



10–12 mins

Objective and Musical Focus

Pulse; Rhythm;
Playing as an ensemble.

Instruments?

Unpitched percussion,
body percussion
optional

Accessibility

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



If you can't think of a rhythm, try choosing one instrument from a particular family and turn that instrument name into a rhythm.

1. Warm up Activity

Missing Instruments

'Missing Instruments' is a great game to encourage listening as well as giving the children the opportunity to explore making and identifying sounds with unpitched percussion instruments. If you don't have any instruments available, the game can be played using body percussion sounds.

You can watch this activity demonstrated in the Teacher Techniques video collection.

Before the game can begin you will need to give everybody an instrument, (or two children sharing one instrument) and split your class up into instrument family groups.

For example, all the wooden instruments would sit together, all the drums together, all the shakers together and so on. Six or fewer groups are recommended for this activity.

You can group the class by body percussion sounds if necessary – the stomping section, the clapping section and so on.

Teach each instrument section a different rhythm. These rhythms should be short and simple. When teaching the rhythms, use the say-clap-play approach. This means getting the children to speak the rhythm out loud, then clap it and finally play the rhythm on their instruments.

Once you have taught all rhythms to each section individually, try putting the sections together so they are playing at the same time. Count the children in confidently, '1, 2, 3, 4', and to a regular and steady pulse.

To start the game, pick one person to be 'the detective', and they must leave the room for a short while. The teacher then chooses one instrument group who are not allowed to play for this round.



The detective re-enters the room but turns away from the ensemble so they cannot see who is/isn't playing their instruments.

The teacher then counts the ensemble in '1, 2, 3, 4' and the children play their rhythms. However, one section chosen earlier is not playing and it is the detective's job to use their listening skills to work out which group/section is missing.

After a few attempts, invite a child to do the counting in.

2. Song: *Bring the Noise Theme*



10–12 mins



Listen to the *Bring the Noise Theme* song.

Teach your class the following section from the track:

**You know what time it is
If not I'll tell you so.
Bring the noise! Bring the noise!
C'mon and feel the beat,
To make you stamp your feet.
Bring the noise! Bring the noise!**

**Laaa La-la, La-la-la, La-la-la
Laaa La-la, La-la-la, La-la-la
BRING THE NOISE!**

Come up with some actions with your class, and practice these and the singing along to the song!



Play the song *Bring the Noise Theme* using the *Bring the Noise: Play It!* interactive tool on our website.





20 mins

3. Main Activity

Bring the Noise Hits

You can complete this activity using instruments or body percussion sounds.

Firstly, teach your class this rhythm using the say-clap-play approach. Try playing the rhythm using a variety of body percussion sounds.



Now split your class in half and while one half keep the pulse patting their thighs, the other half play the above rhythm using a different body percussion sound. Swap over so both teams have a turn at doing both jobs.

If you are using pitched percussion apply the following pitches to the rhythm:



Split your class up into instrument sections, for example all the pitched percussion together, wooden instruments together, body percussion together and so on.

Practice playing these 'hits' along with the track. They start just before the lyric 'you know what time it is...' and can be played all the way to the end of the piece.



When teaching the 'Bring the Noise Hits' activity, make sure you have a steady pulse running throughout.

In the gaps/rests immediately after two hits, invite individual children to do a very short improvisation showing off the noise of their particular instrument/body percussion sound. It has to be very short and have stopped by the time the next two hits are heard.

Finally, decide with your class if you want all sections playing all the hits from the start to the end of the piece, or if you want to structure who is playing in a different way.

4. Troubleshooting

When composing rhythms for the children to play in the 'missing instruments' game, make sure they all fit with the same pulse and are simple and allow space for each section to be heard.

In 'missing instruments' make sure you have instrument sections that have different timbres to make the game easier for the children. If a detective is struggling, you can try layering the instrument rhythms one at a time and see if the detective can spot which section didn't get added.



Key words

Body Percussion: sounds made using your body.

Improvise: making up sounds on the spot, in the moment.

Lyrics: words to a song.

Pulse: a steady beat, like a ticking clock.

Rhythm: a pattern of long and short sounds.

Timbre: the quality of a sound.

Unpitched Percussion: percussion instruments that don't have pitches, for example a drum or wood block.