



# Sandgate Primary School

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Headteacher: **Mr M Green**

4<sup>th</sup> June 2019

Dear Parents/Carers,

On Wednesday 26<sup>th</sup> June, we will be hosting our next whole-school writing event, in which the whole school will use the same stimulus from which to generate a piece of writing. It's a great opportunity for children to write anything from a story to a non-chronological report and using the same resource across the whole school allows for fantastic collaborative opportunities.

For this particular event, we would be delighted if you would join us in school between 9.00 and 10.00am on 26<sup>th</sup> June to begin to write with your child/children. This is a great opportunity for children to see that we're all writers, and for you to work alongside them. If you're unable to make it on the day, you might wish to have a look at the resource beforehand and perhaps begin to work on something at home, ready to send into school with your child on the 26<sup>th</sup> June.

Following your feedback on our last event, we are hoping to be able to host this event outside. This means that if you have more than one child at the school, there is greater flexibility to work with them. We will also be introducing the resource to children before you visit so that you can spend your time working with them on a first draft, rather than just planning.

Our main hall will be available from 8.30am with tea and coffee so that you can drop your child off and then come straight in, and we are then hoping to be able to host the rest of the event outside.

Direct link to YouTube: [https://www.youtube.com/watch?v=cIk-Kxw\\_7Kc](https://www.youtube.com/watch?v=cIk-Kxw_7Kc)

Please see the back of this letter for more information on the resource.

We look forward to seeing you,

Yours sincerely

A handwritten signature in black ink, appearing to read 'Mr J Evans'.

Mr J Evans  
Deputy Headteacher / English Leader

### Useful questions to ask when introducing the resource:

- If this soundtrack had a title, what would it be?
- What do you think this piece is about?
- How does the music make you feel?
- Do you have different feelings at different points in the music?
- Why are some parts faster and some parts slower (tempo)?
- How many instruments do you think were used to create this piece?
- Which instrument would you most like to play?
- What is the man at the front doing?
- If this music were describing something in your life, what would it be?
- If this music were telling a story, what sort of story might it be?
- What would you call a group of [violin] players?
- Why is it titled 'Time'?
- Now that you know it's called 'Time', how does it make you feel?

### Useful vocabulary:

- Useful musical terminology: beat/pulse [regular pattern within bar or measure], chord [two or more notes sounding simultaneously], crescendo [growing/swelling or becoming louder], ensemble [group of musicians playing together], melody [succession of musical sounds], pitch [how high or low the sound is].
- Adjectives: dramatic, thunderous, soft, angry, tumultuous, captivating, rapture, rapturous, enigmatic, stupendous, elated, melodious, poignant, bold.
- Verbs: representing, inspiring, connecting, creating, performing, intertwining, releasing.

### Useful writing ideas:

- **Explanation texts:** Explain [how an orchestra is organised, how time travel could work, who invented the modern clock, why digital times are used].
- **Instructions:** Write instructions for how to [play the piano/electric guitar, how to read the time, relax at the end of the day, motivate yourself to do something important].
- **Non-chronological (information) report:** Write a non-chronological report about [an instrument, a family of instruments, a musician/composer/band, music venues/festivals, something that the music makes you think about, Hans Zimmer, facts about time].
- **Recount texts:** Recount [a time that you have seen music performed live, a time when you have felt happy/angry/sad, something dramatic has happened, an event that the music reminds you of, an event when time has gone slowly/quickly].
- **Persuasion texts:** Write a persuasive piece to get people to [listen to the track, play an instrument, go to see an orchestra, why music is so important, wear a watch].
- **Discussion texts:** Write a discussion about whether [music is more important than sport/television, orchestras are outdated, all children should learn to play an instrument].
- **Stories:** Write a story about [something that you think about when you listen to the music, a narrative linked to 'Time', going back in time, going forward in time, time slowing down/speeding up].
- **Poems:** Write a poem about [time, changing moods, going slower or faster].

### Other useful resources:

- Picture book link: 'The Clock Struck One' by Trudy Harris
- Music:  
Interstellar film theme - <https://www.youtube.com/watch?v=UDVtMYqUAYw&feature=youtu.be>  
Pirates of the Caribbean film theme - <https://www.youtube.com/watch?v=K3pU67zxPOM>
- Video: Hans Zimmer Inception Suite - <https://www.youtube.com/watch?v=AMVAKNaQvEc>