



30 mins

Objective and Musical Focus:

Listen carefully;
Distinguish sounds;
Compare Sounds;
Evaluate sounds;
Understand silence

Instruments?

No

Accessibility:

Suitable for Vision,
Motor, Hearing and
Cognitive
impairments with
minor adaptation.

1. What is Noise?

But first - what is silence? Encourage the class to close their eyes for 30 seconds and not make a sound. Really listen. Was there silence? If not, what could they hear?

Listen to the song *Bring the Noise Theme* and let the children move and respond freely to the music.

Ask the question, 'What is noise?'

- Discuss with the children noises they like and noises they don't like.
- What do we use to hear noise? Why are our ears so important? What might it be like for people who cannot hear?
- Why is it important to listen?

Activity: Identifying sounds

Sound and noise is everywhere! Go on a sound walk around your setting. What can you hear?

Alternatively, look at the *Sonic Explorers* suite of videos. Watch an episode with the children, and discuss what sounds J could hear in the episode.

Invite the children to do this activity at home and listen for sounds inside and outside their home.





2. How Can We Make Noise?



30 mins

Objective and Musical Focus:

Listen attentively;
Invent body percussion sounds;
Compare and evaluate

Instruments?

No

Accessibility:

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.

Sit the children in a circle. Say to them: ‘Music is noisy! In order for us to know when to play and when to be silent we need signs that everyone understands.’

Introduce a ‘Stop’ gesture (hands up in front of you) and remind everyone this sign means silence. This may need to be practised a few times!

Ask the question, ‘What sounds can you make just using your hands?’

Give the children a couple of minutes to have a go. (It will be noisy, so make sure they know your ‘Stop’ gesture!)

Listen to some of the children’s ideas.

Some examples might be:

- Slap/tap on your thighs or knees
- Snap/click your fingers
- Clap your hands
- ‘Pop’ your finger out of the corner of your mouth

Ask the question, ‘What sounds can you make using your feet?’

As before, after a few minutes of experimenting, stop the children and listen to their ideas.

Some examples:

- Stamp/tap your feet
- Shuffle your feet

Ask the question, ‘What sounds can you make using your mouth?’

Once more with feeling! Some ideas might be:

- Glissando (sliding up/down over a number of notes)
- Clicking your tongue
- Patting your lips together

Follow the leader

- Start the game by patting a steady pulse on your knees, and encourage the children to copy you
- Once everyone is following, change the action to one of the sounds used earlier in the activity
- Keep changing sounds, then ask one of the children to become the leader



3. Sound Hunt



30 mins

Objective and Musical Focus:

Listen attentively;
Sounds in the environment

Instruments?

No traditional instruments

Accessibility:

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.



The *Sonic Explorers* video series is full of examples of where to find sounds out and about.

Exciting sounds can be made from natural materials and every day articles found in both the indoor and outdoor environment. Encourage the children to look for new sounds and materials.

Seat the children in a circle and have a selection of found sounds in the centre. For a more 'hands on' approach, you could have a variety of items on each table and allow the children to explore the sounds individually or with a partner.

Ask: 'What is the object made from? Will it make a sound? Can you make more than one sound?'

Some example locations and items are:

In a Classroom	At Home	Out in Nature
<ul style="list-style-type: none"> • Different types of paper • Cardboard boxes • Pencils • Pencil pots • Paint pots (empty!) • Cups of water and straw (to blow bubbles) 	<ul style="list-style-type: none"> • Bottle tops • Plastic food tubs • Plastic bottles (to blow across or fill as a shaker) • Pans • Spoons (wood and metal) • Comb and greaseproof paper 	<ul style="list-style-type: none"> • Seeds • Shells • Pebbles • Larger rocks • Gravel • Sticks • Plant pots • Crunchy leaves

With the spread of sounds available, clap a simple rhythm for the class to follow on their own makeshift instruments.

You can watch the 'Teaching Rhythms' video in the Teacher Techniques section on the website for additional advice on directing the class to play in rhythm together.



30 mins

Objective and Musical Focus:

Listen carefully;
Identifying instruments

Instruments?

Yes

Accessibility:

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.

4. Classroom Percussion

This lesson contains a set of smaller activities, requiring a range of instruments, which can be toned (capable of playing different ‘notes’) or untuned (playing a single note, often percussion).

1. Determining categories

Work with the children to determine what properties each instrument has:

- What material are the instruments? (e.g. wood, metal, plastic)
- How do you play the instrument? (e.g. shake, tap, blow)

2. Hoop Jumper

- Place several empty PE hoops in the middle of the room and give everyone an instrument
- Decide on the criteria for each hoop, write it down and place in the allotted hoop (e.g. percussion/shake/metal)
- Choose one person to be in the middle who will step in and out of the different hoops. If they are standing in the ‘shake’ hoop, the shaker instruments must play; if standing in the ‘metal’ hoop, the metal instruments play and so on. Some instruments can fulfil multiple categories!
- If they have feet in 2 different hoops then both sets of instruments must play
- If they aren’t standing in a hoop, that means silence
- Invent ways of showing how to play quietly (e.g. crouch down), loudly, quickly, slowly etc

3. Magic Bag

- Fill a bag with different objects that make a sound (they don’t have to be instruments) and play one at a time. The children have to identify the sound without seeing it
- Metal or Wood – choose two instruments, one metal and one wooden. Show the children the instruments and how to play them. Once the children are familiar with the sound, hide the instruments then ask them to say which family of instruments you are playing
- Choose different combinations of instruments e.g.



metal/wood; blow/bang; jingle/tap; shake/scrape – any combination works!

- Encourage the children to play the instruments in different ways, loud and quiet; fast and slow
- Play more than one instrument at a time. Which is the first to stop playing?

4. Copy Cats

Set up two sets of instruments of contrasting sounds. The sets should be identical. One set of instruments should be hidden from view.

Split the class into pairs of 'cats'. 'Cat One' is hidden and makes a sound on one of the instruments. 'Cat Two' copies the sound by choosing the correct instrument and playing it in a similar way.

Extension: Encourage the 'cats' to play short rhythm patterns, different dynamic contrasts, and tempos (speed). Also introduce instruments which are very alike in sound or pitch.

5. Follow the Puppet

Introduce two different puppets: When each of the puppets indicates, the children must play their instrument; when the puppets are hidden behind your back, they must stop playing.

You can use the two puppets in a number of ways, for example:

- Puppet 1 indicates play loudly and puppet 2 indicates play quietly
- Puppet 1 indicates only sounds made by shaking, puppet 2 indicates only sounds made by tapping
- Puppet 1 indicates just metal sounds to play, puppet 2 indicates just wooden sounds to play

You can invent many other different ways! Teacher directs the puppets to start with then let the children have a go. Remember, puppets behind your back means silence!



30 mins

Objective and Musical Focus:

Rhythm, using instruments to create sounds and moving to music.

Instruments?

Yes, untuned percussion, or Activity 3's found sounds

Accessibility:

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.



The *Bring the Noise: Play It!* interactive tool lets you play our suite of songs.

5. Music Out of Noise

Seat the children in a circle and start a discussion about what they know about music:

- What is music?
- What music do you like?
- Where can you listen to music?
- Why is some music loud/quiet; fast/slow?
- How can music make us feel (sad, happy, excited etc.)?

Here are some ideas to make music using some of the sounds the children have discovered. Encourage the children to jam along with 'Bring the Noise!'

Follow the Conductor

Listen to *Bring the Noise*.

The leader indicates when the class is to play (by indicating with their hand, palm up) and when the children are to 'stop' (indicate hand in 'stop' position).

It is a good idea to practise stopping and starting a few times before you play along with the song and, particularly at first, to encourage the children when they stop playing to put down their sounds/instruments so they don't make a sound!

You could also use a puppet to indicate when the children are to stop and start (as in Activity 4's Follow the Puppet).

Once the class have the idea, try stopping and starting different groups of children or individuals. You could also try grouping children by the type of sound their instrument makes, or how its played.

Try stopping and starting the different sections at different times.

Each time you hear 'Bring the Noise!', encourage the children to make the rhythm on their instruments (or chosen sound source) and say the words out loud!



Curriculum Links

Communication and
Language (Listening and
Attention, Understanding)

Physical (Moving and
Handling)

PSED (self-confidence &
self-awareness, managing
feelings)

Mathematical (sorting)

Understanding of
the World (people,
environment, materials)

Expressive arts and design
(Exploring, imagination)

Follow the Leader

Listen to *Bring the Noise*.

The teacher acts as the 'leader' by making one body sound (e.g. tapping fingers) and the children join in by copying the leader. The leader then changes the sound (e.g. stamping feet) and the children change their sound to match.

Keep this up throughout the song. Each time you hear 'Bring the Noise', encourage the children to clap the rhythm and say the words out loud! Once the class have learned the game, encourage different children to become the leader.

Bring the Noise as a campaign features a wide range of different songs. You can use these songs, plus any you already use in class to foster further discussions about music:

- Play, dance and sing along to a wide variety of different pieces of music
- Highlight different piece of music every day
- Let the children paint and create whilst listening to different pieces of music
- Add relevant music to fit with the theme of the role play area
- Make a classroom display about sound and music

Singing is also a topic of discussion:

- Do you like singing?
- Where do people sing? Where do YOU sing?
- Why do people sing?
- What is your favourite song?

Make a 'Class Song Box'

Make song selection for the children special by decorating a box that contains the children's song suggestions.

Take suggestions for songs from the class and write them down on strips of paper. Put them all in the box and each day invite children in the group to 'lucky dip' a song from the box to play and sing to during class.

Make the box feel special and personal by letting the children decorate the box themselves.