


## Home Learning-Afternoon Activities

Spring Term 1 2021

Subject - Music

Topic -TRANSPORT

Week	Learning Objective	Activity
1 11.1.21	I can listen with concentration to a piece of recorded music.	<p><a href="https://www.bbc.co.uk/programmes/articles/3xwJ8Zpzz44vNJIZfqtxbbX/short-ride-in-a-fast-machine-by-john-adams">https://www.bbc.co.uk/programmes/articles/3xwJ8Zpzz44vNJIZfqtxbbX/short-ride-in-a-fast-machine-by-john-adams</a></p> <p>Click the above link and watch the video shown below.</p>  <p>A fanfare is something that grabs people's attention. It is often a loud piece, and usually played by brass instruments.</p> <p>Listen to the beginning of the music, and ask pupils to listen out carefully for the trumpets, and other brass instruments. They are playing a rhythm made up of long and short notes.</p> <p>Ask your children to think of a sentence about travel. How are they travelling? What speed are they going at? And where are they going? Ask them to think of an answer to these questions and express it as a full sentence. Hear some of them</p>
2 18.1.21	I can listen with concentration to a piece of recorded music.	<p>Listen again to the piece of music 'A Short Ride in a Fast Machine'.</p> <p>Listen to the beginning of the music, and ask pupils to listen out carefully for the trumpets. They are playing a rhythm made up of long and short notes.</p> <p>Identify the sound of the woodblock at the very beginning of the music. Pupils should be able to hear this percussion instrument playing throughout most of the piece. This sets the tempo and the pulse of the piece. What does this sound like? Why is it important in this piece of music? Suggest to</p>

		<p>the pupils that this could be seen as the engine of the machine - a constant beat, ticking, keeping everything else around it going</p> <p>Explain that John Adams is a minimalist composer. This means that he wrote music that involved lots of repeated patterns. So, the same rhythm over and over again, or the same few notes. He builds these patterns up, one on top of another, using different instruments, to create a complete piece of music.</p>
<p>3</p> <p>25.1.21</p>	<p>I can listen carefully to short patterns and play them back.</p>	<p>All pupils should sit in a circle. Play/ clap a short rhythm. Ask a pupil to copy what they have just heard. This means that they will need to listen very carefully and in doing this they will create a repeated pattern.</p> <p>When you have done this a number of times, select one of the patterns. You can illustrate this on a board by using dots and dashes to represent short and long notes, so that all pupils can see the pattern.</p> <p>Ask half of the group to represent the steady pulse (e.g. the woodblock) with their instruments, and ask the other half to take it in turns to play the pattern, using the pulse as an accompaniment. When everybody has had a go, swap over.</p>
<p>4</p> <p>1.2.21</p>	<p>I can experiment with, create, select and combine sounds.</p>	<p>Practise <math>\frac{1}{2}</math> of the group representing a steady pulse and the other half to take turns playing different patterns.</p> <p>In small groups, children create their own patterns whilst others are playing a steady pulse.</p> <p>Allows groups time to practise this.</p>
<p>5</p> <p>8.2.21</p>	<p>I can experiment with, create, select and combine sounds.</p>	<p>Allow a short time for the children to practise their piece of music, then each group should perform their repeating patterns.</p>