



5–8 mins

### Objective and Musical Focus

Composing; Exploring Sounds;  
Playing in an Ensemble

### Instruments?

No

### Accessibility

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

## 1. Warm Up Activity

### Stuck

This is a quick game to warm everybody up and get children energised ready to start making music. The aim of the game is for the children to stick parts of their body to various objects as quickly as possible.

To begin, the teacher shouts out a part of the body, for example 'elbows' and then shouts out the name of an object, for example 'table' and the children have to place their elbows on their tables. Make sure they don't bang themselves into something!

To make the game more advanced, instead of shouting out specific objects, the teacher could call out the names of colours or materials for the children to stick onto.

**Extension:** Ask the children to lead, with one child calling out a body part and a different child calling out the object/colour/material.



10 mins



## 2. Song: Take You Home

Have a listen to the song *Take You Home*.

Have a class discussion about the music: How would you describe the music? What instruments can you hear? What is the song about? What do you think of when you listen to this music? How does the music make you feel?

Teach your class the opening line of the song:

**There's music in your ears wherever you shall go**





20 mins

### 3. Main Activity

#### Music in your Ears



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

Have a class discussion about what everyday sounds we hear around us. Challenge the children to not only say the sound they hear, for example 'cars' or 'birds' but to use more extensive vocabulary to describe that sound. For example, 'cars chugging' or 'birds tweeting softly' etc.

Put the children in pairs and ask them to choose one of the descriptions from *Take You Home*. Once they have done this, challenge them to compose a short motif to represent their chosen sounds, using only their voices and bodies. Allow the children time to experiment making these sounds.



Showcase each pairs work and see if the children listening can guess which description each performance is trying to represent.



When composing this structure, encourage the children to think about the journey/story of these sounds.

Now bring the pairs together to form larger groups of 4 or 6 children. As the pairs have been brought together, there will now also be 2 or 3 different sounds from the original list per group. Ask the groups to structure an order for when their sounds will be made. For example:

**sound 1 - sound 2 - sound 3**

**sound 1 - sound 2 - sound 1 - sound 3 - all sounds together**

**sounds 1 and 2 - sound 3 - sounds 1 and 3**



If you have instruments available, distribute them to each group, ensuring that there is a mixture of timbre. Challenge the groups to transfer the sounds they made using their voices and/or bodies onto the instruments.

Finally, get each group to perform to the other groups their musical representations of the everyday sounds they hear.



## 4. Troubleshooting



Encourage active listening with the Sound Detective activity. Watch how it's played in our Teacher Techniques section.

Make sure you allow plenty of time for the children to experiment when composing their sounds.

When the activity moves onto using instruments, encourage the children to think carefully about which instruments are closest to the sounds they are trying to represent, and not just choose their favourite instrument!

### Curriculum Links

Literacy,  
Geography



### Key words

**Body Percussion:** Sounds made using your body.

**Motif:** A short musical idea.

**Timbre:** The sound quality of an instrument.