

## **Music Activity: Share a song, Simple Act #14**

### **Who's it for?**

KS1 & KS2 (11 yrs and under)/ All ages

### **What's it about?**

Key words & themes in this activity include: sharing different cultures/ sharing and celebrating different interests/ gaining better understanding of others/ learning through the arts/ music & song

### **You will need:**

A selection of different songs/ squeaky clean ears for listening / a good pair of lungs (for some singing) (optional: instruments/ percussion - or why not try your hand (get it) at some body percussion!)

Find out more via [Simple Acts](#)

**And remember that you have now completed a Simple Act! Let everyone know and join the Simple Activists movement to celebrate refugee contributions and support refugees and migrants in the UK! [Share your contributions & achievements here!](#)**

**You can also tell us how you got on via [Traces Tumblr](#) and on social media (remember to use hashtags #tracesproject #RefugeeWeek #SimpleActs #RefugeesContribute)**

## **Music Activity: Record a journey in soundscapes**

### **Who's it for?**

KS3 & KS4 (12 yrs+)/ All ages with some guidance!

### **What's it about?**

Key words & themes in this activity include: music/ personal soundtracks/ personal stories/ sharing and celebrating different perspectives and journeys/ learning through the arts/ music & song

### **You will need:**

Squeaky clean ears for listening / paper/ pencils/ pens/ post-it notes/ pieces of A1 /A2 paper (optional: instruments/ percussion/ your unique voice)

We hope you enjoy this one!

**Take a notebook or a pad of post-its with you on your way to school or up your street, and jot down all the sounds you hear along the way. Keep them in order!**

Do you hear one sound at a time, or do you sometimes hear many sounds all at once? It might be a bit like a score of music with lots of different sections for different instruments or choir parts.

For example, you might jump on a bus for part of your journey and notice how much louder it is and how many more noises there are. You might notice the bus conductor announcements and the different voices (and languages!) being spoken on the bus.

Perhaps you also hear the creaks in the seats, the wind coming in through the window, the whirl of the bus engine and the bells of the bikes going past you. This might get complicated! But it is up to you how much you decide to record. Perhaps you decide to focus on one type of sound, for example sounds of nature, or the people you cross paths with.

**Take a piece of paper and draw a straight horizontal line from left to right. Now lay out all of the notes that you have made in order and map them out on the line. Draw as many horizontal lines above and below as you like, if you would like to separate certain noises.**

**Share and compare with your friends.**

**If you are feeling really clever why not use music, instruments, percussion and voice to represent the soundscape that you have created.**

## **Music Activity: Find a song that shows how important diversity in our arts and culture is**

### **Who's it for?**

KS3 & KS4 (12 yrs+)

### **What's it about?**

Key words & themes in this activity include: music/ personal soundtracks/ personal stories/ sharing and celebrating different perspectives and journeys/ learning through the arts/ music & song

### **You will need:**

Squeaky clean ears for listening / music/ internet for research/ CD Player/ computer and speakers (optional: projector and screen for music videos)

***“We were the same age, went to the same schools growing up. I was also living in Acton at the time. So I was living in Acton looking for my cousin missing in action.”***

~ M.I.A on the origins of her performance name, from her book 'Arulpragasam' (2012)

In 2012, a US academic called J. Gentry founded a course called ['Music & Politics: From Mozart to M.I.A.'](#) Gentry felt that music has a role in reflecting and communicating the political debates of its time. For example, M.I.A uses her music to talk about oppression, inequality, power struggles and human rights.

What are the benefits of music for you? What are common things that come up in your favourite songs? Do you notice the lyrics in your favourite songs, or is it the melody that you enjoy?

How might learning about someone's experience through a song be different to reading about it in the news, or in a discussion with a friend?

**You could connect this learning activity to [Simple Act # 14: Share a Song](#) (See also 'Music Activity: Share A Song, Simple Act #14')**