

THE ARTS CENTRE TELFORD

EXPLORING MUSIC

Home Learning Packs for Local Schools

KS2 (Age 7-11)
Student Workbook



The Arts Centre Telford (TACT)

TACT is a Performing Arts Centre in Ketley, Telford and we LOVE the arts. We do lots of work with fifteen local schools and we do exciting events like the Big Sing and put on four big productions every year for lots of Telford children. We do singing, acting, dancing and in schools, we do lots of music.

For the moment though, we're doing something a little bit different. We've set a lot of exciting tasks in this book and they're all based around music you've probably never heard before! We want you to work with the people that you live with to discover new music, share your ideas and get really creative over the next few weeks.

The clips are on YouTube, so you need to find these clips with an adult.

If an adult that you live with has Facebook, Twitter or Instagram they can tell us what your favourite piece was, share your work or send us a picture of you doing the work - they just need to add #TACTExploringMusic

Have fun!



Musical Mission 1: Stories Through Song

Today we are going to listen to pieces of music that are meant to describe something. Listen to the pieces of music. Read the information. Complete the creative challenges.

Musical Clip 1:

[https://www.youtube.com/watch?
v=f1nVDoCnsNk](https://www.youtube.com/watch?v=f1nVDoCnsNk)



L'Elephant is a piece of music from *Carnival of the Animals* by **Camille Saint-Saens**. He is the man in the picture to the left and he was French. His piece of music describes lots of different animals through music. This is the song for the Elephant.

Quick Questions:

- 1) Is this piece of music high pitched or low pitched?
- 2) What instrument (that is in the picture above) is playing the melody?
Melody is the musical word for 'tune'.
- 3) What is the other instrument playing in this clip?
Hint: It has black and white keys.
- 4) This piece of music describes an Elephant walking across the plains of Africa. The music is supposed to paint a picture in your head of the elephant walking.

What adjectives does this music make you think of, that describe how the elephant is moving?

This is **Peter & The Wolf** which is a very famous story. The music was written by **Sergei Prokofiev** and tells Peter's story.

These challenges will take a bit longer because the story takes about 30 minutes to tell.

Musical Clip 2:
[https://www.youtube.com/watch?
v=MfM7Y9Pcdzw](https://www.youtube.com/watch?v=MfM7Y9Pcdzw)



Your Mission:

You need to watch and listen to this clip and then try the tasks below:

- 1) Match the instrument to the animal/object at the bottom of the page.
- 2) Each instrument has it's own melody (tune).

What does that tune sound like?

Is it high pitch or low pitch? Is it loud or quiet? Is it fast or slow?

- 3) Can you draw a storyboard for Peter & The Wolf?

Friends/Family Challenge: Someone you live with could follow your storyboard while they listen to the piece of music!

Flute

Peter

Clarinet

Grandfather

Bassoon

Bird

Bass Drum

Cat

Oboe

Wolf

French Horns

Duck

Strings

Rifle

Musical Mission 2: Art, Poems and Music

Today we are going to listen to some pieces of music that were inspired by famous pieces of art or by poems. Your job is to fill in the gaps.

Musical Clip 3:
[https://www.youtube.com/watch?
v=4LgZQI3fLPA](https://www.youtube.com/watch?v=4LgZQI3fLPA)

This is **La Mer** by **Claude Debussy**. His music is inspired by this painting called: **The Great Wave off Kanagawa**

Your Task:

Listen to this piece of music and look at the painting as you do.

Can you write a short poem that you could read while the piece of music was playing?



TACT Acting Tip: Whenever you're reading poetry you need to add emotion and expression as you speak. You can do this by using:

Facial Expression: Showing your emotion through smiling or frowning etc.

Gesture: Using your hands or body as you read to express yourself.

Vocal Expression: Changing the pitch or volume on different words to emphasise the important words. We often do this on adjectives.

This is **The Lark Ascending** by **Ralph Vaughan-Williams**. His music is inspired by this poem of the same name.

Musical Clip 4:
<https://www.youtube.com/watch?v=ZR2JIDnT2I8>



Lark: A type of bird found in the UK. They are small and have a very sweet song.

Ascending: This word means to go up.

Your Task:

Listen to this piece of music and read the section of the poem below.

Can you draw a picture to show the 'Lark Ascending'? You need to use the music and the poem to inspire your artwork.

The Lark Ascending

He rises and begins to round,
He drops the silver chain of sound
Of many links without a break,
In chirrup, whistle, slur and shake,
All intervolv'd and spreading wide,
Like water-dimples down a tide
Where ripple ripple overcurls
And eddy into eddy whirls;
A press of hurried notes that run
So fleet they scarce are more than one,
Yet changingly the trills repeat
And linger ringing while they fleet,
Sweet to the quick o' the ear, and dear
To her beyond the handmaid ear,

TACT Acting Tip: There are words in this poem you may not understand. When that happens, pick out the words you do understand to make sense of it and ask an adult about the word you don't understand.

Friends & Family Challenge:
Share your work from today with somebody you live with.
Read them your poem and show them your art work while they listen to the pieces of music. What do they think?

Musical Mission 3: Making Your Own Music

Today we are going to listen to pieces of music where people have found creative ways to write and create their own music to describe something.

Musical Clip 5:

<https://www.youtube.com/watch?v=c9-poC5HGw>

This is **Africa** by **Toto**. It is normally played a rock band, but this version is sung by a **choir**.



Quick Questions:

What is a **choir**?

Find another song **Toto** sang?

Find another song with '**Africa**' in the title?

At the start of this piece is a **soundscape**. A **soundscape** is where you use music and sound to describe something. We have written it up as **graphic score** (below). This is when you use pictures and images to write music rather than writing it as notes, as you would see for a piano or other instruments like the violin.

Quick Questions:

1. What are they describing?
2. What are they using to make the sound?
3. What does each sound represent? e.g. Jumping = Thunder
4. **Stretch:** What are the lyrics in the chorus that link to this soundscape?

Have a go:

Can you play the soundscape below with the people you live with?



This is **No Place Like** by **Kerry Andrew**. This is also sung by a **choir**. Something very different happens between 2.03 - 3.14 in the clip. There is another **soundscape** but now with voices!

This was a soundscape written by children to describe their local town.

Musical Clip 6:
https://www.youtube.com/watch?v=6c-x_inmCFM



Your Challenges:

Listening Challenge: In the soundscape between 2.03 -3.14 in the clip what different sounds are they making? What do they represent?

Practical Challenge: Can you make your own soundscape about your town or a town you like to go to?

Stretch: Can you write your soundscape as graphic score? Can you teach it to your family?

TACT Dance Challenge

You can describe things, places, people, animals, objects and lots of other things through music, as we have discovered. However, we can also do the same thing through dance.

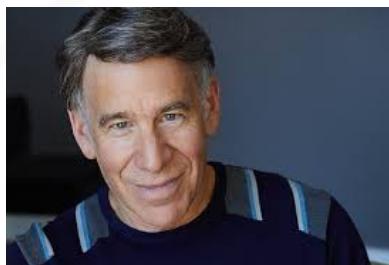
- 1) **Pick a story, place, person, animal, object or anything you want to describe.**
- 2) **Find a piece of music that fits with what you are describing.**
- 3) **Find a poem or a piece of art that also fits with what you're describing.**
- 4) **Create your own dance or movements to tell that story.**

Musical Mission 4: Songs With Meaning

Today we are going to look at songs that tell a story and how we can show our emotions through song.

Musical Clip 7:

<https://www.youtube.com/watch?v=O9MvdMqKvpU>



This is **Colours of the Wind** from **Pocahontas**. This was a Disney film written in 1995. The music was written by **Stephen Schwartz**. He wrote lots of famous musicals including the musical **Wicked**.

TACT History Challenge

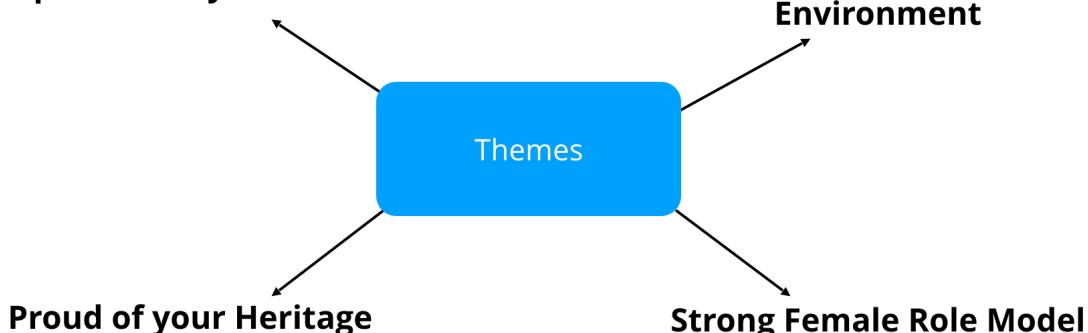
Who was Pocahontas?
Why is she important in American History?

Musical Theatre is telling a story on a stage using singing, acting and dancing.

60 Second Challenge:
How many musicals can you name?

We think that there are some really important messages in this song that we can learn from. Listen very carefully to the lyrics and see if you can add anything to our mind map below. Chat to the people you live with about these messages in the song...

Stand up for what you believe in



Singing Challenge:

Now it is your turn to have a go at singing it and telling the story. Here's what we suggest you do:

- 1) Read the lyrics very carefully and make sure you know what every word and section means.
- 2) Listen to the song while you do this, so that you get the tune in your head.
- 3) Start to have a go at singing it with the words in front of you.
- 4) Start to add **facial expression, gesture** and **vocal expression** to help tell the story. Watch Pocahontas singing it for some ideas on how to perform it or find a professional singing it online.
- 5) Try and learn the words off by heart so you can perform it by yourself.

You think you own whatever land you land on
 The Earth is just a dead thing you can claim
 But I know every rock and tree and creature
 Has a life, has a spirit, has a name

You think the only people who are people
 Are the people who look and think like you
 But if you walk the footsteps of a stranger
 You'll learn things you never knew, you never knew

*Have you ever heard the wolf cry to the blue corn moon
 Or asked the grinning bobcat why he grinned
 Can you sing with all the voices of the mountains
 Can you paint with all the colours of the wind
 Can you paint with all the colours of the wind*

Come run the hidden pine trails of the forest
 Come taste the sun sweet berries of the Earth
 Come roll in all the riches all around you
 And for once, never wonder what they're worth

The rainstorm and the river are my brothers
 The heron and the otter are my friends
 And we are all connected to each other
 In a circle, in a hoop that never ends

Chorus

How high will the sycamore grow
 If you cut it down, then you'll never know

And you'll never hear the wolf cry to the blue corn moon

*For whether we are white or copper skinned
 We need to sing with all the voices of the mountains*

We need to paint with all the colours of the wind

You can own the Earth and still
 All you'll own is Earth until
 You can paint with all the colours of the wind

Pocahontas is an amazing role model with strong views

Make a list with the people you live with of all the strong female role models you know.

Knowledge Check: The Orchestra

What is an **orchestra**?

What instruments are in an **orchestra**?

Where might you hear an **orchestra**?

What is a **conductor** and what is their job?

Here are some tasks you could do to learn more about the orchestra:

- 1) Watch the videos in the red boxes below to find out more about the four families of instruments.
- 2) Make a poster about the four families of instruments and the instruments in each section.
- 3) Learn the layout of the orchestra using the picture below. Or you could draw your own version!
- 4) Use this website to test your instrument knowledge: https://www.classicsforkids.com/music/instruments_orchestra.php

Strings:

https://www.youtube.com/watch?v=MP2_6OLummA

Woodwind:

<https://www.youtube.com/watch?v=kEt1Mm8sSkA>

Brass:

<https://www.youtube.com/watch?v=yE0aSxziNdY>

Percussion:

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



Extension:

This is a link to Young Person's Guide to the Orchestra by Benjamin Britten.

Watch this with the people you live with and listen to how he explores all the different instruments.

<https://www.youtube.com/watch?v=4vbvhU22uAM>

Which family are these instruments in?

Tick the right boxes on the worksheet below.

Get someone else in your house to have a go as well before you mark it.

Oboe	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Double bass	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Bass drum	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion
Cymbals	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Bassoon	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Trumpet	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion
French horn	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Cello	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Clarinet	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion
Cor Anglais	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Trombone	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Saxophone	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion
Viola	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Castanets	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Euphonium	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion
Tuba	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Violin	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Snare drum	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion
Xylophone	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Flute	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion	Gong	<input type="checkbox"/> String <input type="checkbox"/> Brass <input type="checkbox"/> Woodwind <input type="checkbox"/> Percussion

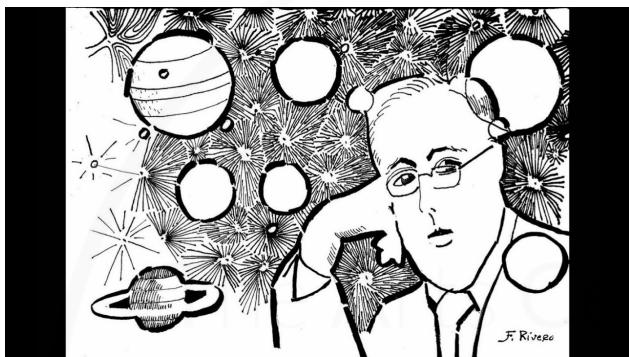
Use the Help & Support Pack to mark your work

What did you get out of 21?

Musical Mission 5: Planets Project

This is your final project and it will test all your skills so far. It is based on a piece of music written about the planets in our Solar System. Don't look on the next page yet!

Musical Clip 8:
[https://www.youtube.com/watch?
v=Isic2Z2e2xs](https://www.youtube.com/watch?v=Isic2Z2e2xs)



The Planets Suite was written by an English Composer called **Gustav Holst**. He wrote a piece of music for every planet except Earth.

The planets are named after Roman Gods. He uses the Roman Gods to inspire his pieces of music.

Example: **Mars is the Bringer of War**. The music shows this because the drums and horns make it sound like they're marching. The music starts at a low pitch and it quiet but builds up to a higher pitch gets really loud. This makes it sound like two armies marching towards each other then crashing together.

Your Task:

You need to find someone to help you with this task:

- 1) One of you is going to use the link below to find the recordings of the planets.
- 2) The person playing the clips will read out the name of the planet that is playing **e.g. Mars**.
They will then play 60 seconds of the clip.
- 3) The other person then has to pick from the list of names below what they think it is the god of...**e.g. Bringer of War**

Bringer of Jollity (Joy)

The Magician

The Mystic

Bringer of Peace

Winged Messenger

Bringer of Old Age

Answers:

Mars, the Bringer of War

Venus, the Bringer of Peace

Mercury, the Winged Messenger

Jupiter, the Bringer of Jollity

Saturn, the Bringer of Old Age

Uranus, the Magician

Neptune, the Mystic

Listening Challenge

Listen to two minutes of the piece this time and fill in the table below:

Mars has been done for you as an example...

Planet	Character	Elements of Music	Key Instruments
Mars Bringer of War	Angry, scary, menacing.	Crescendo, Jagged Rhythm, Driving Rhythm, Quiet to very loud, Low Pitch.	Drum beating throughout. Double Bass
Venus Bringer of Peace			
Mercury Winged Messenger			

Planet	Character	Elements of Music	Key Instruments
Jupiter Bringer of Jollity			
Saturn Bringer of Old Age			
Uranus The Magician			
Neptune The Mystic			

Writing: How does the composer use music to describe joy in Jupiter?

Big Challenge

How Creative Can You Be?

Using **artwork, poetry, creative writing, soundscapes, instruments, your voice, a storyboard, a short play** (whatever you choose!) can you...

- 1) Create something else to go with the music for one of the planets?

This could be a drawing of one of the planets, a poem about one of the planets, a story or anything you choose.

- 2) Create a piece of music or art to describe **Earth**.

There is no piece of music for Earth so you could add to Holst's piece! What would Earth be the God of?

- 3) Create short sections of music and/or art or poetry to describe the whole solar system.

Holst's Planet's Suite is very long!

Can you condense it down to 1 minute through your own composition?

Parents & Carers: Keep in touch!

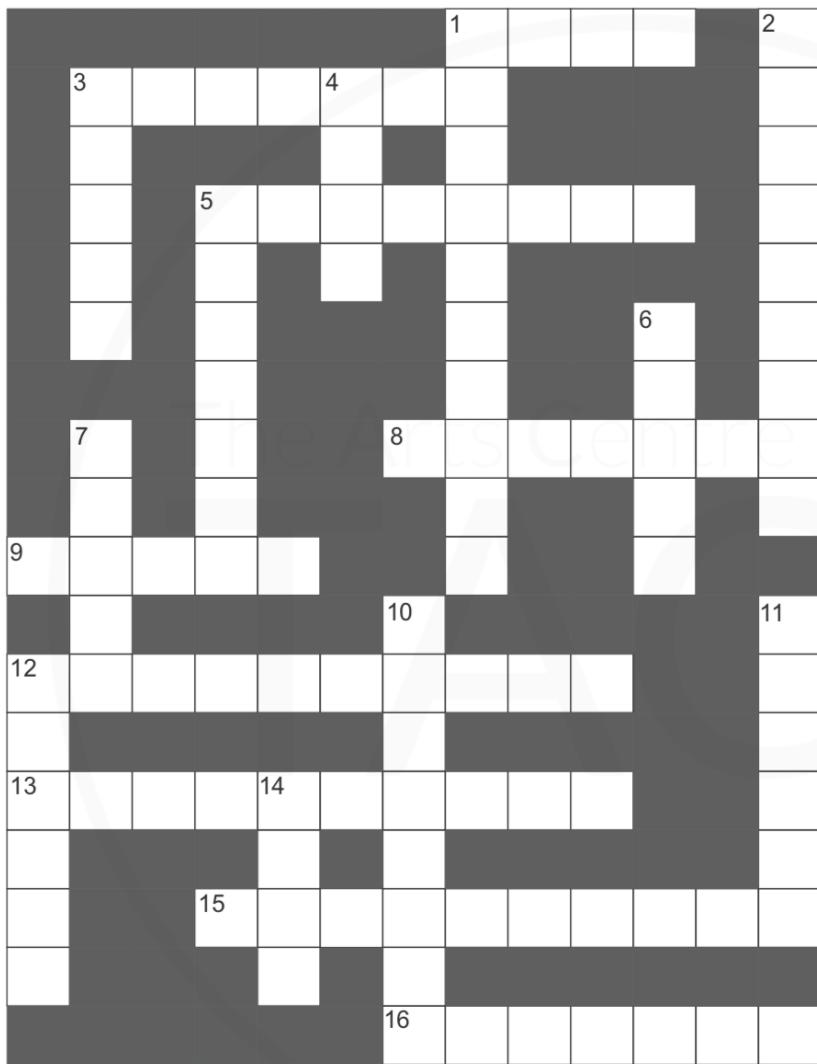
If you want to share your child's amazing work with us at TACT just drop us an email on jack@theartscentretelford.com or share it on Facebook, Twitter or Instagram with #TACTExploringMusic

Learning Review: What Have I Learned?

The Orchestra

What have you remembered about the **instruments of the orchestra**?

Test yourself with this crossword.



ACROSS

1. Percussion with stretched skin.
3. High pitched woodwind.
5. Brass instrument without valves.
8. Low pitched double reed woodwind.
9. Woodwind without reed, usually made of metal.
12. Mid-range double reed woodwind.
13. Common name for harmonica.
15. Brass instrument with valves, its tubing in circular coils.
16. Large deep percussion with a stretched skin.

DOWN

1. Largest in the string family.
2. Single reed instrument made of brass.
3. Keyboard instrument.
4. Double reed woodwind instrument.
5. Brass instrument with valves.
6. Stringed instrument.
7. Stringed instrument which rests on the floor whilst being played.
10. Single reed woodwind.
11. Highest pitched in the string family.
12. Percussion instrument clasped together in pairs.
14. Instrument with many strings which is not played with a bow.

Composers

Can you name all of the **composers** you have met in this work?

What **pieces of music** did they write?

New Music

What new music have you learned about?

What has been your favourite song or piece of music?

Performance Tips

What **performance tips** that we have given do you remember?

What is **facial expression**?

What is **gesture**?

What is **vocal expression**?

Your Skills

What creative skills are you really good at?

What creative skills would you like to work on?

What did you enjoy the most about this booklet?

More Opportunities (Message for Parents & Carers)

We are looking at lots of different ways to keep working with lots of local children while they are not in school.

Over the next couple of weeks we will be releasing some **singing resources** online from our **Big Sing** to help support singing at home.

Keep checking our website for the **Big Sing** tab to access those resources when they are available. Our website is:

www.theartscentretelford.com

We are also planning on doing online learning if people want to get more involved in the arts over this period. Please email if you want to know more about this or follow our updates on Twitter, Facebook & Instagram.

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