting lost in your art!

Any Dream Will Do

Narrator

Some folks dream of the wonders they'll do
 Before their time on this planet is through
 Some just don't have anything planned
 They hide their hopes and their heads in the sand
 Now I don't say who is wrong, who is right
 But if by chance you are here for the night
 Then all I need is an hour or two
 To tell the tale of a dreamer like you
 We all dream a lot - some are lucky, some are not
 But if you think it, want it, dream it, then it's real
 You are what you feel

But all that I say can be told another way
 In the story of a boy whose dream came true and it
 could be you

Joseph

I closed my eyes, drew back the curtain
 To see for certain what I thought I knew
 Far, far away, someone was weeping
 But the world was sleeping Any dream will do

Joseph & Children

I wore my coat, with golden lining
 Bright colours shining, wonderful and new
 And in the east, the dawn was breaking
 And the world was waking
 Any dream will do

Joseph

A crash of drums, a flash of light
 My golden coat flew out of sight
 The colours faded into darkness
 I was left alone

Joseph & Children

May I return to the beginning
 The light is dimming, and the dream is too
 The world and I, we are still waiting
 Still hesitating
 Any dream will do

ANSWERS

Singing: Joseph's coat has 29 different colours.