



## Topic Home Learning Music & Art WB 18<sup>th</sup> May 2020

When selecting the home learning for your child, start at their suggested key stage but if it too easy or challenging then feel free to try the learning in the stage below or above.

### Music for Reception

For this week, you have two music tasks based around the theme of PIRATES!

#### Task 1

##### **A Sailor went to Sea Sea Sea**

Watch this video and sing along.

<https://www.youtube.com/watch?v=pc0iimUC1Zc>

Practise these actions:-

Sea - do a salute over your eyes three times with your right hand.

Chop – karate chop (gently) your left arm three times

Knee – tap both knees three times

Snap – click (or pretend to click) your fingers three times

Jump – jump three times!

- Put them all together. Sea, chop, knee, snap, jump
- Sing the song through with this video and add the actions.

#### Task 2

##### **Treasure Map!**

You are going to make a map to help the pirates find the treasure!

- Decide what might be on the island, or in the sea around it. (Palm trees, a swamp, cave, a crocodile?)
- Look at the ideas sheet,
- Start copying or drawing your own treasure map.

**Complete your Treasure Map – you can send this to your teacher for them to see what you have created!**

You are now going to make a sound version of this map.

Look at the pictures on your map and think what you might use to make the pictures into sounds.

- Can you use your voice to make any of them – e.g. for a treasure chest creaking open?

- Can you use body percussion? E.g. stamping for footsteps, rubbing hands for palm trees.
- Do you have any coins or metal things to jingle for the treasure?
- What about other things around you? Saucepans, books or mugs.

Experiment with the different sounds.

Decide what order you will make the sounds in.

Practise your sound piece.

Give someone the map while you perform your piece, can s/he tell which sounds match the pictures?

**You could make a recording of your sound piece, either audio or video, to send to your teacher.  
Can you tell them what sounds you have used for each picture?**

## Music for KS1

As we are a BYMT music school, Ms Rabin from BYTM has created a series of short lessons for KS1 pupils based around the theme of PIRATES! This series of lessons includes learning about *ostinato*, and *dynamics*.

Please find the information and resources for this project in the same section as this document on the Valley website. Although there are five tasks in the project, each one is short and should not take too long to complete. Do not worry if you are not able to complete all five tasks, complete as many as you can and you can continue these tasks in the next weeks if you would like to.

At the end of this project, as well as working through the activities, most children will have completed these tasks to share with their teacher:

- Created ostinato (repeated patterns) rhythms using pirate words or phrases
- Written new verses for the song “Going over the Sea”. From “When I was seven” up to “When I was ten”.
- Created a clapping pattern for the song “A Sailor went to Sea” with a written explanation or video.
- Drawn a map for Pirates to use to find their treasure.
- Created sounds to go with the treasure map. Recorded the sound map or written them down.

## ART for Reception / KS1

As your music work includes a number of tasks, you do not have a structured art task this week, however, Mrs Mulla has been updating the Valley social media outlets with lots of creative artistic tasks. Can you try to complete one of these tasks this week? Think about what was easy in your activity and what you found trickier. Would you do anything differently if you were to do this activity again?

You can send a photo of the art you have created to your class teacher.

## Music for KS2

### Option 1

Use the groove pizza website <https://apps.musedlab.org/groovepizza/?museid=tzD93ItYb&> to create four different pieces of music. Try to make them as different as you can.

You can explore the program yourself online, or if you would like a **guidance sheet** to help you, you can find with this document on the Valley website.

Then, use the ‘share’ tab to send the link to your compositions to your class teacher. Can you explain which piece you like the most and why?

OR

### Option 2

Head to the classical100.org website. Classical100 have made this website available to families as well during this period. Your parent will need to create login details for the website but should reference “Virtual School” in the school section.

Once logged in, you can explore the Classical100 website and take a look at the mood changer. Listen to a few pieces of music.

#### For Year 3 & 4

Think about which one is your favourite? Could you write a short explanation of what you like about that piece to send to your teacher?

#### For Year 5 & 6

Which pieces do you prefer and why? Can you write a comparison between two very different pieces of music?

Then, for all year groups, choose two of the following challenges to try.

These two both relate to time signature and beat.

<https://www.classical100.org/#/challenge/93/follow-the-leader>

<https://www.classical100.org/#/challenge/9/not-in-4>

These two relate to mood and purpose

<https://www.classical100.org/#/challenge/63/mood-swings>

<https://www.classical100.org/#/challenge/40/the-musical-detective>

You will find the resources needed for each on the classical100 website and the instructions for the tasks are in the “guidance” section but may need to make adjustments for working on your own rather than in a group.

You can use these two videos to give you a little more information about time signatures.

<https://www.youtube.com/watch?v=IE9n0Le9yy8>

<https://www.youtube.com/watch?v=DdvHUI88tao>

OR

### **Option 3** (Longer project – more suitable for UKS2 or more experienced musicians)

Use the <https://learningmusic.ableton.com/> website to learn about the different features of music including melodies, chords, baselines and beats. You can explore the program yourself online, or if you would like a **guidance sheet** to help you, you can find with this document on the Valley website.

Can you work your way through the lessons? There are lots of lessons to this program so work your way through them from the beginning at your own pace. If you would like to you could continue working through these lessons after this week.

## **ART for KS2**

### **Artist Exploration**

For your art task, can you head over to the Tate Kids website <https://www.tate.org.uk/kids/explore/whos-who> and take a look at some of the different artists featured.

Have a look at the work of some of these artists. Which do you like the most and why? What draws you to their work? Everyone will have different preferences. Can you discuss your preferences with other people in your household?

Next, choose an artist and take a look at some of their work on their Tate page. You could also use Kiddle to further research your chosen artist.

Can you draw inspiration from the work of this artist to create your own piece of art? It does not need to be using the same medium that your artist used; you could use paint, pencils, chalk, crayons, photography or even Purple Mash!

What will be the theme for your piece of art? Often artists use their art to make a comment about something they feel passionately about, a feeling or experience.

Can you take a picture of your piece of art to send to your class teacher? Along with this, can you write a short explanation of which artist/artists you were inspired by and in what way they inspired you?

Unsure which artist to choose? Why not try *Vincent Van Gough, Karel Appel, Berthe Morisot, Frank Bowling or Lubaina Himid.*