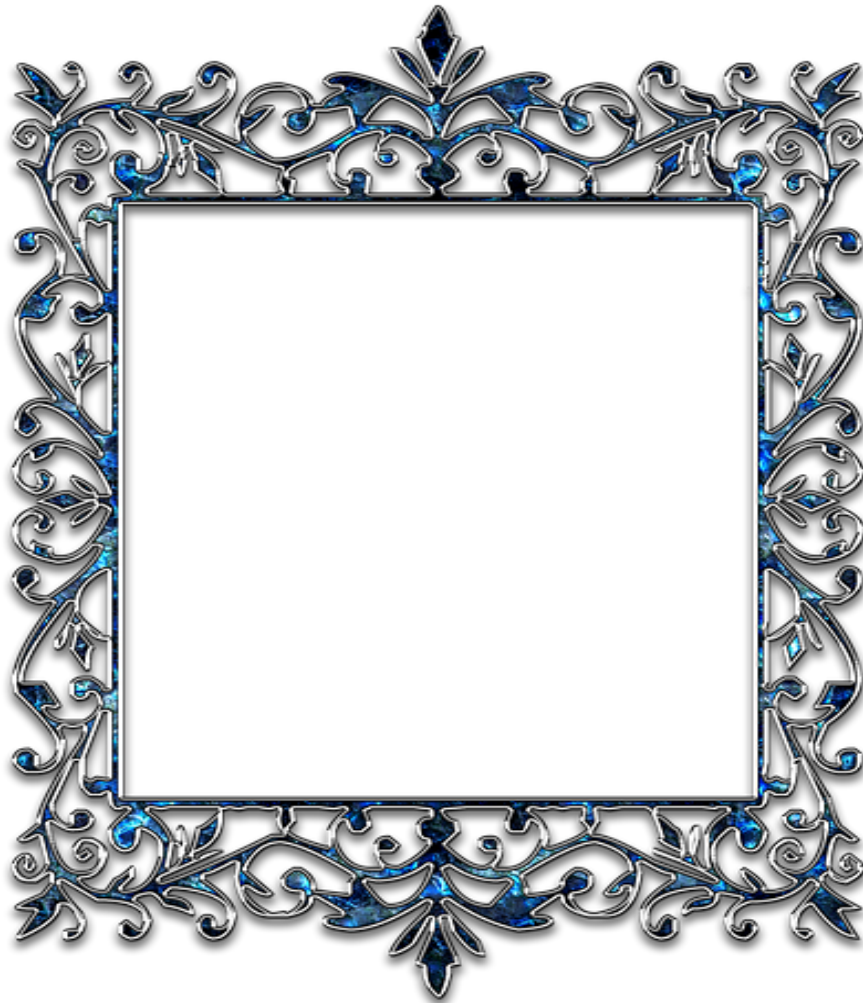


Gainford CofE Primary School

# Discovering the Arts – music.



## My Journey

Name:

*\*Add a photo or draw a picture of yourself in the picture frame*

# Project aims

a. DISCOVER

A downward-pointing arrow with a rectangular tail at the top, indicating a flow from the first step to the second.

b. FIND OUT

A downward-pointing arrow with a rectangular tail at the top, indicating a flow from the second step to the third.

c. SHARE

A downward-pointing arrow with a rectangular tail at the top, indicating a flow from the third step to the end of the process.

# Notes for the grown-ups

## How does the project work?

Please do not be put off by the size of the workbook, the idea is that this is a termly project that can be dipped in and out of as and when you have time. Generally, our weekly music lessons are practical and build skills progressively, which currently is not possible.

Therefore, I thought a project approach would work, which will offer some consistency in these uncertain times. The aim is that the project can be worked on whether at home or in school, and the sections and tasks can be done in any order.

Have a go at the activities you can do, and leave the ones you can't. Please also feel free to develop the workbook if your child wants to add extra art work.

## What equipment is needed?

### Essential

- Pen, pencils, tape/glue
- Sense of humour!

### Helpful

- \* Internet access
- \* Tablet/PC/laptop
- \* Camera (can be phone/tablet etc)

The project does not need instruments, however, it would be helpful if your child could access video clips from the internet. It will also be helpful if you could take and add the occasional photo of them undertaking the work. If this is not possible, leave the space blank and we will do it in school once we get back.

## What will the children be learning?

### Curriculum targets

- play tuned and untuned instruments musically (body percussion)
- listen with concentration to a range recorded music
- experiment with sounds using the interrelated dimensions of music.

The idea is the children will explore, create and investigate a music theme (body percussion). The format of a workbook fits with the successful approach used by the Arts Award programme. In the Arts Award programme the children investigate an artist through visits, workshops and interviews. As this is not possible the task has been replicated by finding and adding quotes from the artist Anna Meredith in Section B. Unfortunately, this then looks a little text-heavy and your child will need help reading this to answer the question.

**A plea....** In school we have a big book to record our music activities. If your child is playing an instrument at home (or making junk instruments) could you please take a photo so that we can create a 'Music in Lock-down' section? Thank you!



**Possible, by Michael Rosen**

This morning, I started to:

Sing a song,

Write a story,

Carve a statue,

Draw a drawing,

Act in a play,

Play a guitar,

Paint with a brush,

Film with a camera,

Design a film,

Rhyme a poem,

and

Dance a dance.

This afternoon, I will:

Sing a statue,

Write with a camera,

Carve a play,

Draw a song,

Act in a drawing,

Play a brush,

Paint with a story,

Film with a guitar,

Design with words,

Rhyme a dance,

and

Dance a poem.



# Notes for the children.....your challenge!

Tick the activities once you have finished them.

## Section A – Taking part

Task	Page	Finished
1. What is art?	3	
2. Art in my home – scavenger hunt	4	
3. My engagement	5	
4. My favourite arts activity	6	
5. My art gallery	7	
6. Reflecting	9	
7. Trying a new art form	10	
8. Composing challenge	15	
9. Evaluation	16	
10. My aims	17	

## Section B – Finding out

Task	Page	Finished
1.What I found out	22	
2.Reflecting on my research	23	

## Section C – Sharing my project journey

Task	Page	Finished
1. Evaluating	25	
2. Sharing my work	26	

## Section D – For Fun

Task	Page	Finished
1.Colouring percussion instruments	28	
2.Design your own instrument	30	

# Section A: Taking part



## 1. What is art?

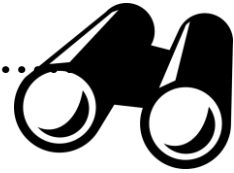
a. Can you label the art form for each picture?








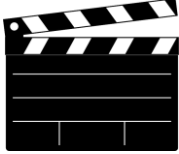

b. Circle the ones you have already tried.

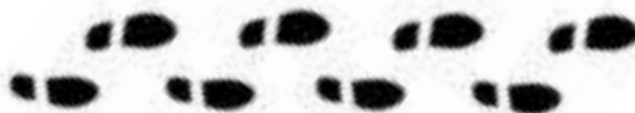
writing	acting	dancing	film directing
singing	music	sculpture	crafts
pottery	photography	painting	DJ-ing

## 2. Art in my home – a scavenger hunt.....



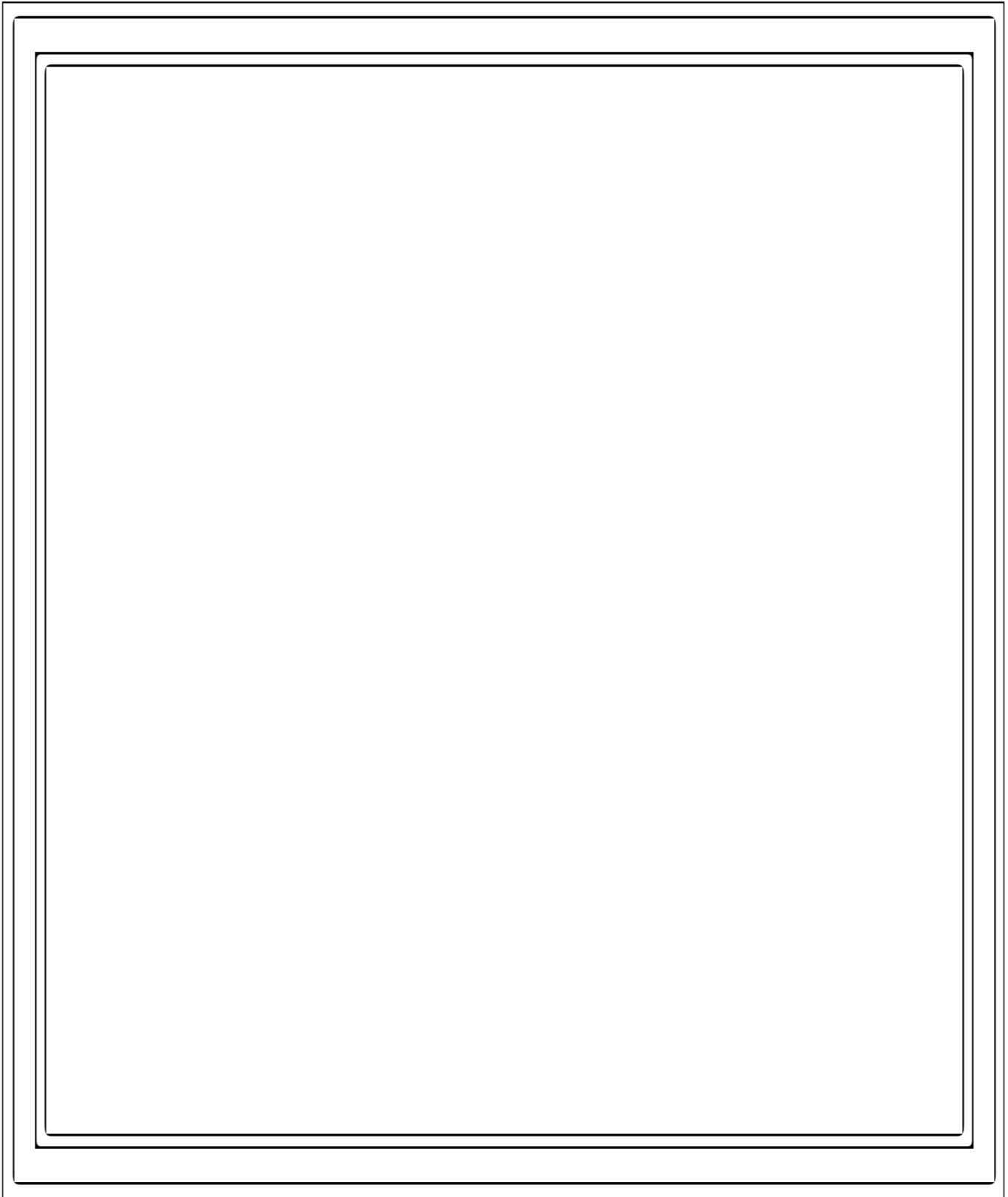
What art forms can you find at home?

Art form	What it is	Where I found it
	Dancing	On the TV in the lounge
		
		
		
		
		
		



### 3. My engagement

Do you have any photos of you doing arts activities that you could stick in the frame below? (Don't worry if you haven't, we can find some in school).



\*You can colour the picture frame in if you want.



# 4. My favourite arts activity.....

Adults, please can you help your child stick in a photo of them doing their art form or add a copy of their work. If they do not have a photo they can draw themselves doing the task instead – but could you annotate please?



What art activity do you most like to do?



A large, empty hexagonal shape intended for drawing or writing the child's response to the question 'What art activity do you most like to do?'.

Can you add a photo (or drawing) of you doing the art form?

Why do you like doing this?



How does it make you feel?

## 5. My art gallery

Add any examples of your art work here.....



Space for more art work.....



## 6. Reflecting



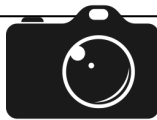
What is your favourite art form?



Is there a special place where you have had a go at art work? (Holidays, museum visits, after-school clubs)



What is the most unusual art form you have tried?



What art skills are you good at?



## 7. Trying a new art form



### Body percussion in music

Draw a line to match the sound made by the body part.

A black silhouette of a human figure with white dots on the head, shoulders, chest, hands, knees, and feet. Surrounding the figure are ten sound effect boxes: "tap", "shhhh", "stamp", "clap", "pat", "jump", "slap", and "click".

tap

shhhh

stamp

clap

pat

jump

slap

click

# Rhythm and pulse..



You will need to ask for help.

Watch a short video clip



## BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z2mqw6f>



**Which statement is true?** (tick the answer)

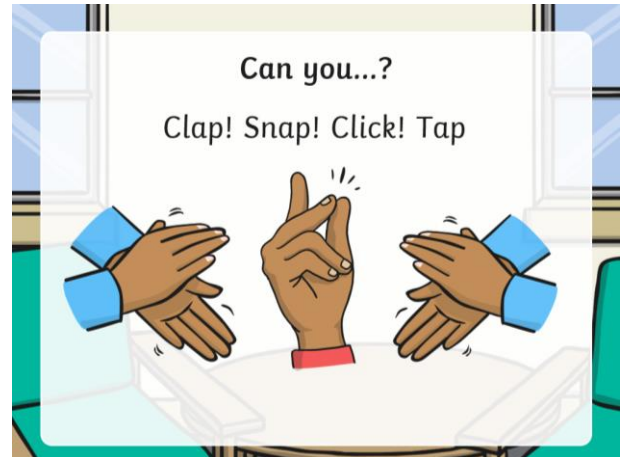
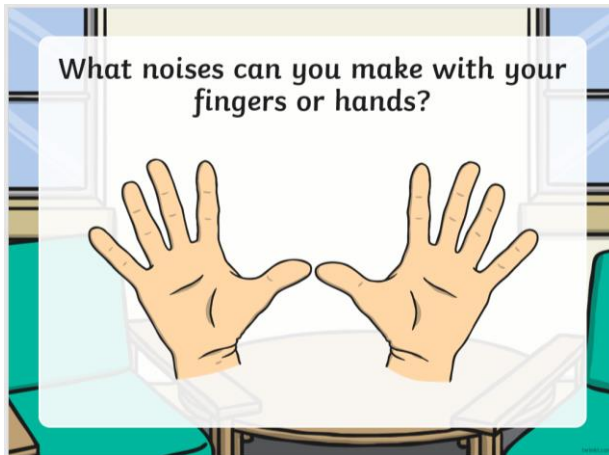
	True	False
The pulse is rough and smooth		
The rhythm is long and short notes put together.		
The pulse goes fast and slow		
The pulse is steady like a heart beat.		
The rhythm is played at the same time as the pulse.		

# What is body percussion?

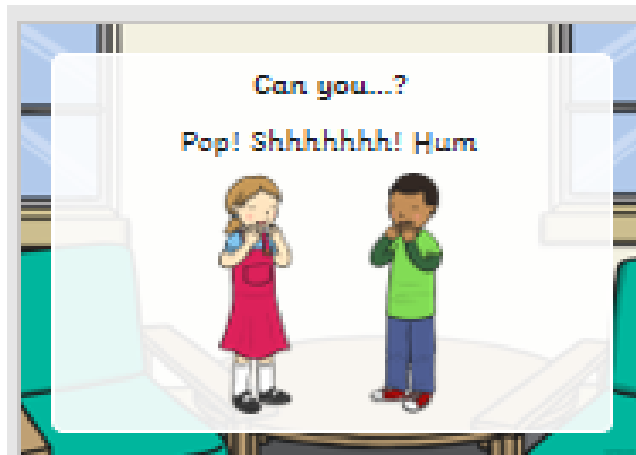
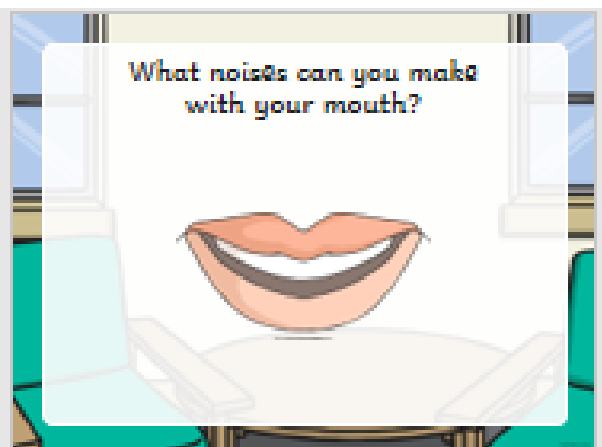


Try

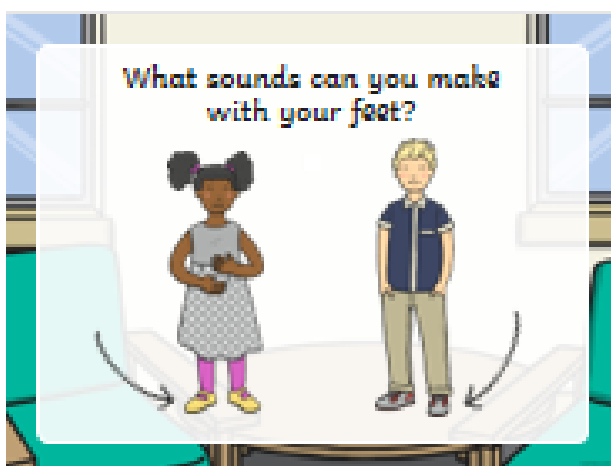
Hands



Mouth



Feet



## Giving it a try...



You will need to ask for help.



Watch this short video clip

Ollie from 'Beat Goes On' teaching Body Percussion on CBeebies' 'Let's Go Club! (part 1)

<https://www.youtube.com/watch?v=sW2DY1OpgrI>



**Grown ups** – if the link doesn't work, type the title into the YouTube search box.

Most clips have the comments section disabled, but just in case, you may want to enlarge to full screen before viewing

Can you do the actions?    yes / a little / no    (circle one)

Can you make up your own pattern using claps, stamps and thigh beats?

Have a practice and see if you can repeat your rhythm 3 times.

Can you show your rhythm to someone else?

You could even teach them or see if they can copy you!



Try



There are three more videos for you to watch and try



Body Beats - Baa Baa Black Sheep

<https://www.youtube.com/watch?v=69dYVIq5q9E>

Body Beats - Hickory Dickory Dock

<https://www.youtube.com/watch?v=dj-oLQYZOmM>

Did you enjoy learning to body beat to nursery rhymes? yes / no / maybe

What was tricky?

.....

.....

This is a challenge

Ollie from 'Beat Goes On' teaching Body Percussion on CBeebies' 'Let's Go Club! (part 2)

<https://www.youtube.com/watch?v=QOh1P1ZcTaU>

## 8. Composing challenge

Have a go at making your own body percussion tune.

- How will it start?
- How will it end?
- What body parts will you use?
- What's your favourite move?
- Who can you show it to?



Add a photo or draw yourself performing body percussion



## 9. Evaluating



The performer in the Body Beats videos is called Ollie Tunmer and he has performed in a famous musical called 'Stomp'!

Hands and feet | STOMP | TEDx

<https://www.youtube.com/watch?v=02nzFHmgPGk>

Can you clap along with the audience?



\*Grown-ups, the clip is 11 minutes long, so you may want to dip in and out.

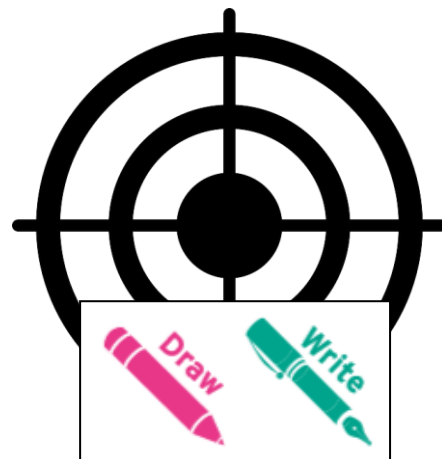
What did you like about the body percussion used?

How did it make you feel?

Did you like it?

## 10. My aims:

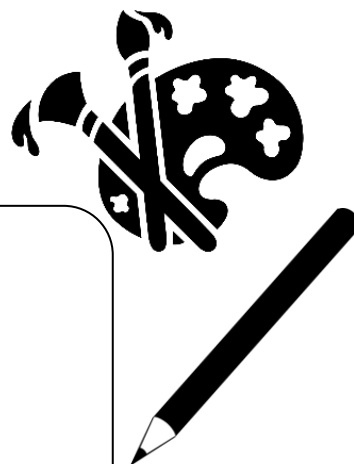
What art form would you like to try next?



Why?



Where could you go and who could help you?



# Section B: Finding out



Ask a grownup



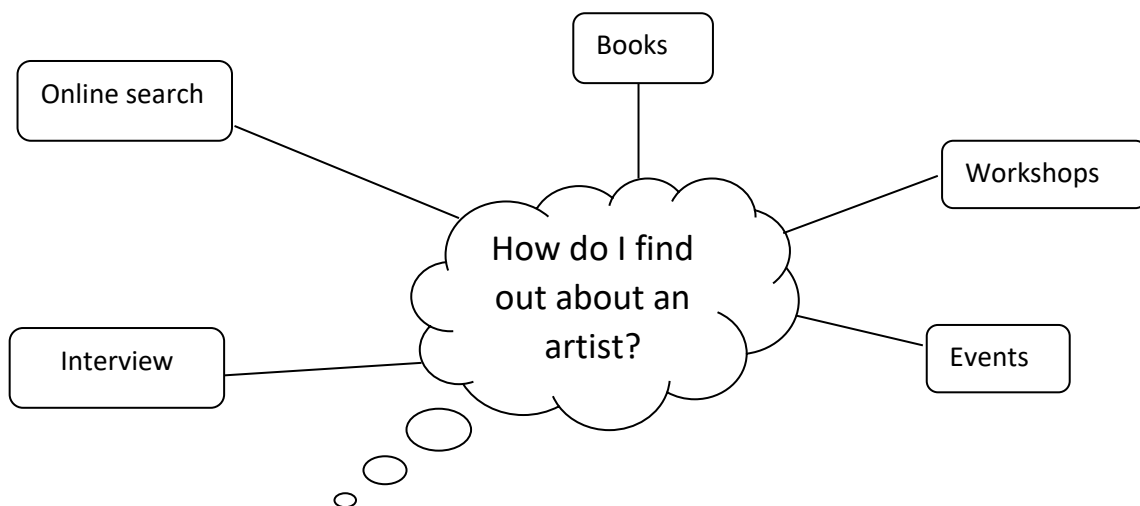
Read



Search/watch

Note for grown-ups: Usually children find out about an artist and their work in person. However due to lock-down this is not possible. As not everyone may have access to the internet information has been provided. Could you please share this with your child and help them talk about and record what they have found out. I've used extracts of what the artist said so it resembles an interview, and I've included the links in case you want to find out more or watch any of the music videos

## What can I do to find out?

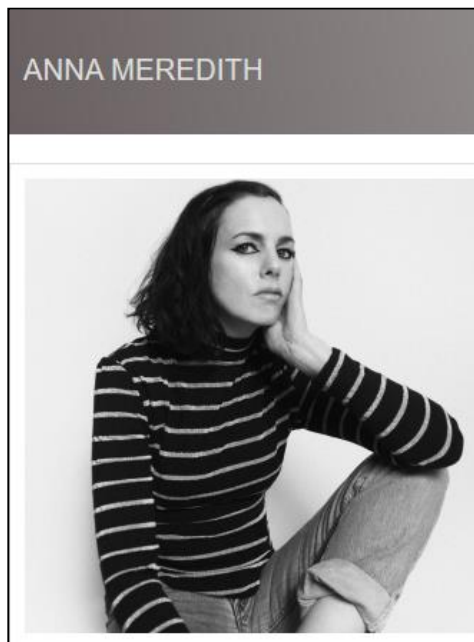


\*Grown-ups, if needed (depending on age) please can you read the information to the children and scribe their answers.

# Composer Anna Meredith



Ask for help



<https://www.nmcrec.co.uk/composer/meredith-anna>

Anna Meredith is a modern composer who uses body percussion in her work. One of her pieces called 'Connect it' has been included in the BBC Ten Pieces collection

If you can, watch this interview and see her piece in action:

BBC Bitesize (KS2) Music Rhythm and pulse

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/article/s/z2mqw6f>

Does Anna work with other people?

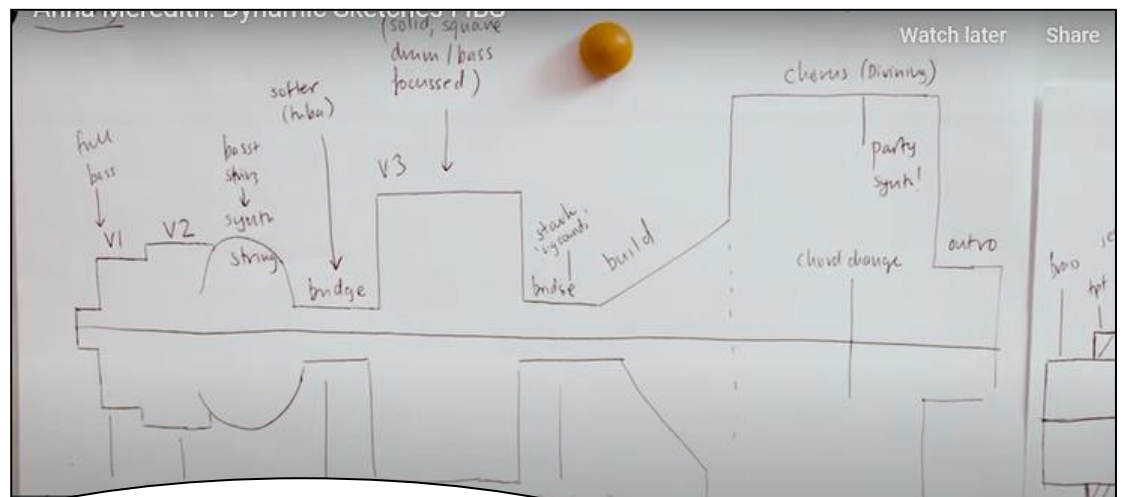
In the video Anna says, " My piece is only made up from sounds from our bodies and our voices. I've worked with a dancer called David to make musical patterns".

Did you always want to be a composer?

"I don't remember any moment of thinking 'Yes, I'll be a composer.' It's just an evolving thing . . . you just deal with the decision that's right in front of you then."

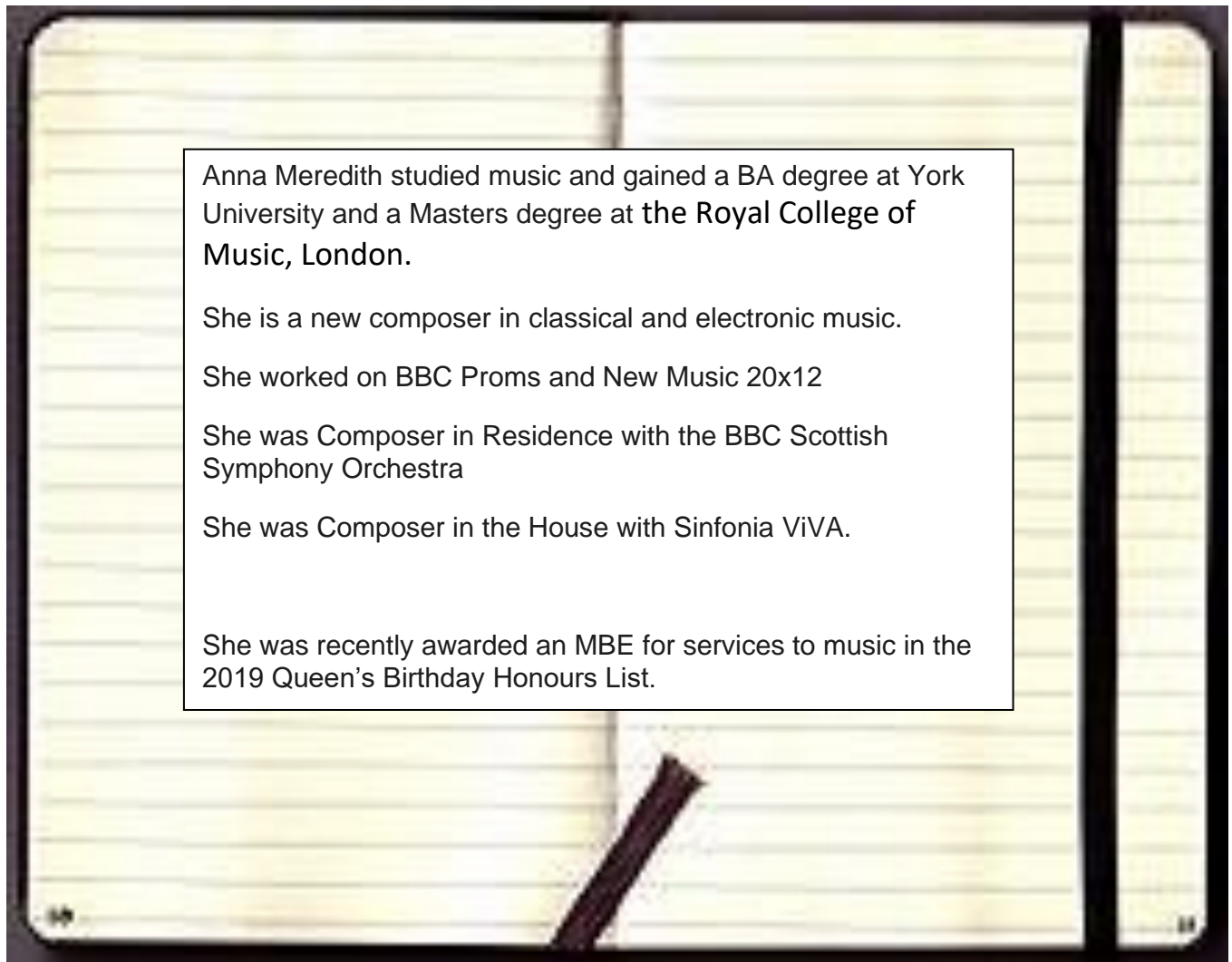
<https://www.ableton.com/en/blog/anna-meredith-shape-music/>

How do you create new pieces?



Anna likes to make picture maps to decide what instrument will play where.

## Anna's study path and career



<https://www.york.ac.uk/music/careers/alumni/meredith/>

Did Meredith enjoy studying music at university?

*"I loved doing my degree at York. This was the perfect course for me as it gave me the opportunity to really stretch myself in areas I was already excited about – like composing and running the new music group, as well as playing loads in all the ensembles and orchestras"*



How many albums have you made?



"I have made 3 albums so far.

- [Varmints](#) (2016)
- [Anno](#) (2018)
- [Fibs](#) (2019)

## 1. What I found out



Ask for help



When did Anna get an MBE from the Queen?	
How does Anna plan her work?	
What is Anna's 3 <sup>rd</sup> album called?	
Did she always dream of being a composer?	
Does she always use instruments in her music?	
In which 2 cities did she study music?	

## 2. Reflecting on my research



What is the most interesting thing you have found out about Anna or about being a composer?



If you could meet Anna, what would you ask her? What else would you like to find out about her music?

BBC Bitesize (KS2) Music Rhythm and pulse



<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z2mqw6f> (Watch 'Connect it' again)

\*If you can't watch this at home, leave to do in school.

Do you like this music?



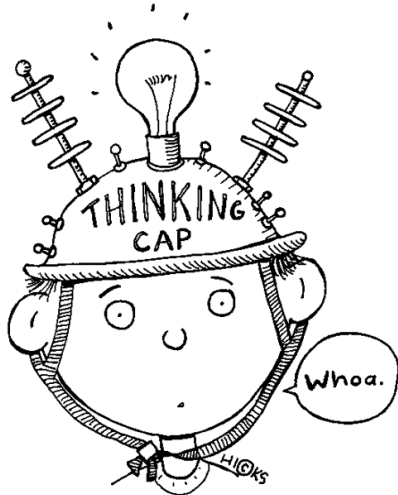
Is it fast or slow?

How did it make you feel?

# Section C: Celebrating



## 1. Evaluating



What part of this music project was the most fun?

Which part was the most tricky?



What task would you like to do again?



## 2. Sharing my work

There are two ways you can share your work

Option 1 – Share with your family now (**you'll need a photo**)

Option 2 – Share with your class when you go back to school.

Decide what you want to do and then fill in the boxes below.



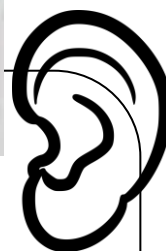
I am sharing my work with.....



## Section D: Just for fun

Grown-ups - these tasks are all optional extras.....

Resources to find out more about percussion



BBC Radio (Audio only)

**1. Tip tap, tickle-tickle, bip bap, bong!**

<https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-1-percussion/zhy947h>

Grown ups – this is 20 minutes, which is a long time to sit and listen, so you may want to put it on in the background which your child is playing, or just dip in and out . The first 7 minutes are the most useful [00:00 – 06:44]

Hand Clapping Game "Bim Bum"

**Difficult!**

<https://www.youtube.com/watch?v=hz0dSnaTs2g>

<https://www.youtube.com/watch?v=U7Bcg8GgfsA> (version 2 with music)

Can you master this clapping game?



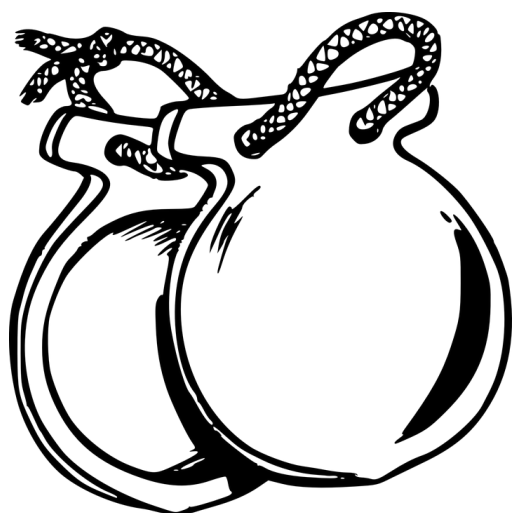
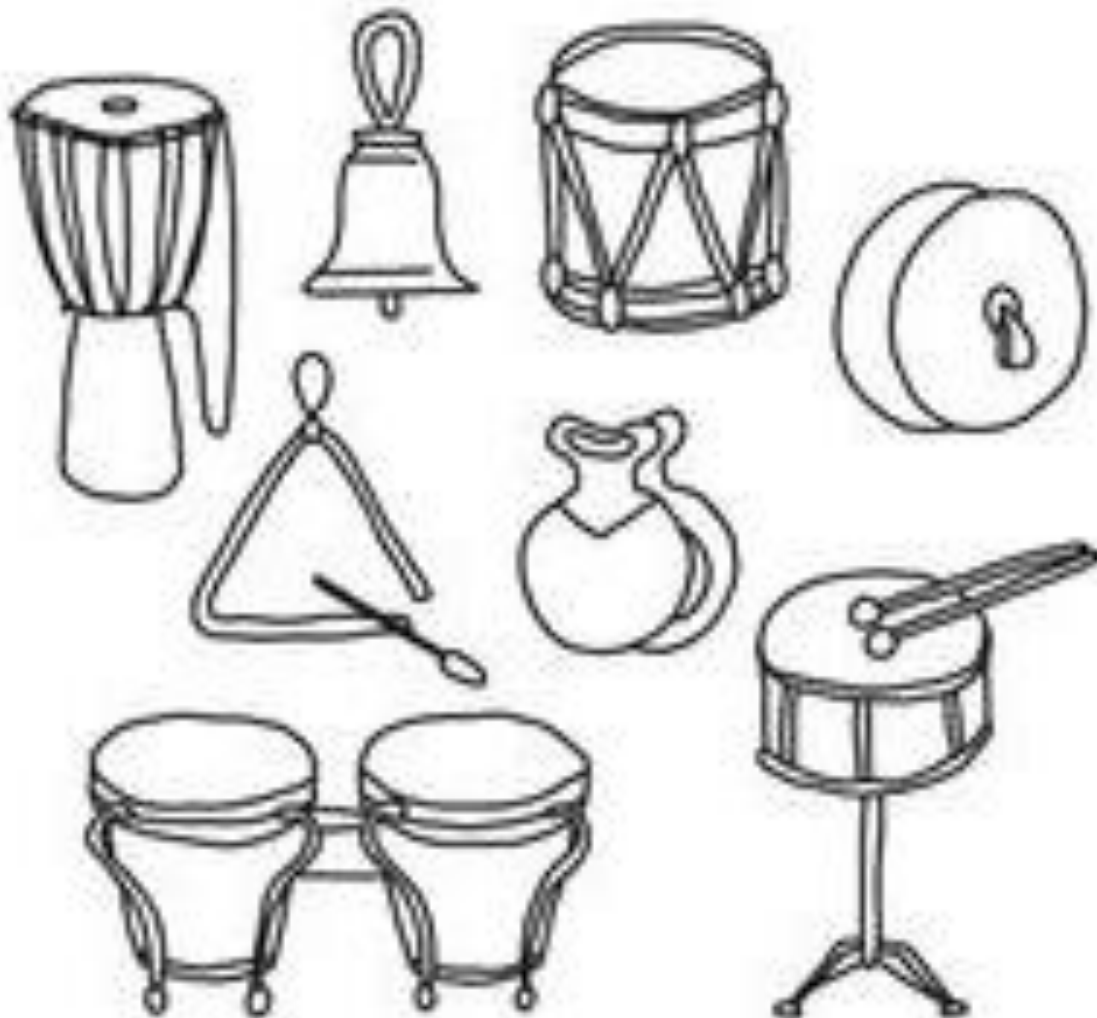
Watch and try

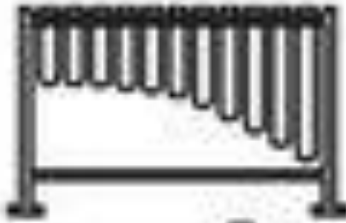


# 1.Colouring



Percussion instruments







## 2. Can you design your own instrument?

