



Home Learning Music Activities KS2 Years 5 & 6 - 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

Have you ever heard someone use the phrase 'showing their true colours'? To 'show our true colours' means to show our true nature or character with our friends or family.

The song, 'True Colours' was written by Billy Steinberg and Tom Kelly and first released by Cyndi Lauper in 1986. You will probably know the song best from the film 'Trolls' when it was sung by Justin Timberlake and Anna Kendrick. Click on the link and sing along: [Justin Timberlake, Anna Kendrick - True Colors \(Lyric\) - YouTube](#)

Challenge: Have a go at singing this song in two parts. If you have a willing adult, brother or sister you could ask them to take the other part and sing a duet. If you are in school, divide into two groups.

- Use this video to learn the part Justin Timberlake sings: [True Colors \(Justin Part Only - Karaoke\) - Trolls - YouTube](#)
- Use this video to learn the part Anna Kendrick sings: [TRUE COLORS- Justin and Anna "Trolls" \[Female Part Only \] - YouTube](#)

Once you've each had a go at learning your part, try singing along together. Go on, give it a go!

ACTIVITY 1

Think about your 'true colours'.

Which colours would you say best describe your true nature/character? Use this colour chart to help you decide your true colours.



ACTIVITY 2: Paint or draw your portrait using your 'true colours' from Activity 1. Use any art materials you like but make sure you ask permission first. Think of the best way to use these colours to show your character.

Here are a couple of examples:



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 'Peter Grimes' about?
- What's an orchestral interlude?
- What have you found out about Benjamin Britten that you didn't know?

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 right) 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.



Now have a go at these questions:

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

ACTIVITY: Choose one of the elements of music. (Use this 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? Use musical language in your answer.

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'

Musicians use lots of ways to write down music. Often, they use staff notation like this:



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 right 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 us 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 the man 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 got at home, like saucepans or wooden spoons but remember to ask permission first!

Activity 2 – 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 might you hear? The sound of the River Thames on the riverbank, 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, try using it for your tune.

Extra Challenge: 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 shown below.

- 'Shake it Off' by Taylor Swift. This is a wonderful instrumental version featuring a range of brass instruments as well as 2 saxophones and lots of percussion.

[Taylor Swift - Shake It Off - Dirty Catfish Brass Band \(Cover\) - YouTube](#)

Here is a chart to show you what most of the brass instruments are:



The large instrument that the man is wearing is called a sousaphone.

The saxophones look like they are made from brass, but they are actually in the woodwind family! Can you work out what types of saxophone are in the video?



- The final movement of Tchaikovsky’s 4th Symphony. It is a wonderfully exciting piece of music, full of energy with some beautiful, gentle melodies.

[Tchaikovsky Symphony No. 4 \(Movement IV\) with Gustavo Dudamel and the LA Phil - YouTube](#)

The whole thing is almost 9 minutes long so you could stop it at 4:06 if you want a shorter piece to listen to.

- For a calmer piece of music, **‘The Lark Ascending’** by Vaughan Williams is perfect. This version features the fantastic Nicola Benedetti.

<https://www.bbc.co.uk/programmes/p03btd19>

Have a lovely time getting lost in your art!