

# Music Hub Activities Newsletter

Summer Term Week 9

## ALPHA

### Vangelis (Greek, born 1943)

(The Composer's full name is Evángelos Odýsséas Papathanassióu, but he is simply known as Vangelis)



Listen to Alpha by Vangelis now:

<https://www.youtube.com/watch?v=6h0CtsG4JpU>

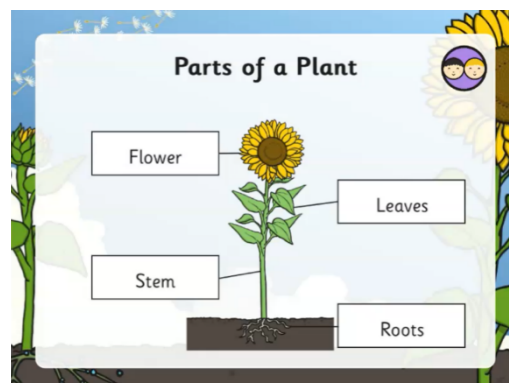
Key

1 & Key Stage 2

Stage

### Guided Listening Activity

Think about how a plant grows: It starts as a **seed**, then **roots** grow. Next a shoot pushes through the soil and becomes the **stem**. After a while some **leaves** grow. Soon a bud appears, which then blossoms into a glorious **sunflower**.



*Alpha*, the music you heard, is very similar to our little seed that developed into a sunflower.

### But how can music grow?

We can't see music, but we can hear it "grow". Our music begins with a short, simple **theme** that "grows" until it develops into a magnificent piece of music. The composer repeats the theme and each time, something new is added.

Listen again to this music and do the activities below:



[iowmusic.org](http://iowmusic.org)

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<https://www.youtube.com/watch?v=6h0CtsG4JpU>

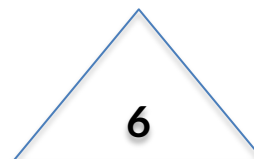
1. Think about how the music “grows” (how the theme is developed). What happens to the music overall - from when the theme is first heard in the beginning until the last sounds at the end?
2. Which graphic notation best matches the melody of the theme – Green, Yellow or Purple? Look carefully at the differences.



## Key Stage 2

### Guided Listening Activity continued...

3. How many times do you hear the theme in its original form? (- *exactly as it matches the graphic notation above.*)

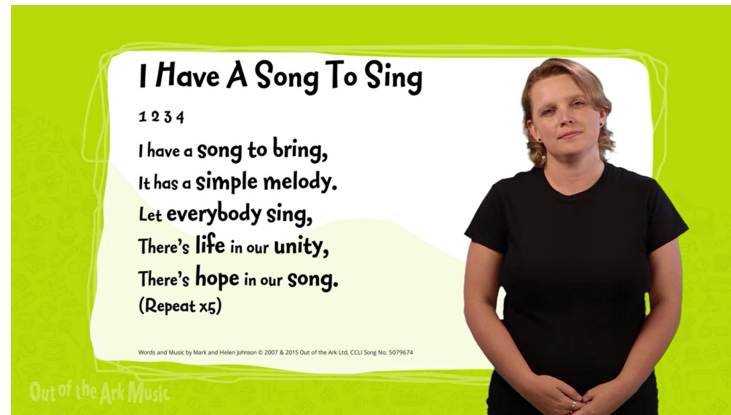


4. Do you think this music is an example of traditional music or electronic music?
5. Do you think the pictures in the  **YouTube** clip are a good choice for the music? Why?

# Key Stage 1 & Key Stage 2

## Practical Music Activity

Out of the Ark Music



Here is a very special song for you. It is called “**I Have A Song to Sing**”. This song has only **one** verse, but it is **repeated** 6 times. It starts with one singer and a simple accompaniment. As the song is repeated, it “**grows**” - a new layer of sound is **added** each time.

1. Listen to the song and follow the picture below. (Repeat 4 and Repeat 6 are sung and played higher.)
2. Now learn the song with the sign language. Sing it as many times as you like.

[https://www.youtube.com/watch?v=SB8MoU1zkwg&feature=emb\\_logo](https://www.youtube.com/watch?v=SB8MoU1zkwg&feature=emb_logo)

	1	2	3	4	5	6
Extra Sounds						
Low, long sounds						

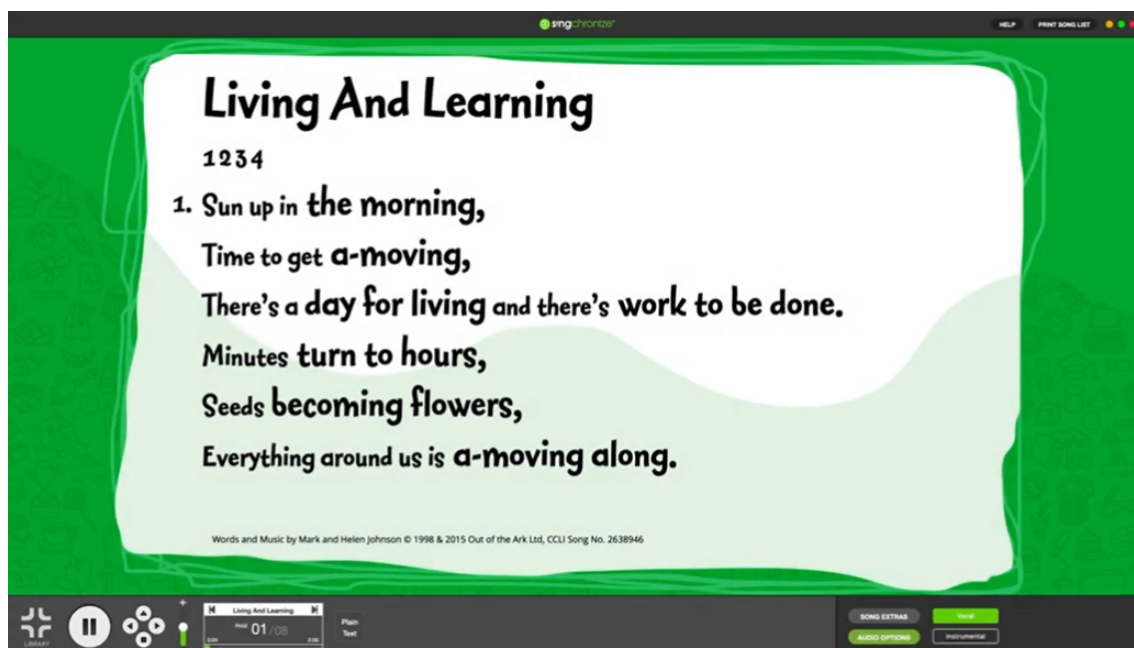
# Key Stage 2

## Practical Music Activity continued...

3. **Share it:** Sing the song to an adult only using the signs – do they understand what you are singing about?
4. **Explore the lyrics of I Have A Song to Sing:** *“Think about how we are all unique – for example, we all have our own ‘song’ – and when everybody sings, lives, breathes and offers a part of themselves as one, the effect is a fuller, more fruitful life of togetherness and positivity”* (Out of the Ark).
5. **Optional extra: Living and Learning** – *“a helpful song to reassure us that even in the current turmoil, and the challenges it brings, the earth keeps turning, the sun keeps rising and the rhythms of life keep moving along”* (Out of the Ark):

[https://www.youtube.com/watch?v=FOsX3VZrfL4&feature=emb\\_logo](https://www.youtube.com/watch?v=FOsX3VZrfL4&feature=emb_logo)

Out of the Ark Music



The screenshot shows a music player interface for the song "Living And Learning". The title is displayed in a large, bold, black font. Below the title, the lyrics are presented in a simple, black, sans-serif font. The lyrics are: "1. Sun up in the morning, Time to get a-moving, There's a day for living and there's work to be done. Minutes turn to hours, Seeds becoming flowers, Everything around us is a-moving along." The player interface includes a progress bar, a play/pause button, and a volume control icon. The background of the player is a vibrant green with a white, wavy shape behind the lyrics.

**Living And Learning**

1 2 3 4

1. Sun up in the morning,  
Time to get a-moving,  
There's a day for living and there's work to be done.  
Minutes turn to hours,  
Seeds becoming flowers,  
Everything around us is a-moving along.










Words and Music by Mark and Helen Johnson © 1998 & 2015 Out of the Ark Ltd, CCLI Song No. 2638946



# Key Stage 1

## Research Topic

When music “grows” or develops, it means that we change or add one or more of the **Elements of Music** in a piece. In a previous music newsletter you were introduced to the table below. Fill in the missing words. (Look at the pictures, or you may refer to a previous newsletter to help you.)

The Elements of Music		
PITCH	LOW or _____	
TEMPO	_____ or FAST	
DURATION	SHORT or _____	
DYNAMICS	_____ or QUIET	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">             LOUD         </div> <div style="border: 1px solid blue; padding: 5px; text-align: center;">             SOFT         </div> </div>
TEXTURE	THICK or _____ Lots of instruments or just one or two	<div style="display: flex; justify-content: space-around;">   </div>
TIMBRE	TONE COLOUR Which _____?	<div style="display: flex; justify-content: space-around;">   </div>
STRUCTURE	THE MUSICAL PLAN	V ___ (A) - Ch ___ (B) - Verse (A)

## Key Stage 2

### Year 3 & Year 4 Research Topic: How is sound produced?

Vangelis is known for composing music using computers and synthesizers. A synthesizer is an electronic device that makes and changes sounds. First, we must understand how sounds are produced.

Watch this teaching video: <https://www.youtube.com/watch?v=3-xKZKxXuu0> then make a sentence by completing the phrase in column A with a suitable phrase in column B:

COLUMN A	COLUMN B
Sound is produced...	it moves back and forth really fast.
When something vibrates...	these particles carry sound.
The part of my body that can sense vibrations...	something, somewhere is vibrating.
The air around us is made of air particles and...	the sound stops.
A sound wave is the path of vibrations...	when something vibrates.
If the vibrating object stops vibrating...	through the air.
When you hear a sound, you know that...	is my ear.

### Year 5 and Year 6 Research Topic: Electronic Music

To explore Electronic Music, you need to know how sound is produced. If you can't remember how sound is produced, watch the teaching video in the Year 3 & Year 4 Research Section above. After that, if you would like to, you may continue with this section as a challenge.

Vangelis is known for composing music using computers and synthesizers. A synthesizer is an electronic device that generates (makes) and manipulates (changes) sounds, *e.g. change the dynamics, add a delay, change the pitch, etc.* by turning a button.

Have a look at Blipblox. It is a simple synthesizer for children:

<https://www.youtube.com/watch?v=F59XGjJPI1o>

The pictures below show Vangelis in action. He uses keyboards, synthesizers and computers to help him create his music.



**iowmusic.org**

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The keyboards we play, produce sounds, but in general these sounds have been recorded and cannot be changed or manipulated. A sound module, like the Blipblox, is a synthesizer that generates and manipulates sounds. Some synthesizers may have a keyboard attached to it.

Click on the link and scroll down the webpage to see pictures of early synthesizers:

[https://kids.kiddle.co/Electronic\\_music#:~:text=%20Electronic%20music%20facts%20for%20kids%20%201.of%20WDR%2C%20Cologne%2C%20in%201991%20%20More%20](https://kids.kiddle.co/Electronic_music#:~:text=%20Electronic%20music%20facts%20for%20kids%20%201.of%20WDR%2C%20Cologne%2C%20in%201991%20%20More%20)

Read through the text from the above link and explain these terms:

- Synthesizer (synth)
- Electronic Music
- Acoustic Instruments
- Loop



**iowmusicub.org**

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# Key Stage 1 & 2

## Digital & Creative Music Making

Let's get creative. Click on the links below. You may choose which one you would like to explore.

Nickelodeon: music maker game.

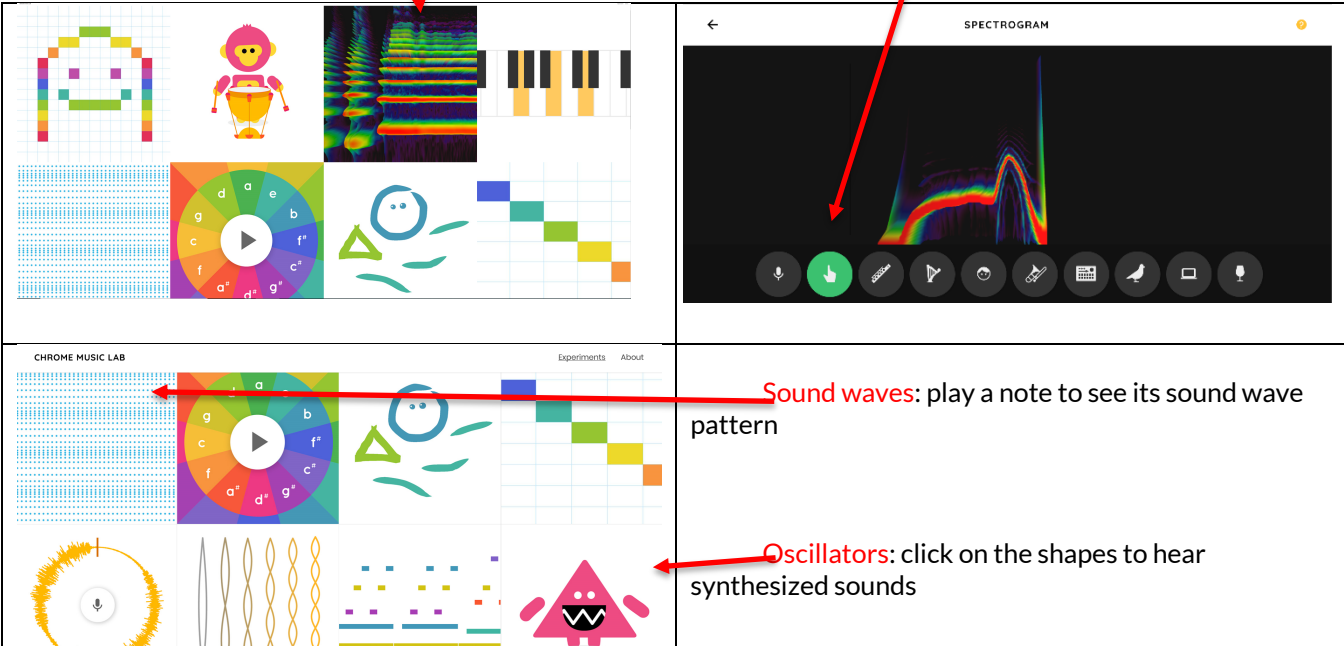
Drag the characters onto the pads. You can decide whether you want only a few, or all the characters playing music. Think about layers of sound (Texture).

<http://www.nick.co.uk/games/nickelodeon-music-maker/389w9w>

Chrome Lab: <https://musiclab.chromeexperiments.com/Experiments>

Year 1 - Year 4: Explore any picture square on the page

Year 5 & Year 6: Click on the **Picture** for the spectrogram and then the **finger**. Drag the finger across the black screen to hear synthesized sounds. Continue to explore the other sounds on this page, or go back to any of the pictures on the first page.



The image shows a screenshot of the Chrome Music Lab interface, divided into two main sections. The top section displays a grid of colorful icons representing different sound experiments, including a piano keyboard, a spectrogram, a character, and various waveforms. A red arrow points to the spectrogram icon. The bottom section shows a larger view of the interface with a red arrow pointing to a specific experiment. To the right of the interface, there are two text annotations with red arrows pointing to specific elements: "Sound waves: play a note to see its sound wave pattern" and "Oscillators: click on the shapes to hear synthesized sounds".



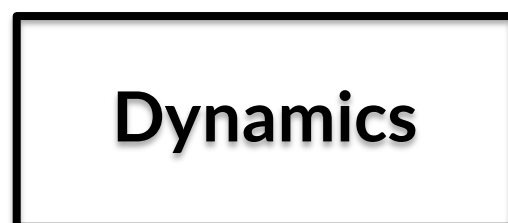
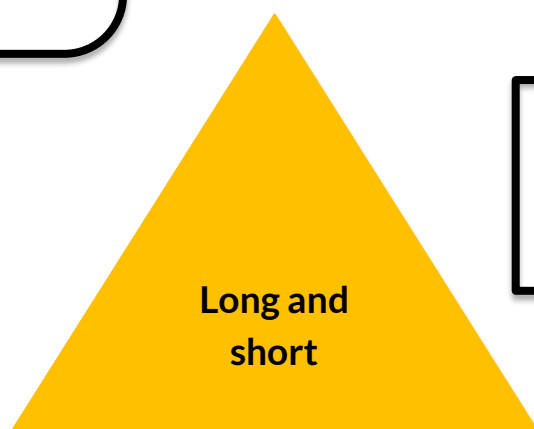
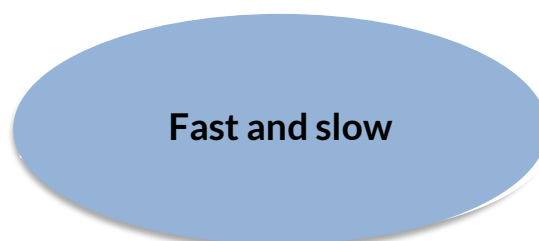
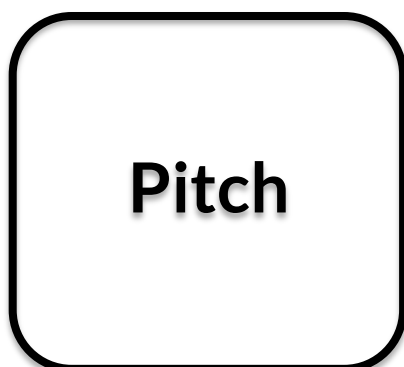
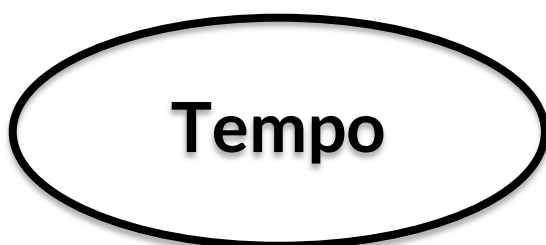
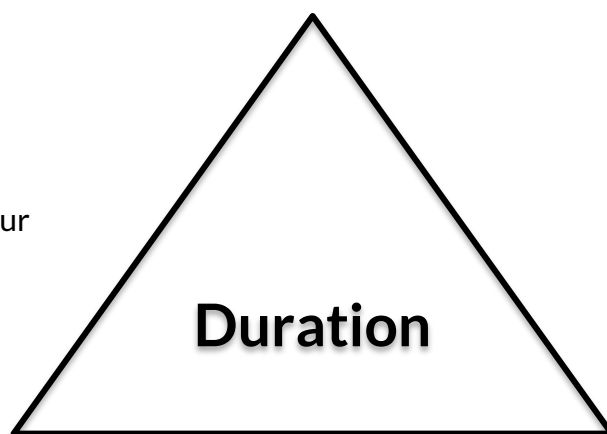
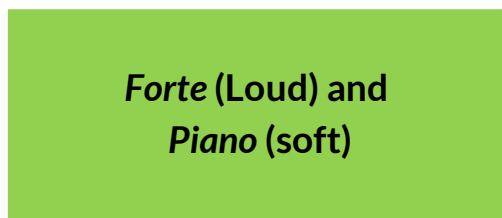
**iowmusicub.org**

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# Key Stage 1

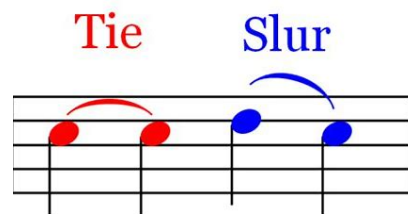
## Reading Music Activity

Colour in the Element of Music Shape in the same colour as its matching words.



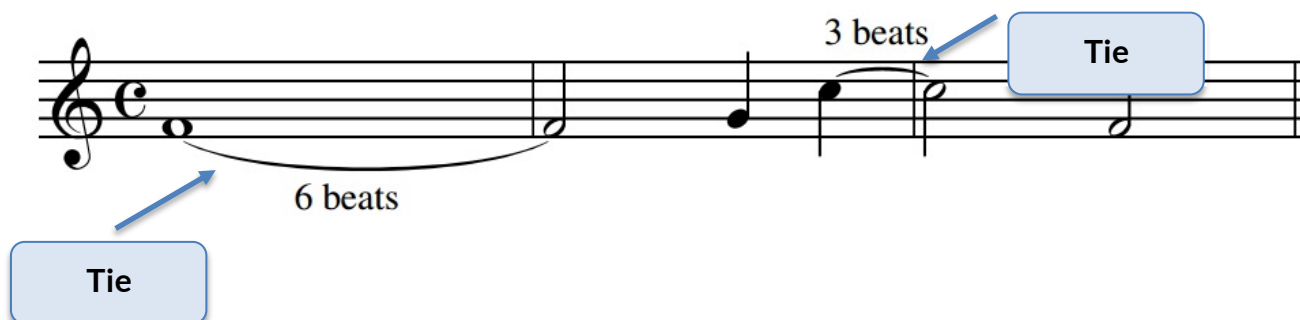
# Key Stage 2

## Reading Music Activity



### Tied Notes






Below is an example of tied notes. It looks like a smile and joins two notes together that have the **same pitch**, e.g. F must be tied to F. (Do not confuse this with a slur that joins two notes together of different pitch, e.g. F and G). The tie means that the first note is held on longer.



In the picture above, the first **note F** has the value of 4 beats, and the second **note F** has the value of 2 beats. Since they are tied, we say  $4 + 2 = 6$ . Therefore, we play and hold note F for 6 counts. We do not play the second note F again.

The next tie is on two note C's. The first C is 1 beat, and the second C is 2 beats; Therefore, we play and hold note C for 3 beats. ( $1 + 2 = 3$ ).

Work out the value of the tied notes below. Write the number value in the space. The first one has been done for you.

a)  Is equal to	1 ½
b)  Is equal to	
c)  Is equal to	
d)  Is equal to	
e)  Is equal to	



Q: What happens when you play Beethoven backwards?

A: He decomposes.