

Message from Mrs Eadie 11 January (WK1 - 2021)



Hello everyone,

Well, I never thought I would be writing to you again with our musical activities but there we are.... we never know what's round the corner! We are certainly being 'kept on our toes' aren't we?

Talking of 'keeping on your toes', I hope you're all managing to fit some dancing, and exercising into your daily routine. It's so different to last time in that the weather is so cold and dark Brrrrr! Mind you, there are opportunities to build snowmen and go sledging or sloshing around in slushy puddles..... great fun!

We are very fortunate that the Love Music Trust have once again done music lessons both for KS1 and KS2 as well as a Daily Big Sing! And we have Sing up's #feelgoodfifteen# to look forward to.

If you have any queries please don't hesitate to e-mail me at jeadie@mobberley.cheshire.sch.uk

LOVE MUSIC TRUST LESSONS

EYFS/KS1 <https://www.youtube.com/watch?v=pMs6-twyf1I&feature=youtu.be>

Here is the link for our first lesson which is all about trains. We are using trains to help us investigate the speed of the music. Can you hear the music as it gets faster and faster or slower and slower? The musical term for this is called **TEMPO**.



Down at the Station -

<https://www.bbc.co.uk/teach/school-ra...>

Train Coming -

<https://youtu.be/LK5i3rC15EM>

Orient Express - Philip Sparke - <https://youtu.be/9qWP5cMhvEw>

This piece of music is played by a band consisting of Brass, Woodwind and Percussion instruments.

When you listen to this piece can you identify any of the instruments and how they are used to sound like a train journey?

Listen to how the **TEMPO** changes as the train leaves the station, Can you identify the train **RHYTHM** played on the train?

Pacific 231 - Hohnegger - https://youtu.be/1xSAPzD79_I

Here we have an Orchestra playing this piece of music. Can you recognise any of these instruments?

Do you think the music sounds like a train journey? Can you explain your answer?

Try saying the rhythms from the 'Down at the Station' song along with this piece. Do they fit? Are there places in the music where they sound better than others?

I have attached a sheet with some instruments you might find in an orchestra. You can circle the ones you see in this piece of music or you can cut them out and make a poster. If you'd like to take a photograph of your work or video you can send it to me by email.

KS2 - <https://www.youtube.com/watch?v=H255F16evwY&feature=youtu.be>

Our lesson today is inspired by the sea. We are looking at a wonderful piece of music from an opera called 'Peter Grimes' by the English composer **BENJAMIN BRITTEN** Click on the link above to take you to Graham from the LMT introducing this.

At the end of this letter there is some more information about this piece and a challenge for you all!



The Love Music Trust songwriting competition

For all you budding composers, the LMT is delighted to announce the launch of their songwriting competition for pupils in Key Stage 2 (that's YR3-6) and Key Stage 3 (which is not us but you might have an older brother or sister who would like to have a go!)

If you are interested in finding out about this there's a helpful 'how to' video by Jay

Stannard who is a composer and musician. You may recognise him from previous LMT on line lessons!

<https://www.lovemusictrust.com/songwriting-competition>.



DAILY BIG SING



Here we are again with our fabulous Daily Big Sing. Victoria Palethorpe leads us through the week's singing. This week we are singing some well known and popular songs. Don't forget to get mums and dads up singing too! (Mrs Lambert this is for you!).

As usual we start with a warm up song to get our voices ready to learn a new song.

Monday	I gotta feelin'	https://youtu.be/VcGtHuTPdYU
Tuesday	Change your life	https://youtu.be/sbFuOZ214TE
Wednesday	These Days	https://youtu.be/QfO0qVmPs1U
Thursday	Never forget/Greatest Show	https://youtu.be/1vuNwe5PtU0
Friday	Happy	https://youtu.be/5hxn0jLiKY

SING UP <https://www.youtube.com/singup>

To help out our schools the Sing Up team are to be running live sessions on Tuesday mornings at 9am with a #feelgoodfifteen# minutes of singing and musical fun to wake you all up in readiness for a day of learning. Tune in on Tuesday 12th Jan @9am for the first of their weekly series of live sessions, run by a range of fabulous vocal leaders. You can access it either on the Sing up Youtube channel or their Singup at home channel <https://www.singup.org/singupathome> where they will live stream for anyone wanting to watch. Don't worry if you miss it as each video will be saved so you can catch up afterwards. Let's all enjoy the benefits of singing at home!

If you want to do a #feelgoodfifteen# every morning there are plenty of saved videos on their youtube channel. A great one for waking up the brain is called 'Mama don't allow' and it's a handclapping/body percussion song. Great!

Enjoy your week everyone, work hard and don't forget to SING!



Mrs Eadie 
11th January 2021



KS1

THE ORCHESTRA

Which instruments can you see in our listening piece today (Pacific 231 - Honegger)



KS2

**THE STORM from the opera 'PETER GRIMES' by English composer
BENJAMIN BRITTEN**

Benjamin Britten was an English composer who was born and lived in Suffolk in a town called Aldeburgh overlooking the sea where his fascination and inspiration for his music came from. He started composing as a child and by the age of 18 he'd written more than 700 pieces. He wrote the opera 'Peter Grimes' in 1945.

It's about a community struggling to make their living by the sea. Peter Grimes is a fisherman but the locals think of him as an outsider and don't trust him. The opera contains 4 sections called 'interludes' sandwiched in between the sung acts to build the drama and suspense of the story. They are all depicting the sea and are commonly known as the '**Sea Interludes**'. Of all Benjamin Britten's works, these 4 interludes are the most performed around the world. 'THE STORM' is just one of these interludes.

Listen out for The thunderous timpani and raging brass at the beginning as the storm swells. Can you hear the Rhythmic pattern that keeps returning? Try the rhythms you learned with Graham during this pattern. Do they fit?

What do you think is happening at sea when the harp begins to play? Does the piece get quieter/louder? (**DYNAMICS**), does it get faster/slower? (**TEMPO**),