

Free musical links for schools to share - 2.

If you are commemorating VE Day on Friday 8th May, then Take You Home will help you reflect on the impact that leaving, missing and coming home had on those who served and their loved ones. However, if you prefer something else try I am a Robot or Spooky World.
<https://www.bbc.co.uk/teach/bring-the-noise/eyfs-ks1-music-play-it-bring-the-noise/z4sq92p>



This lively song from Sing Up celebrates the importance and diversity of families. The song is also signed, using Makaton signing.

<https://singup.cmail19.com/t/d-l-mikjutt-zhjtuztr-y/>



Escape from the danger of a Bare Mountain, take a journey in a train through Brazil's countryside, or meet Doctor Who. All are possible in this accessible series of short excerpts from BBC's Ten Pieces. Suitable for Key Stage 2 particularly.

<https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3>

Garage Band. In this app for Apple devices, play all those instruments virtually that you wished you played in real life. Add layers of sound, record and be creative. Most suitable for upper key stage 2. To find out more watch this you tube clip. <https://www.youtube.com/watch?v=CFIcLTqzIR8>



If you have ever wanted to be in charge of a group of musicians, then now is your chance! Drag the icons onto the characters to make them sing. For ages 5 – 11. Further ideas below the link:

<https://www.incredibox.com/demo/>

1 - Build a symmetrical piece. Start with one performer, add the next and continue until there are no more empty silhouettes. Now mute each person one at a time in the same order until you end with the sound you started with.

2 - Listen to all the sounds - can you find some that are soft/loud/long/short. Try mixing different types of sounds to make an interesting piece

3 - Changes in texture. Listen to one sound by itself. Now add another, then another until there are no more empty silhouettes . What happens to the sound? Experiment with muting some performers and then letting them sound again.



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