



### Week 9 – Year 5/6: Learning Project - Music

Weekly Reading Tasks	Weekly SPaG Tasks		
<b>Monday-</b> Click <a href="#">here</a> for a reading activity about Music. Read the text and answer the questions the best that you can.	<b>Monday-</b> Practise your spellings for this week. Some people find creating mnemonics for the words helpful.		
<b>Tuesday-</b> Find the lyrics to your favourite song and create some new verses, perhaps base them on a current news story or a topic/issue that's important to you.	<b>Tuesday-</b> Complete the SPaG task for your year group from the school website.		
<b>Wednesday-</b> Complete the reading comprehension from the school website for your year group.	<b>Wednesday-</b> The word rhythm has a silent letter - what other words do you know that have a silent letter? Make a list of them (bonus points for music related ones!).		
<b>Thursday-</b> Listen or read along to the poem <a href="#">Cat Rap</a> . Can you write your own version using a different noisy animal?	<b>Thursday-</b> Ask an adult to help you with your weekly spelling test.		
Weekly Writing Tasks	Weekly Maths Tasks		
	Y5	Y6	
<b>Monday-</b> Listen to <a href="#">A Night on Bare Mountain by Modest Mussorgsky</a> and the inspiration behind it. Can you create a story with the same title that could be told along with the music?	<b>Monday-</b>	<a href="#">Decimals as fractions</a>	<a href="#">Find a rule</a>
<b>Tuesday-</b> If you play an instrument can you create a top tips guide for someone who might want to start playing? If not choose one of your favourite singers or band and create an informative piece on who they are, their background and their songs	<b>Tuesday-</b>	<a href="#">Understand thousandths</a>	<a href="#">Forming expressions</a>
<b>Wednesday-</b> Listen to ' <a href="#">Toccata and Fugue in D Minor</a> '. Think about what the setting might be and describe the atmosphere. Create two characters and think about what could be happening. Write a short play script/ piece of dialogue between the characters that would go with this music.	<b>Wednesday-</b>	<a href="#">Rounding decimals</a>	<a href="#">Substitution</a>
<b>Thursday-</b> Create an information booklet about the two pieces of music you have listened to this week. Include information about the instruments you have heard within each piece and a brief history on the musicians.	<b>Thursday-</b>	<a href="#">Order and compare decimals</a>	<a href="#">Solve simple one step equations</a>

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities 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. Think about a short story that you know well (The Gingerbread Man; The Emperor's New Clothes; The Tortoise and the Hare etc.). What sound effects would enhance the retelling of the story? Can you find a range of items to help add sound effects and record the retelling of the story with your new sound effects? Remember to email/tweet a video to school.
- **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. Research the samba inspired costumes and headdresses worn during the parades. Design, label and make your 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. Create a piece of artwork inspired by your favourite piece of music. Listen to the music several times and feel free to draw or paint the emotion the music makes you feel at the time. If you're finding this tricky perhaps try to create an emoji of the emotion.
- **I'm with the Band!**- Create your own musical instrument. This could be a cereal box guitar, drums or shakers. You may even want to make a range of instruments to create a family band. Decorate their instruments to make them appealing. After this, research which famous musicians perform with an instrument like yours and watch videos of their performance. Could you do your own performance?
- **Music Video Directors**- Using the song you created for your final writing task this week, think about the sort of music video that you could create to go with it. Storyboard/comic strip your ideas and think about if you need any props or perhaps even come up with a dance routine before recording it!

## STEM Learning Opportunities

### 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? Can you play the kazoo game with your family? (Can they guess the song you're playing on the kazoo?!)
- 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 [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).
- IXL online. Click here for [Year 5](#) or here for [Year 6](#). There are interactive games to play and guides for parents.
- [Rob Biddulph](#) – Easy to follow drawing tutorials! New videos are posted every Tuesday and Thursday at 10am. Share results with school or Rob using #DrawWithRob on Twitter.

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](#).

**#TheCalderLearningProjects**