



# 1. Warm up Activity

## 'High-Low'



10 mins

### Objective and Musical Focus

Dynamics; Pitch;  
Playing instruments

### Instruments?

Yes - pitched  
percussion

### Accessibility

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

Before playing the game choose two different notes, one high pitch and one low. Try not to choose pitches that are next to each other, instead aim for notes that are around 5 notes apart, for example a G for the high pitch note and C for low pitch note.



**An example of usable pitches for this activity on a keyboard.**

Play the children the two different notes, explaining which sound is high pitch and which is low.

To play the game, the teacher plays 2 notes, either high G to low C, or low C to high G. If you play high pitch to low, the children have to sit down. In reverse, if you play from low pitch to high, the children have to stand up.

If a child gets it wrong or is too slow in moving, they are out. Last person in is the winner! For less competitive or mixed ability classes, allow for more time for children to respond and acknowledge mistakes without anyone being out.





5-7 mins

## 2. Song: *Golden*



Have a listen to the song *Golden* using the *Play It!* interactive tool on the Bring the Noise website.

Teach your class the chorus from the song:

**Together, together, ooo yeh, yeh!**  
**Together, together, ooo yeh, yeh!**  
**Together, together, ooo yeh, yeh!**  
**Together, together, ooo yeh, yeh!**

Try performing this along to the track.



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

## 3. Main Activity:

### Ooo, Yeh Yeh!



20 mins



The aim of this activity is to get the children to play along to the track '*Golden*,' using pitched percussion instruments. You only need the pitches D and E.

Distribute the instruments you have available, making sure you teach the children how to play the instrument correctly.



Using instruments can often be overwhelming for teachers, so it is important that the room you are working in is sufficient and that you set the ground rules early on.

We also recommend having one instrument between two children; taking it in turns to complete the activities. It is very exciting for the children to be given instruments to play and you can use this energy while getting the children to focus.



Visit the Teacher Techniques section of the Bring the Noise website to see a video demonstration of 'High-Low' and to help with the concept of pitch.



Explain that when you say “play” the children can make as much noise as they want on their instrument until you say “stop”. You may also use your hands to gesture when to play (arms wide with palms facing upwards) and when to stop (hands in a closed fist position). This is an introduction to following a **conductor**.

Next time when you say “play” explain to the children that they have to play very quietly (or another volume level). You could use this as a way of introducing **dynamics** (volume) and other musical terms. Next time you say “play” ask the children to play as if they are very excited (or another emotion). This is an introduction to using sound to represent different moods and emotions.

Recap the singing from the previous exercise. Ask the children to come up with different, big body movements for the ‘yeh, yeh’ at the end of each line. For example, when singing the first ‘yeh, yeh’ we put our hands in the air, moving up both times we sing, the next time we stamp our feet etc. Sing all four lines one after the other until you feel the children are singing and moving with confidence. No instruments should be played for this part of the activity.

When singing ‘yeh, yeh’, one is a higher pitch than the other. See if the children can work out which ‘yeh’ is the highest pitch, the first or the second? The answer is the first.

Moving back to the instruments, challenge the children to find the pitches D and E on their instrument. If using an instrument with multiple pitches such as a xylophone or glockenspiel, these two pitches ought to be next to one another. Which is the higher pitch, D or E? The answer is E.

Practice singing the chorus again but this time while doing so, sing ‘E, D,’ instead of ‘yeh, yeh.’

Finally, sing the chorus and play the pitches E, D, when singing ‘yeh, yeh.’

Now put what you have learnt together and play along to the track.



## 4. Troubleshooting

When playing 'High-Low', encourage the children to listen before they move and go with their instincts, rather than just copying their friends or the person next to them.

If the children are struggling to identify the difference in pitch between the notes, sing (while playing your high pitched note) 'can you hear my high pitch' to whatever rhythm you like, and get the children to sing it back. Then sing (while playing your low pitched note), 'can you hear my low pitch', and the children copy that.



If the children are struggling to identify the difference in pitch between the notes, sing (while playing your high pitched note) 'can you hear my high pitch' and get the children to sing it back.

Add hand movements to this, for example, when they are singing high, their hands are up in the air. This physicalising of the sound helps children who are struggling to differentiate the pitch just by listening.



### Key words

- Body Percussion:** sounds made using your body.
- Conductor:** the person who directs a group of musicians.
- Dynamics:** volume.
- Pitch:** whether a sound is high or low.
- Pulse:** a steady beat, like a ticking clock.
- Rhythm:** a pattern of long and short sounds.
- Tempo:** the speed of the music.

### Curriculum Links

PSHE