

IAL: how to make a musical instrument

Create and design your own musical instrument.

You have been learning all about sound.



Now, you are going to use your knowledge and understanding of sound, including pitch and loudness, to design and create a musical instrument.

Your musical instrument should be able to make high, low, loud and quiet sounds.

Use junk modelling items to create your instrument. It could be a string, wind or percussion instrument.

Watch this link about a band who make their instruments from rubbish!

<https://www.bbc.co.uk/bitesize/clips/z32qxn>

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

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

Explain how you will make high and low sounds on your musical instruments. Draw or write about it.

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

Make your instrument!

Test and evaluate your instrument.

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 instrument? Use the word bank to help you write about your instrument. You can add a photo of your instrument too.

vibrations

ear

high

low

loud

quiet

pitch

volume

To continue your learning:

- Can you identify the instruments in this [clip](#)?
- Test your science skills with this game: <https://totaldarkness.sciencemuseum.org.uk/>

IAL: to know the colours in French

Use these websites to support your learning:

<https://agreenmouse.com/learn-colours-in-french-with-trucks-and-flowers/>

In French, when you describe the colour of an object, you put the colour **after** the noun.

For example:

the black cat = le chat noir

The spelling of the colour also changes if the noun is feminine (has *la* in front of it) or it is plural (has *les* in front of it). This is called **agreement**.

For example:

the green chair = la chaise verte (add e to the adjective)

the brown dogs = les chiens blancs (add s to the adjective)

Match the colours to their French names.



rouge blanc noir vert bleu violet rose rouge marron jaune gris



Complete the table with the adjective agreements.

Colour (le couleur)	masculine (le)		feminine (la)	
	singular	plural (les)	singular	plural (les)
	rouge		rouge	
		bleus		bleues
	blanc		blanche	
		verts	verte	
				grises
			violette	
	noir			
	jaune		jaune	

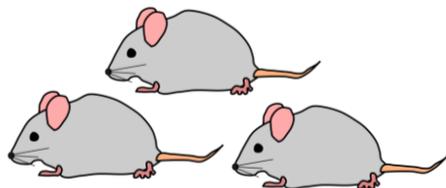
orange and marron always stay the same!

Use the completed table to complete these phrases. The colour of *les* shows its gender (masculine or feminine).



the red flower = **la** fleur _____

the green eyes = **les** yeux _____



the grey mice = **les** souris _____



the blue and orange parrot = **le** perroquet _____ et _____

the purple car = **la** voiture _____



Links to extend your learning:

<https://www.helpfulgames.com/subjects/french/317-colors-in-french.html>

<https://www.digitaldialects.com/French/Colour.htm>

IAL: why baptism is significant to Christians

Find out more about baptism at these links:

<https://www.bbc.co.uk/bitesize/clips/zxd2hyc>

<https://www.bbc.co.uk/programmes/p02mwy4d>

http://www.stjosephsharrogate.org.uk/baptism_fact_sheet.pdf

Explore the significance of baptism and what it means to Christians.

Baptism is an initiation ceremony. It symbolises that a person (sometimes an infant or an adult) belongs to the Christian family, the Church. It is a sign they belong to Christ, hence why it is sometimes called a Christening. Watch these videos about the different types of baptism in Christianity. While you watch, note the main features of the ceremonies and any symbols you spot in the words or pictures.

Infant BaptismConfirmationBeliever's/Adult Baptism

What do you think the symbolism (meaning) of water is in baptism? Discuss your ideas with someone and/or note your ideas down below.



Bible verses about Baptism:

Matthew 3:4-6

⁴Now John wore a garment of camel's hair and a leather belt around his waist, and his food was locusts and wild honey. ⁵Then Jerusalem and all Judea and all the region about the Jordan were going out to him, ⁶and they were baptized by him in the river Jordan, confessing their sins.

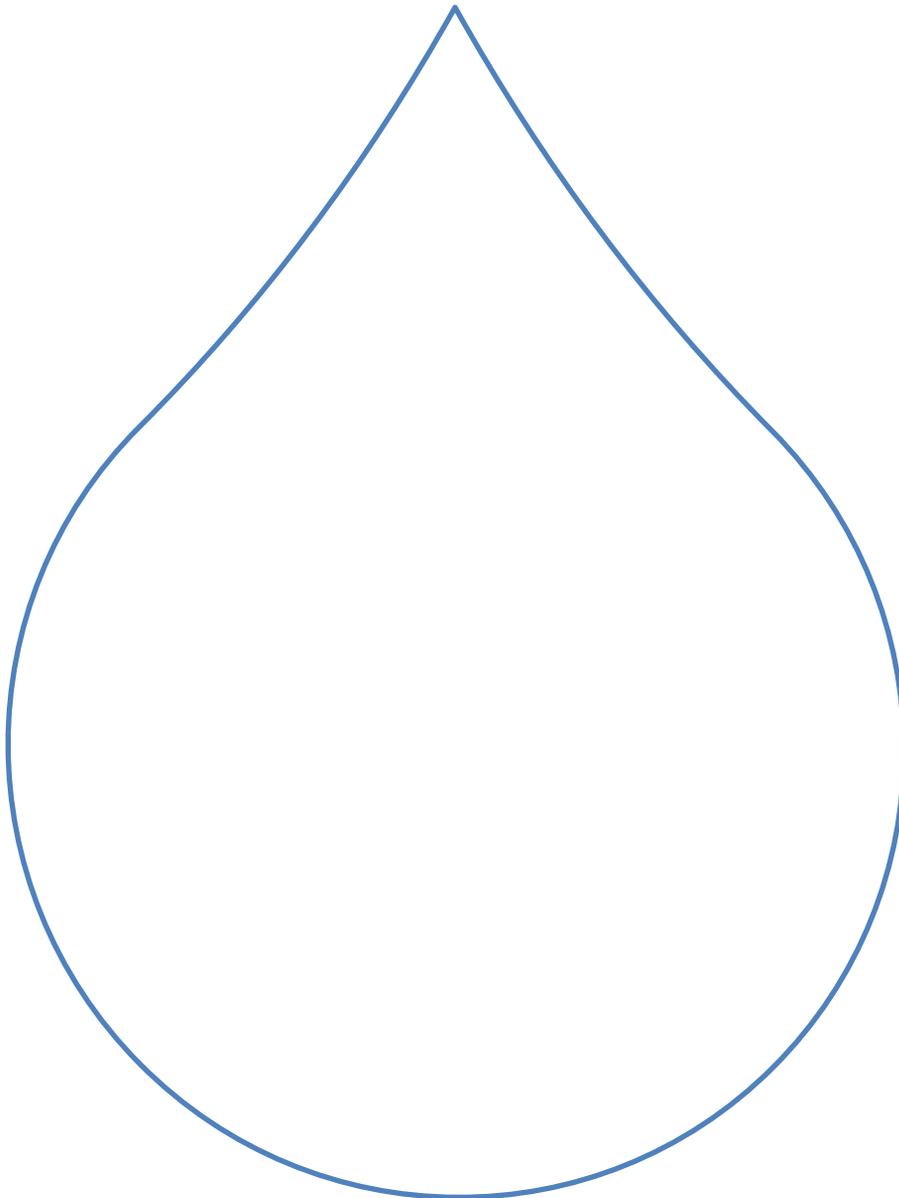
Acts 9: 17-19

And laying his hands on him he said, "Brother Saul, the Lord Jesus who appeared to you on the road by which you came has sent me so that you may regain your sight and be filled with the Holy Spirit." ¹⁸And immediately something like scales fell from his eyes, and he regained his sight. Then he rose and was baptized; ¹⁹and taking food, he was strengthened.

Christians often think of baptism as a fresh start, and even being 'born again'.

Consider if you could have a fresh start in your life. What would you want to change about your behaviour and attitude to life?

Create a picture, poem or piece of writing in this raindrop shape explaining how you would like to be if you could have a fresh start like Christians believe baptism gives them.



Christians believe that the Believer's Baptism (which is done as an adult) is a commitment to the Christian faith and Church. It is a promise to live a better life after a fresh start, an opportunity.

Your piece of work about fresh starts could be like your promise to yourself.

Think about the communities you belong to: your family, your school, scouts, guides etc. What shows your commitment to these communities? Do you have responsibilities to these groups? What about benefits? Discuss them with someone. How can you help to fulfil your commitments?