

## Year 4 Topic Learning for week beginning: Monday 18<sup>th</sup> January 2021

### Information

Topic lessons time - 1  $\frac{1}{2}$  hours daily (or you may make this shorter if English/maths took you longer).

This week there are 3 science lessons planned for you to enjoy. I understand that these may be tricky to do at home, so just try your best.

I will attach any worksheets you need at the end of this document and alongside, on the website, there will be PowerPoints available.

Monday's lesson is repeated from last Friday, so if you already printed and completed this last week, you do not need to do it again. We know lots of us needed to still do this.

Resources needed for science this week if you have these available - please do not go out and get these, stay safe. It doesn't matter if you are not able to complete everything.

- Some recycling to create a junk modelled musical instrument (we will be doing this next week) but a heads up give you a good start at collecting things.

I would love to see a photo of your learning...perhaps you would like to send me a picture of your learning this week.

### P.E.

Make sure you get outside for exercise as much as possible.

Joe Wicks is back as the nation's PE teacher on Mondays, Wednesdays and Fridays. You can also try some more online video workouts.

### Lesson 1 - Monday - Science/DT Making Music

I am sure you will have great fun designing and making a musical instrument this week.

1. Begin by watching the PowerPoint attached.
2. Complete the Sound Q & A worksheet.  
As we are unable to move around the classroom asking others to share their knowledge, complete what you can of this. Use the sound Q & A word mat to help you. How many answers do you know now you are at the end of your topic? You can always ask google or back at the slides from our previous learning!
3. Design a musical instrument which you can make tomorrow afternoon. Can you design our instrument so it will make different sounds? How will your instrument be played? DO you remember the video links set last week for you to watch all about the different musical instruments? Here is the link again in case you would like to watch any of the videos again?

[Music / Science KS2: House of Sound - BBC Teach](#)

You will need to decide if your instrument will be tapped, shaken, plucked or blown. Are you going to base it on another instrument or are you going to invent a whole new instrument? I have included some ideas for instruments with your worksheets for today.

*For more information on this lesson and adult, background notes, this can be accessed at:*  
Access this lesson using pin code: **CJ6254**  
at [Twinkl Go](#)

## Lesson 2 -Tuesday - Science/DT

### To make a musical instrument and then evaluate this.

1. Today have loads of fun making your musical instrument you designed yesterday. Try to follow your instructions, but remember you may need to adapt these if you find a better way of doing something or if an idea does not work at first. Do you remember how we had to change our designs to make our Egyptian jewellery?
2. When you have made your musical instrument, complete the evaluation sheet. To help you with your write up on the science experiment worksheet, you may want to use some of these words:

Low pluck long high blow hard

Particles hit travel air quiet ear loud vibrate short play soft

Please do send me one photo of your finished instrument - I would love to see these. 😊

## Lesson 3 - Wednesday - Music

### Rhythm - crochets and quavers.

We have made a short video to help you with this lesson - the children in school have helped me to do this. The video will give you examples and tell you what to do. Watch this as step 3.

1. Can you keep a steady beat? You can try finding a piece of music to clap along to or challenge your family to clap a steady beat together. As a small group in school, we did this and you can see it in our video.
2. Watch the PowerPoint attached.
3. Do you remember how we used frogs and tadpoles to help us understand rhythm? Then we linked this to crochets and quavers.

frog is a crochet - 1 beat -



tadpole - quavers -  $\frac{1}{2}$  beat (together 1 beat) -



There is a photograph of these below.

4. Watch the video we have made for you.

5. Use the flash cards below to help you make your own rhythms below - or you can just write your own patterns. Try swapping the cards around & playing them in a different order.
6. Perhaps you can try playing some of the cards on an instrument if you have one at home or if you kept your straw reed from science last week, you could play some cards on this. Alternatively, you could use some plastic pots with pencils as beaters...make sure you ask first.

For a bit of fun, here is a link to an online piano you can have a play with online:

Access this game using pin code: **CJ5748**  
at [Twinkl Go](#)

---

### Lesson 4 -Thursday - Music Crotchets, quavers and rests

1. Begin by watching the PowerPoint attached for you.
2. A composer called Anna Meredith has composed a brilliant piece of music called 'Connect it'. You can listen to her talk about this and hear the piece of music by following this link below:  
  
[KS2: Anna Meredith - Connect It - BBC Teach](#)
3. Today, your music task is to compose your own piece of music. This is explained in the music video for today. We will begin the video by playing some more crotchets, quaver & rest rhythms...we are using resources in front of us such as chairs, tables and body percussion. Can you join in too?
4. Compose your piece of music using the worksheet below. We have included the grid our class made (but we used a repeat sign - you will not need to do this). We used different colours to show the rhythm and way of playing such as clapping, stamping etc.
5. See if you can have your composition written down on the worksheet (this is called a grid score) and perform your composition. Can you challenge all of your family to join in? Feel free to send me a photograph of your score and/or a video recording of a family performance.

---

### Fit Friday

Look out for a challenge from Mr. Brown too...this will keep you fit and you'll have fun. If you look on the school website under home learning, there is a section which says P.E. with Mrs Brown.

Please have a look there for some PE challenges.

## Monday's Science worksheets - x 3

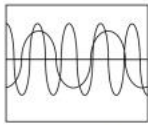
### Sound Q and A Word Mat



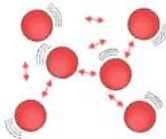
wave



particle



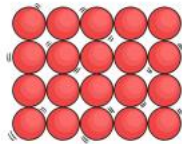
pitch



vibrations



quiet



solid

further

higher

lowest

soundproof

ears

bigger





Move around the classroom finding people to fill in the boxes. Use your knowledge and understanding of sound to help others complete the boxes on their sheets!

Q. When playing a guitar, the shorter the string, the _____ the sound is.	Q. Sound is caused by _____.	Q. Louder sounds are created by _____ vibrations.	Q. Sound travels as a _____.
A.	A.	A.	A.
Q. Sounds travel from a sound source through each _____ to our ears.	Q. _____ is a measure of how high or low a sound is.	Q. If you hit a drum softly, it will make a _____ sound.	Q. A sound will seem quieter as you move _____ away from its source.
A.	A.	A.	A.
Q. Sound travels faster through a _____ than it does through water or air.	Q. In order to stop sounds getting in or out of a room, you should _____ the room.	Q. On a set of pan pipes, the longest pipe will make the _____ sound.	Q. We hear sounds with our _____.
A.	A.	A.	A.



# Making Music



## Design and Create

What will you use to make your musical instrument? Draw or write a list of things you will need.

Draw a picture of how you think your musical instrument will look when it is finished. Label it to show what each part will be made from and how it will work.

How will you make high and low sounds on your musical instrument? Draw a picture or write about it.

How will you make loud and quiet sounds on your musical instrument? Draw a picture or write about it.

**Make your musical instrument!**

## Tuesday's Science worksheet - evaluation when instrument has been made:

### ► Test and Evaluate

Test your musical instrument out to see how well it works.

Has it turned out how you expected?

---

---

---

How did you solve any problems you had while making it?

---

---

---

Can you explain how you can hear different sounds from your musical instrument?  
Refer to vibrations, particles and your ear, as well as high, low, loud, and quiet sounds.

---

---

---

---

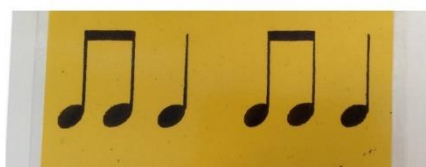
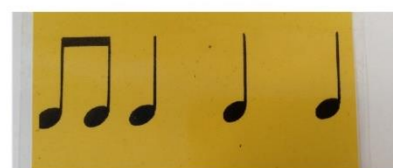
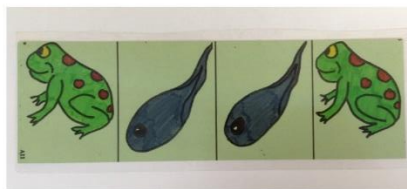
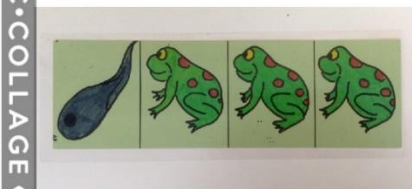
---

---

---

You may want to stick a photo of your musical instrument below.

Wednesday's music flashcards. Use these to make your own rhythms.



PIC•COLLAGE

PIC•COLLAGE



Body Percussion Composition

Before you begin this task, make sure you have watched the video clip we have made in school to help you.

1. You will need to use body percussion.
2. Each square is a beat and in this square you can have crochets, quavers or a rest (silence).
3. Make up a rhythm for each line which will be eight beats long.
4. Decide how you are going to play this - clapping, stamping, clicking etc. |
5. Your challenge is to put a movement to each sound.

1	2	3	4	5	6	7	8