


Year 6 Remote Learning Summer Term

Music is often used as a way to express yourself and communicate ideas and feelings. Each activity is based upon a different strand of music. You can choose which activity you do as long as you express yourself, and have a little fun in the process. You only need to complete one activity per week.

	Activity	Task	Useful links / pages
Performing	Playing your musical instrument.	Spend time <b>playing your musical instrument</b> . Perhaps learn a new song / piece?	
	Learn to play a new musical instrument. Maybe you have an instrument at home that you can't play - try giving it a go!	Use the internet, or ask a family member, to teach you to play a musical instrument.	Lots of useful free tutorials on the internet.
	Sing a song with feeling and emotion. Perform it to someone in your house.	<b>Choose a song you like</b> . You may wish to find a version of it on the internet to sing along to. Or you could use a karaoke version (which usually has the backing music but no main singer).  <b>Practice your song performance</b> .  <b>Perform it</b> to someone in your house and write down how your performance went.	

	<p>Build your own percussion instruments.</p>	<p>Use materials at home to make a musical instrument in the percussion family.</p> <p>Use percussion instruments you have (or have made) to play along with a piece of music.</p>	<p><a href="https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make">https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make</a></p> 
<p>Composing / Creating</p>	<p><b>Write some lyrics (words) for a song.</b></p> <p>Use the music to the piece called 'In the Mood' by Glenn Miller. There aren't any words yet - you are going to add them. There is a small introduction at the beginning of this piece.</p>	<p><b>Write some lyrics (words) for a song.</b></p> <p>Making up your own music is called composition. People who write song words are called <b>lyricists</b>.</p> <p>When it comes to composing words there are no set rules.</p> <p>You can write a song any way you want to. The important thing is that you enjoy creating it.</p> <ul style="list-style-type: none"> <li>• A song usually tells a story - yours can be about anything.</li> <li>• It can have sections, lines or words that repeat.</li> <li>• You only need enough words to fit with the main tune.</li> </ul>	<p>Here is a link to the song for you to use. <a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-in-the-mood/zvkt2sg">https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-in-the-mood/zvkt2sg</a></p>

<p>Listening / Understanding</p>	<p>Listen to different pieces of music and write about what you can hear.</p>	<p>See below for an example of a SQUILT page but you could design your own with all of the headings included on it.</p> <p>Here is some guidance on the types of information to include for each section, you don't need to answer every question, every time:</p> <p><u>Tempo</u></p> <ul style="list-style-type: none"> <li>• Is the music fast or slow?</li> <li>• Does the music get faster, slower or stay the same?</li> <li>• Is the music Allegro (fast) or Largo (slow)?</li> <li>• Is the music Andante (walking pace) or Presto (very fast)?</li> </ul> <p><u>Dynamics</u></p> <ul style="list-style-type: none"> <li>• Is the music loud or soft?</li> <li>• Does the music get louder or softer in some sections?</li> <li>• Is the music forte (loud) or piano (soft)?</li> <li>• Is the music mezzo forte (moderately loud) or fortissimo (very loud)?</li> </ul> <p><u>Timbre</u></p> <ul style="list-style-type: none"> <li>• Do you hear voices, instruments or both?</li> <li>• What instruments do you hear (brass, woodwind, strings, percussion or specific instrument names)?</li> <li>• Can you hear a chorus?</li> </ul>	<p>SQUILT listening page example below</p>
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		<ul style="list-style-type: none"> <li>• Do you hear a soprano, alto, (female voices high and low) tenor or bass (male voices high and low)?</li> <li>• What else do you hear?</li> </ul> <p><u>Mood</u></p> <ul style="list-style-type: none"> <li>• Do the music sound happy, sad, calm, exciting, angry, scared, peaceful?</li> <li>• How do you feel when you hear this music?</li> </ul>	
	Scavenger Hunt game	<p>Play the scavenger hunt game around your home (ask your parents' permission first)</p> <p>If you have brothers and sisters at home, perhaps they could play too.</p>	Scavenger Hunt music game - see below
	Create a quiz about something in music that interests you.	<p>Your quiz:</p> <ul style="list-style-type: none"> <li>• <b>should have a theme</b> (this could be an artist or style of music you like, something based on what we have studied at school, a test of our understanding of the elements of music, etc).</li> <li>• <b>must include at least 10 questions.</b></li> <li>• <b>be neatly presented.</b></li> <li>• <b>must include the questions &amp; answers.</b></li> <li>• <b>could include musical examples to listen to.</b></li> </ul>	

# SQUILT

(Super quiet uninterrupted listening time)

My star rating:



*Reason for my star rating*

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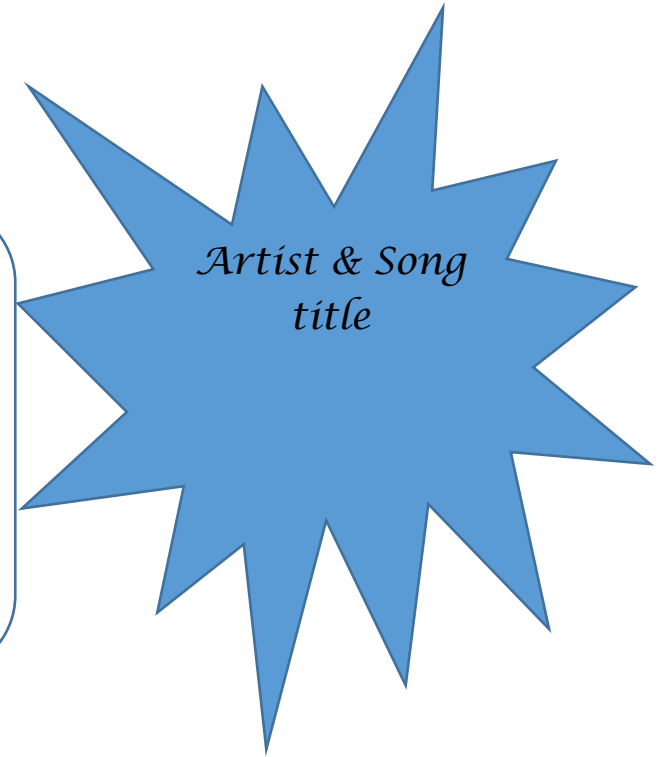
*Mood*

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**Timbre** .....

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**Tempo** .....

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**Dynamics** .....

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## Scavenger Hunt Game

1. Find something in your kitchen that **sounds like a maraca** when you shake it.
2. Find a book, magazine or movie in your house that has **an image of someone using a musical instrument** (singing counts!).
3. Find something in your house that **makes a noise when you squeeze it**, like a bagpipe!
4. Find something in your bedroom that could be used as a **percussion instrument**. Extra points if you find two items to use for drumsticks!
5. Find something in your home that makes a **bass tone**, or a low tone.
6. Find something you can use as a **whistle**, or that whistles on its own!

Once you have collected all of your items have some fun and make some music! I would love to hear what you have collected and hear your creations!