

## HIAS CREATIVE HOME STUDY RESOURCE

# Music All Around

## Creative Home Study Project Week 12

HIAS Teaching and Learning Team  
Summer 2020  
Final version

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# HIAS Creative Home Study resource

## Using the Home Learning Materials

### The materials

- Each resource contains an overarching weekly theme and all the activities relate to this.
- There will be a new theme each week, but activities can be carried over from one week to the next.
- There is no time limit to the activities, and they may take more than one week.
- All the activities can be adapted for different age groups, even though age recommendations are given.

### How to use

- Read the instructions carefully before you start an activity.
- Parents or carers may have to help with resourcing the activities, but children can mostly work independently.
- Each activity has ideas and question prompts to consider.
- The activities are all planned with limited resources in mind.

### How can parents, carers and siblings help?

- Select the activities that most interest your child. They have been considered to have a high level of independence with the role of the parent/ carer being an encourager not a teacher
- Read the activities aloud with your child and discuss how they could be adapted.
- Help your child select the appropriate activities and talk through the safety aspects of each task.
- Adapt any of the resources and materials as you feel necessary to support your child's needs.
- needs.

# Music All Around



## Key theme:

This theme is based on all things musical. Children will make musical instruments and explore different activities linked to music.

\*Special thanks to Hannah King at Wallisdean Junior School for her help with the project this week. \*  
These activities can be adapted and used with all year groups or as a family, as appropriate.

### The big idea



**Make a musical instrument linked to the senses**  
**All Primary year groups**



### How to do it

This activity links with one of the previous weeks as it considers our senses when we make musical instruments.

There are a huge variety of musical instruments to make and play and this is your chance to make your own!

#### Getting started:

- Think about the musical instrument that you would like to make and research how a real one is made and how it works
- Look at the materials that you have available in your home to make the instrument with
- Draw a design of your instrument and label the materials that you will use

#### Types of instruments:

There are many different ideas on the internet of instruments that you could make, and they all make different sounds in different ways.

Consider making some of the following:

- A musical instrument using vibrations that you can hear and feel
- Using elastic bands for a stringed instrument
- An instrument using water to fill it to mimic a xylophone
- Using paper to make a whistle using wind
- A drum using vibrations

**Making a tin drum:**

Although there are lots of different musical instruments that you could make, a tin drum is one of the easiest.

You will need:

- A small tin (an empty baked beans tin is ideal, but ask an adult to check that it is clean and that there are no sharp edges)
- A balloon - about 50 centimetres in size
- Some ribbon
- Paint and a paint brush
- Craft glue (hot glue is best, but you must get an adult to do this for you)

**How to make it:**

- Empty, wash and dry the tin cans
- Decorate them using paint or any other decorations that you can find. Glittery stickers would make an effective decoration
- Cut the deflated balloon with the scissors. It needs to be cut just below the neck where it starts to open out into a circle
- Stretch the balloon over the tin can. You might need tape to do this, but most balloons will stay in place when stretched
- With the glue, attach the ribbon around the neck of the tin where the seam of the balloon is. This will help the balloon stay in place and make an effective decoration
- Now find some drumsticks using small sticks, paintbrushes, or pencils to make sounds on the top of the drum or rub the stick along the ribbed side of the metal to make a different sound!

**What you will learn****Making your musical instrument will help you to:**

- Improve your DT and art skills
- Learn more about different musical instruments

**Useful websites:** [www.feltmagnet.com](http://www.feltmagnet.com) [www.redtri.com](http://www.redtri.com)

## The big idea



## Draw your favourite musician All Primary year groups



## How to do it

We all have our favourite singers or people that play in a band and this activity is all about creating a drawing or a painting of them.

### **Making a tracing paper picture:**

One way you could complete your picture is to find a picture of your musician and trace it, making sure it is as realistic as possible.

### **Getting started:**

- First decide on the musician that you are going to draw. This could be a popular, modern musician or a classical singer or musician
- Now find some pictures of them. You could do this by using books or by printing off some pictures from the internet

### **Materials to use:**

- A picture of the musician
- A pencil – ideally this needs to be a thick, dark pencil
- Tracing paper
- Masking tape or two paperclips to hold it in place

### **Completing the activity:**

1. First find a picture of your musician that can be cut out (magazines or printed off the internet are best)
2. Cut your picture out, making sure it will fit onto your paper
3. Place the tracing paper over the picture and carefully keep it in place using either the masking tape around the edge or the two paperclips
4. Now carefully trace over the image using your dark pencil

Alternatively, you could use your picture as a guide to copy and then colour in, using colours close to the original.

## What you will learn

### **Creating your drawing will help you to:**

- Improve your art skills
- Learn how to trace an image carefully

**Useful websites:** [www.tate.org.uk](http://www.tate.org.uk) [www.activityvillage.co.uk](http://www.activityvillage.co.uk)

## The big idea



## Drawing to Music All Primary year groups



## How to do it

This is about having an artistic response when listening to pieces of music that we haven't maybe experienced before. Classical music pieces have been linked to great pieces of art for many years. This activity could be an alternative to the previous activity.

### Getting started:

- Use the BBC Ten Pieces resources to choose a composer or a piece to listen to
- Google – BBC 10 pieces and then choose the 'all resources' link. This gives you lots of pieces to choose from

### Materials to use:

- Paper – any type, size, or colour (depending on what you have)
- Colouring materials – felt tips, pencils, chalk, pastels, paints

### Completing the activity:

1. Click on the link and listen/watch the piece of music. There are videos that explain the process as well
2. Think about the theme of the music – this will be made clear in the video that explains the music.

### Examples:

Benjamin Britton 'Storm' = a storm at sea

Mussorgsky 'A Night on the Bare Mountain' = a meeting of witches

3. Replay the music as many times as you need and draw your ideas that link to the theme

### Completing the activity in a different way:

- Watch the masterclass clip from Art Ninja (see link below)
- Create an abstract piece of art while you listen – this will probably be lines and shapes and colours that come into your head as you listen

## What you will learn

### Creating your drawing will help you to:

- Improve your art skills
- Learn how to listen to music carefully and think how it can be represented in an image

**Useful websites:** [www.bbc.co.uk/teach/ten-pieces](http://www.bbc.co.uk/teach/ten-pieces) [www.bbc.co.uk/cbbc/shows/art-ninja](http://www.bbc.co.uk/cbbc/shows/art-ninja)

## The big idea



# Make up a musical facts game Years 3,4,5, and 6



## How to do it

This activity is about creating a game based on musical facts. It is probably best to make this an indoor game and can be based on any kind of musical fact that interests you.

### Focus of the game:

You could base your game around the following:

- Musicians and /or songs
- Musical instruments
- Music around the world
- Musical vocabulary – Tempo Dynamics Pitch Texture Timbre Duration ([www.bbc.co.uk/bitesize/subjects/zwxhfg8](http://www.bbc.co.uk/bitesize/subjects/zwxhfg8))

### Make your game based on the following:

- Board games like bingo, snakes and ladders or a game using cards
- Games that involve moving around indoors. These could be based on: 'Hide and Seek', 'What's the time Mr. Wolf?', 'Follow my Leader' or an indoor obstacle course

### Getting started:

- First research the facts that you want to include in your game. You may need to generate a question with a related answer
- Find some card or cardboard to make the base if you are making a board game
- Then look for other objects, such as dice or markers, so that you can take turns and move around the board

### Making your game (board game):

- Plan your game, thinking about the design and how you will use the objects. Think about the rules of the game and how people are going to 'score' points
- Cut out the base of your board. If you are using card, you may need help doing this
- Mark out the shapes on your board using a pencil to start with and then fill in with pen or colour
- Draw rectangles on white card for your questions and answers
- Write and draw your questions and answers on the board and cards
- Now play the game once through with a friend or family member, making notes of how you can alter the game if you need to

### What you will learn

#### Creating your game will help you to:

- Improve your researching skills
- Learn more about music
- Use your imagination
- Improve your DT skills

#### Useful websites:

Type 'board games' into the internet to give you some ideas of the type of games to play

[www.kids.kiddle.co.uk](http://www.kids.kiddle.co.uk)

## The big idea



## Design an outfit for a performer Years 3,4,5, and 6



## How to do it

Different groups or performers have a different 'image' when they perform to an audience and this is often reflected in the clothes that they wear. This activity is all about designing and drawing an outfit for your favourite performer.

### Think about:

- The performer that you are going to choose
- Looking at their outfits and the 'image' and style that they currently have
- Considering when and where they would be performing and wearing the outfit that you design for them
- The materials that you have available to design and draw your outfit

### Designing your outfit:

- Decide what outfit you are going to draw and the specific clothes that the performer will be wearing. For example, they may be wearing a jumpsuit, boots, and a cap
- Draw an outline of the outfit
- Colour in the outfit using bright colours. Most performers wear bright colours so that they can be seen on the stage. You could make your outfit extra special by adding glitter or pieces of bright paper

### Added extra – Prepare for a Performance:

- You could create a stage design or background to go with the outfit you have designed
- If you have access to music technology (iPad) you could use Garage band or Audacity to create a soundtrack

## What you will learn

### Designing your outfit will help you to:

- Improve your art and DT skills
- Use your imagination

## The big idea



# Make up a song about someone in your family

## Years 3, 4,5, and 6



## How to do it

There will be someone in your family who is extra special to you and this activity is all about writing a song about them. There are many different types of music that you could base your song on, or you can just make up your own type of genre.

### Some different types of music are:

- Electronic dance music
- Classical
- Jazz
- Rock music
- Rhythm and blues
- Techno
- Country music

### Technical elements:

- Chorus – is the catchy repeated part of the song
- Verse – new words but same melody each time

### Think about:

- The different music that you like. You could base your song on modern or classical music
- The focus of the song. Will you write about the attributes (good things) of the person or what they like to do?
- Example – you could write about your family. Each verse could be about a new member of your family and the chorus could be about you all as a family group. **Or** this could be a story: all the verses tell a different part of someone's life
- Whether you want to write the music or the lyrics first. Writing the lyrics of the song before the music will help you to fit in the music but if you have a tune first then you might find it easier to fit in the lyrics when you have the music ready to guide you
- You could sing your song or, if you play a musical instrument, then you could add actual 'live' music to the lyrics
- Once you have the music and the lyrics, then you will need to practice your song before you perform it to an audience

Remember - if it is too tricky to make up the song from scratch, then use the tune to a known song and add your own lyrics

**What you will learn**

**Making up your song will help you to:**

- Improve your music skills
- Improve your writing skills

## The big idea



# Research a musical genre Make a poster Years 2,3,4,5, and 6



## How to do it

'Musical genre' means the style of the music and this activity is all about researching a musical genre that you are interested in and creating a poster, telling someone all about it.

### Types of musical genre:

There are many different types of musical genres that you could use, and these are some of them:

- Musical theatre
- Rock
- Jazz
- Hip hop
- Folk music
- Blues
- Classical music = Baroque, Classical, Romantic, Modern
- Pop
- Dance
- Heavy metal
- Country music

### Getting started:

- First decide on the type of musical genre that you are interested in
- Research some facts about the genre, as you will need to find some facts that can go on your poster
- Use 'skimming' and 'scanning' techniques to research the facts and then make key notes to help you when you make your poster

### Making your poster:

Posters need to be bright and interesting so that they make people look at them so:

- Think about having the main features of the genre in the centre of your poster. For example, some folk music is played on a guitar so the guitar could be central to your design
- Ensure that you draft your main design using pencil and then fill in using bright colours
- Use some key words on your poster that explain more about the genre. These could include some technical words and some persuasive phrases

### What you will learn

**Researching the genre and designing your poster will help you to:**

- Learn more about a musical genre
- Improve your art skills

**Useful websites:**

[www.kids.kiddle.co.uk](http://www.kids.kiddle.co.uk)    [www.dkfindout.com](http://www.dkfindout.com)

## The big idea



# The history of instruments over time Years 3,4,5, and 6



## How to do it

Different musical instruments have changed and developed over time. This activity is about finding out how one type of instrument has changed and how it has been used by people throughout the ages.

### Getting started:

First decide on the instrument that you want to study. There are five major types of instruments and these are grouped into:

- Percussion
- Woodwind
- String
- Keyboard
- Brass

### Within this you could choose:

- **Percussion:** including timpani, xylophone, cymbals, triangle, snare drum, bass drum, tambourine, maracas, gongs, chimes, celesta, and piano
- **Woodwind:** including flute, clarinet, oboe, saxophone, and bassoon
- **String:** including violin, viola, cello and the double bass (sometimes called the contrabass)
- **Keyboard:** including piano, accordion and electronic keyboard
- **Brass:** including tuba, trombone, trumpet, and horn

Now research how the instrument has changed over time. You could use the internet or books to help you do this. Make sure that you take notes as you go. You could also print off some pictures of the instruments, how they have changed, or the different parts of the instrument.

### Recording your activity:

Now decide how you are going to record your findings. You could do this by:

- Completing a non-chronological report (a report that is not in time order) with headings and subheadings. You could split this into the different historical periods
- Making a timeline with pictures and information
- Making a storyboard with pictures for each part of the history of the instrument

Remember to use pictures or diagrams to make your report more interesting.

### What you will learn

**Writing about how an instrument has changed over time will help you to:**

- Learn more about the history of a type of instrument
- Improve your researching skills
- Improve your writing and drawing skills

**Useful websites:** [www.kidsbritannica.com](http://www.kidsbritannica.com) [www.kids.kiddle.co.uk](http://www.kids.kiddle.co.uk) [www.britishmuseum.org](http://www.britishmuseum.org)

## HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: [sarah.sedgwick@hants.gov.uk](mailto:sarah.sedgwick@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk).