



10–15 mins

### Objective and Musical Focus

Identifying sounds; experimenting with your voice; playing musical instruments

### Instruments?

Yes

### Accessibility

This KS1 lesson plan is suitable for pupils with mild Learning difficulties and classes that have Teacher Assistant support.



Explain to the children that musical instruments are often grouped together into sections or families.

# 1. Warm up Activity

## Exploring Musical Instruments

Have your collection of musical instruments laid out in a pile in front of your class. Select a child to pick up one of the instruments and explore it together with everyone. Ask the children:

- How do we play this musical instrument?
- Is there more than one way of playing this instrument?
- How do we think it will sound?
- How can we make the sound louder or quieter?
- What material(s) is it made of?
- What is the name of the instrument?

Repeat this exercise for a few different instruments.

Challenge the children to sort the instruments in the classroom into families within two minutes.

The instruments could be grouped together based on how they look; how they sound; how they're played or what they're made of. For example, all the güiros, wood blocks and claves may be grouped together because they are made from wood.

Once the time limit has been reached, have a class discussion about why the group have chosen to sort the instruments the way they have and allow them time to make changes if necessary.



5 mins



## 2. Song: *I am a Robot*

Have a listen to the song *I am a Robot*.

Teach your class this repeated line from *I am a Robot*:

**I am a robot  
I go beep, beep, beep, beep bop**

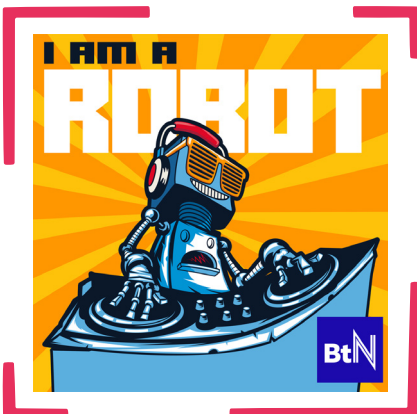
Once the children have learnt the phrase, try singing it in lots of different ways, for example:

- with a very deep voice;
- a very high voice;
- quietly;
- loudly;
- as if you're a really happy robot;
- as if you're a really sad robot.

**Extension: Try asking the children to come up new ways of singing the phrase!**



Play the song *I am a Robot* using the *Bring the Noise: Play It!* interactive tool on our website.





20 mins



If the class are struggling playing the rhythm, refer to the 'Teaching Rhythms' film in our Teacher Techniques section.

## 3. Main Activity

### Robot Rhythms

Now you have grouped your instruments into families, give each child an instrument or one between two if you don't have enough to go round, and arrange the children so they are in their instrument family teams.

Practice clapping the rhythm to the sentence you have just been singing:

**I am a robot  
I go beep-beep-beep beep-bop**

When we write music down, this rhythm would look like this:



Using the call and response technique, try playing the rhythm using other body percussion sounds such as stamping or patting thighs.



Once the children have got to grips with that, try playing the rhythm using musical instruments.

Finally, replace the line 'I am a robot' with 'I hear the ...', filling the gap with one of your sections of instruments, for example:

- shakers;
- drums;
- plastic;
- metal.

The children from the instrument family you have called out respond by playing their instruments to the rhythm:

**I go beep-beep-beep beep-bop**



## 4. SEND Advice



Some children find it is helpful to have a visual guide of the sounds they are playing therefore you may want to have the music image from page 3 on display throughout the robot rhythm activity.

### Listening to the Song

- You can use giraffe and cheetah picture symbols to help pupils understand how quickly they should say each word.
- Make use of red and green traffic light picture communication symbols because they will help the children understand when and when not to play.

### Curriculum Links

Science



### Key words

**Rhythm:** a pattern of long and short sounds.