



## Music Day 2: Meet Mr Gershwin

Welcome to the second session of fun music making! Today, you will be listening to the piece of music 'Promenade-Walking the Dog' by the composer George Gershwin. It was composed over 80 years ago. *You will find out some more facts about Gershwin this week.*

Have a listen and just as you did yesterday, tap along to the steady beat using body actions or try walking around the room keeping your steps in time.

<https://www.youtube.com/watch?v=t67SdkYubs4>

Does the music make you feel the same way it did when you heard it yesterday? Do you picture the same things as yesterday, or different things?

Can you hear an instrument playing the main tune? This instrument is a 'clarinet'.



Listen again and make your fingers 'walk' every time you hear the clarinet play.

Listen again and this time pretend to take your imaginary dog for a walk.

You can count out **8 steady beats** to this music. This will help you step in time and will also help you to create action sequences and word patterns.

We are now going to have a go at creating word patterns in time to the music. This is just like the body actions we have already done, but this time you are saying words in time to the music. Here is an example. *Don't forget those 8 steady beats!*

|     |   |       |     |       |     |       |     |
|-----|---|-------|-----|-------|-----|-------|-----|
| 1   | 2 | 3     | 4   | 5     | 6   | 7     | 8   |
| Dog |   | Walk- | ing | Walk- | ing | Walk- | ing |

Here's another one:

|     |      |     |   |         |   |      |      |
|-----|------|-----|---|---------|---|------|------|
| 1   | 2    | 3   | 4 | 5       | 6 | 7    | 8    |
| Sit | down | dog |   | There's | a | good | boy! |

And another one for you to try:

|       |      |      |   |       |     |      |   |
|-------|------|------|---|-------|-----|------|---|
| 1     | 2    | 3    | 4 | 5     | 6   | 7    | 8 |
| Chase | your | tail |   | catch | the | ball |   |

Can you create one of your own? Don't forget those 8 steady beats to help keep you in time.

Now try clapping along to these word patterns or tapping your homemade instrument in time.

As always, if you record any of your music making this week, put it on ClassDojo. We'd love to see what you've been up to!

Have fun!

## Literacy:

### Musical Instrument Survey

Choose a range of instruments (from pics of instruments) and do a tally survey of 'which of these instruments would you want to play'.



Your table will look a like this:

| Instrument   | Tally |
|--|-------|
| <br>cow bell    |       |
| <br>drums     |       |
| <br>violin    |       |
| <br>saxophone |       |

Once you have completed your survey. We'd like you to write some sentences about your finding.

Here are some sentence starters to help you...

*Most people want to play...*

*Nobody wants to play...*


*Six people want to play...*

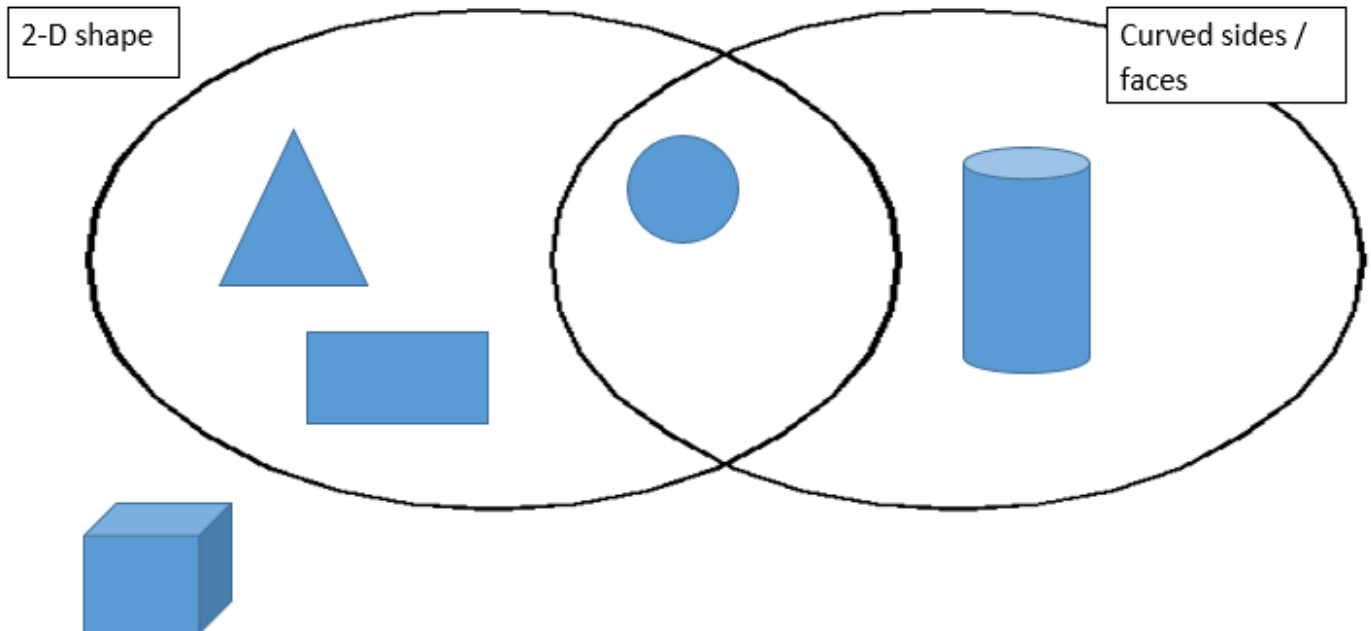
## Phonics:

Find a phonics game on topmarks that you'd like to play. You could try 'Find beginning letters with words and pictures' <http://www.scottle.edu.au/ec/viewing/L7860/index.html> which focuses on finding the same sounds in different words.

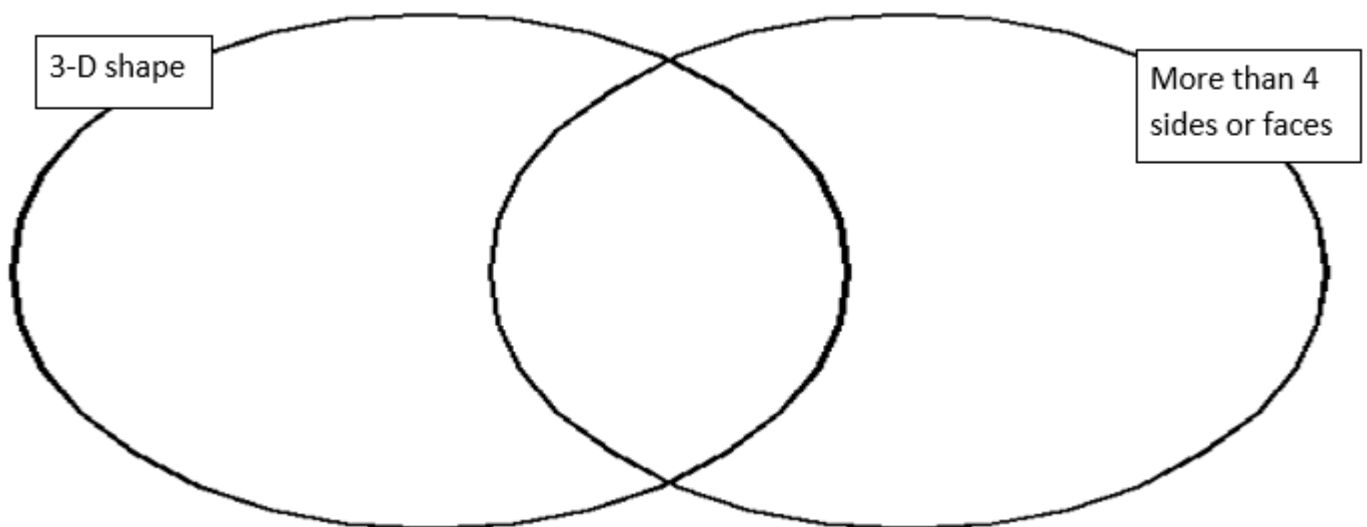
## Maths:


Venn diagrams are a useful way to think about and learn the properties of shapes. Below are a couple of examples and questions to get you started but you and your child could have lots of fun by drawing these diagrams outside in chalk, or arranging some sticks and sorting real life objects.

 This is an example of a Venn diagram. Talk about why each of these shapes is in each zone. Notice how the cube is outside the hoops because it is neither a 2-D shape or have curved sides or faces.



Your activity ...



 Where should these shapes go?

sphere, octagon, square based pyramid, triangle, cone, hexagon

  Can you make your own Venn diagram with your own labels?

Some examples of criteria are

- 2-D shapes
- 3-d shapes
- Curved sides or faces
- Straight sides or faces
- More than 4 corners/ vertices

## Design Technology:

Linked to our music work, over the next four days we will be making different types of instruments. Today we'd like you to make an instrument you can **tap**. This type is from the group of instruments called **percussion**. Below are some ideas to help you get started! Chopsticks, un-sharpened pencils, or wooden spoons held upside down all make good drumsticks.



This instrument uses two buttons or bottle tops glued inside the cardboard to tap together like castenets!