



10–12 mins

### Objective and Musical Focus

Pitch; Rhythm;  
Exploring sounds;  
Listening

### Instruments?

Yes - pitched  
percussion  
instruments

### Accessibility

Suitable for Motor  
and Cognitive  
impairments with  
minor adaptation.

# 1. Warm up Activity

## Sound Detective

This is game to develop children's understanding of pitch and getting them to work together in teams. You can watch this activity demonstrated in the Teacher Techniques video collection.

The aim of the game is for a class ensemble to guide the detective, by the way they play their instruments, to find a hidden object (something like a board duster) in the room.

To begin, choose one person to be the detective and ask them to leave the room for a minute while somebody else hides the object.

The rest of the class will be playing pitched percussion instruments to help guide the detective to the object. One half of the class will play a low C when the detective is near to the object, and the other half of the class will play a higher pitched G, when the detective is far away from the object.

When the detective re-enters the room the children can start playing the instruments according to how near or far the detective is from the hidden object.

This game is also a good opportunity to introduce the children to other musical terms such as dynamics, as the children could also play louder the closer the detective is to the object.



5–7 mins



## 2. Song: *Bass Face*

Watch the YolanDa's Band Jam video *Bass Face*.

Teach your class these two sections from the song:

**Every time you hear the bass play low  
I wanna see you make a bass face,  
BASS FACE!**

**Every time you hear the sax play high  
I wanna see you wave your hands up,  
UP HIGH**

Ask the children to come up with some actions to go with these lyrics and practise along with the track.



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

## 3. Main Activity

### Experimenting with Pitch



20–25 mins

For this activity, the class ought to be arranged in pairs with each pair having a pitched percussion instrument between them. Each pair needs to decide who is Player 1 and who is Player 2 (both players will get equal turns)!



Player 1 is going to play the lower pitched note 'D' only, and Player 2 is going to play the higher pitched note 'A' only.

If you are using a glockenspiel or xylophone, give the children 20 seconds to place their finger on the note they are going to play. If you are using chime bars, you may have distributed just the one note each player is responsible for beforehand.

Give the class 1 minute each to explore their instrument and identify the best way to play it.





Practise playing some simple rhythms on the instrument by doing a call and response exercise. Working with Player 1s only, the teacher would clap or play a short simple rhythm and the Player 1s play that rhythm back using their instrument. After a few rounds repeat the exercise but with Player 2s.

An extension of this would be for the teacher to play the pulse on a drum (or another instrument that is different to the ones the children are playing) and the children play the call and response exercise in their pairs, with Player 1s doing the calls and Player 2s copying.

Now, tap a steady pulse on a drum and challenge the pairs to play the rhythms of their names using the note they have been given.



Player 1 plays the rhythm of their name immediately answered by Player 2. Encourage the children to practise saying their name in a rhythm first, then clapping it and finally putting it onto the instrument. Also, make sure their rhythms fit with the pulse (given by the drum).



## 4. Troubleshooting

When playing 'Sound Detective', if you are using instruments with multiple pitches (such as a xylophone or glockenspiel), it is important to make sure the children are only playing the note that has been given to that team.

You could also try having one child who is the conductor and they are responsible for controlling who in the ensemble and when the ensemble are playing.

When playing metallic instruments such as a glockenspiel or chime bar, encourage the children to strike the instrument with the beater with some 'bounce'.

If the children hit the instrument and keep the beater firmly down on the metallic surface, that will prevent it from vibrating and therefore stop the sound.

When playing the rhythm of their name on the tuned percussion instrument, it is helpful to provide a common pulse for everyone to fit their rhythms to.

Do this by gently tapping a drum or another instrument with a different sound quality to the ones they are playing.

### Curriculum Links

Science



### Key words

**Dynamics:** the volume of the sound.

**Lyrics:** the words to a song.

**Pitch:** whether a sound is high or low.

**Pitched instrument:** instruments that can play a variety of different pitches.

**Pulse:** a steady beat, like a ticking clock.

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