

Week 10 - 8.06.2020: Learning Project - Music

Age Range: UKS2

| Weekly Reading Tasks | Weekly Spelling Tasks |
|---|---|
| <p>Monday- During your child's daily reading, play some classical music, rock music, jazz music and pop music. Ask your child to draw an emoji to represent how each music genre made them feel whilst they were reading.</p> | <p>Monday- Pick 5 Common Exception words from the Year 5/6 spelling list. Play a song and stop it at different points. When it stops, one spelling should be selected from a bag and your child must spell it before the music starts again.</p> |
| <p>Tuesday- Ask your child to find the lyrics to their favourite song and to create some new verses. Can they perform the new verses to the family?</p> | <p>Tuesday- The word rhythm has a silent letter - what other words can your child spell which also have silent letters?</p> |
| <p>Wednesday- Click here for a reading activity about Music. Challenge your child to read the text in 3 minutes and complete the questions.</p> | <p>Wednesday- Practise spellings on Spelling Frame or practise spelling words with silent letters on this game.</p> |
| <p>Thursday- Your child can listen or read along to the poem Cat Rap here. Can they write their own version using a different noisy animal?</p> | <p>Thursday- Using the letters C A R N I V A L, task your child with listing associated adjectives or verbs that correspond with each letter.</p> |
| <p>Friday- Visit Audible and let your child choose a book to listen to. Ask them to write a review when they have finished and share it with a friend (remotely).</p> | <p>Friday- Can your child create a musical glossary for the following vocabulary: dynamics, structure, timbre, texture & tempo.</p> |
| Weekly Writing Tasks | Weekly Maths Tasks- Shape and Angles |
| <p>Monday- Visit the Literacy Shed for this wonderful resource on Once in a Lifetime or take part in a writing master class.</p> | <p>Monday- Work with your child to find the missing angle in the triangles or around a point.</p> |
| <p>Tuesday- Listen to <i>A Night on Bare Mountain</i> by Modest Mussorgsky and the inspiration behind it. Ask your child to create a story with the same title that could be told along with the music.</p> | <p>Tuesday- Ask your child to draw a map from their bedroom to the kitchen. Calculate the total degrees of turn involved on the journey. They can repeat this activity for other areas in your home or for their daily walk.</p> |
| <p>Wednesday- Ask your child to create an information booklet about two pieces of music they have listened to. Include information about the instruments they have heard within each piece and a brief history on the musicians.</p> | <p>Wednesday- Encourage your child to look for and collect 3D objects around the home. For the ones they have selected, get them to name the 3D shape, list the properties (the number of edges, faces and vertices) and draw the net to match.</p> |
| <p>Thursday- Ask your child to change the lyrics of their favourite song into a short story. Alternatively, they could write and perform their own song.</p> | <p>Thursday- Get your child to practise measuring and reading angles with a protractor with this online game.</p> |

| | |
|--|--|
| characters and think about what could be happening. Get them to write a short play script/ piece of dialogue between the characters that would go with this music. | they would do on the 15th beat. Can they work it out without having to do the rhythm? What about the 20th, 50th, 99th beat? Do they notice any patterns? |
| Friday- Listen to ' Toccata and Fugue in D Minor '. Ask your child to think about what the setting might be and describe the atmosphere. Ask them to create two | Friday (theme)- Ask your child to create a rhythm by clapping/clicking, e.g. clap, clap, clap, click, clap, clap, clap, click etc. Ask your child to predict what action |

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about music. Learning may focus on famous musicians, listening to and performing music and exploring a range of music genres and instruments.

- **Sound Effects-** Many audio books use sound effects to enhance the retelling of books. Ask your child to think about a narrative that they are currently reading _____ or have read recently. What sound effects would enhance the retelling of the story? Ask your child to source a range of props to help add sound effects and record the retelling of the story with their sound effects. Remember to tweet a video of their retelling using [#TheLearningProjects](#).
- **Carnival Time-** The Rio carnival is a spectacle of samba, costumes and dance and takes place every year. [Here are some of the pictures from this year's parade.](#) Challenge your child to research the samba inspired costumes and headdresses worn during the parades. Ask them to design, label and make their own mask or headdress taking inspiration from the research completed.
- **Expression-** [Kandinsky](#) felt that he could express emotions and music through colours and shapes within his painting. Ask your child to create a piece of artwork inspired by their favourite piece of music. Encourage them to listen to the music several times and feel free to draw or paint the emotion they feel at the time.
- **I'm with the Band!**- Ask your child to create their own musical instrument. This could be a cereal box guitar, drums or shakers. They may even want to make a range of instruments to create a family band. Ask your child to decorate their instruments to make them appealing. After this, your child can research which famous musicians perform with their chosen instrument and watch videos of their performance to inspire their own!
- **Music Video Directors-** Using the song your child created for their writing task this week, direct them to think about the sort of music video that they could create to go with it. They could storyboard their ideas and think about whether they need any props or even come up with a dance routine before recording it.

Coronavirus and Wellbeing- Returning to/Being at School

The change that Covid-19 has caused to our lives has been difficult and has provided countless challenges. For many children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.

Think

- Inevitably, your child is likely to have many questions about the Coronavirus, how to stop the spread and what will happen next. [This eBook](#) answers many of the questions and is a helpful starting point for a discussion around their concerns, particularly if they are returning to school soon.

Talk

- School is going to look very different for all children, parents and staff. Social distancing is going to provide an extra challenge for learning. Plan ways that you can still be social whilst social distancing by asking your child to draw illustrations e.g smiling back at people when they smile at you or asking people how they are feeling.

Do

- As well as feeling excited, your child may have many worries about returning to/ being at school. Complete a problem planner with your child, thinking about what their worries are, scaling how concerned they are about each specific problem and planning steps to support any concerns. [This template](#) may help.

Visit

- [Childline](#) has a bank of activities to encourage your child to share their worries. [This factsheet](#) explains anxiety in a suitable way for children.

STEM Learning Opportunities #sciencefromhome

Making Instruments

- A kazoo is a simple wind instrument that allows the player to create sound by humming.
- You will need a cardboard tube, square of grease proof paper and an elastic band. Cover the end of the tube in paper and secure it in place using the elastic band.
- Hum a tune into the open end of the kazoo. What happens to the kazoo? What happens to the sound of your voice?
- Learn more about sound by researching how ears work and different ears are adapted to different environments. Find out why elephants have such big ears. • For more ideas take a look at the full resources [her](#) [e](#).

Staying Safe Online

Staying safe online is called 'digital literacy' and this means having the skills and knowledge to use the internet safely and responsibly. It is where someone can manage online content and communication, spot possible risks, and find ways to protect themselves from these risks. You can find out more by visiting [Childnet](#).

Your child could have a go at entering **The Childnet Film Competition** which invites young people aged 7-18 to create a 2 minute online safety film to inspire their peers to create a safe, supportive and fun online world around the theme '**We want an internet where we're free to...**' The entries that make into the final shortlist will be judged by a prestigious panel made up of representatives from BAFTA, the BBC, the British Board of Film Classification, the BFI, Disney and the Motion Picture Association. The young people who create winning films and storyboards will receive great filmmaking and creative prizes for their school or youth group. Whether used at school or as a home learning project, the competition is a great way of exploring important internet safety messages with young people of all ages. Find out more [here](#).



Additional learning resources parents may wish to engage with

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- IXL online. Click here for [Year 3](#) or here for [Year 4](#). There are interactive games to play and guides for parents.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Y5 Talk for Writing Home-school Booklets](#) and [Y 6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

If your child requires more of a challenge, or you believe that there are some gaps in their learning then [Century Tech](#) is a fantastic resource that is currently free for home learning. The app is designed to address gaps and misconceptions, provide challenge and enables children to retain new knowledge. It uses artificial intelligence to tailor the learning to your child's needs. Sign up [here](#).

#TheLearningProjects in collaboration with



www.robinhoodMAT.co.uk