



1. Warm up Activity

Objective and musical focus

For this game, each child must have a percussion instrument (shaker, drums, castanets, tambourines, etc).

Explain that you will sing a song to the children and that they must listen to the playing instruction (loud, quiet, high, low, etc) in each verse. Then, sing the 'Play Them!' song.

Instruments

Yes – any instruments
you have available but
percussion preferred

Accessibility

This lesson plan is suitable for students with hearing difficulties.

Play Them! (to tune of London Bridge is Falling Down):

Note: Allow one bar of rest for everyone to play loudly

**Play them, play them, play them loud! [Rest]
Play them loud! [Rest]. Play them loud! [Rest]
Play them, play them, play them loud! [Rest]
Playing all day long!**

The lyrics can be changed to 'Play them soft', 'Play them high', 'Play them happy' and so on.

This activity is designed to develop children's listening skills and engage in group playing. They will be able to play a percussion instrument in a variety of different ways, including by using music to express emotion. This activity is also ideal for developing gross motor skills.

Play Them!

Play them, play them, play them loud! [PLAY] Play them loud!

5 [PLAY] [PLAY] Play them loud! Play them, play them,

9 [PLAY] play them loud! Play - ing all day long!



10–15 mins

2. Sonic Explorers

Beach/Prehistoric

Watch *Sonic Explorers* Episode 3 together.

Ask the children to describe the sounds they could see/hear in the video. For example:

- Windsock *flapping*
- Water *bubbling*
- Dinosaur *stomping*
- Dog *barking*
- Waves *crashing*

If you're not sure of what these signs look like you can view them on the BSL video dictionary www.signbsl.com.



Ask your class questions about the video, such as:

- Have you ever heard the waves on the seashore?
- Do you know what a woolly mammoth is?
- Have you ever seen a razor clam? Can you make a bubbling noise?

These questions will support the children's understanding of the wider world. Through this activity they will be able to identify and replicate a range of sounds from familiar and unfamiliar environments.





20–30 mins

3. Main Activity

Make a Water Organ

You will need:

- 4–10 clear glass bottles, same size
- Water
- Food colouring
- Metal or wooden spoon



You may need to determine the amount of water needed in each bottle to get the right pitch and mark that level on the bottle before running this activity with your students.

Instructions

1. Fill each bottle with water of varying amounts, until different pitches can be heard.
2. Add a different food colouring to each bottle to identify the 'notes'.
3. Hit with a metal or wooden spoon and listen to the different pitches!

After you have made your water organ, line the bottles up in order by water volume (most water on the left, least water on the right).

Play the water organ by gently hitting each bottle with a metal or wooden spoon/stick. Use the instrument to explore pitch (high/low sounds) and dynamics (loud/soft sounds) with the children.





Ask the children the following questions:

- Which bottle has the highest sound? Can you sing a high sound?
- Which bottle has the lowest sound? Can you sing a low sound?
- Can you make a quiet sound?
- Can you make a loud sound?
- Can we play a melody using the Water Organ?

Depending on the number of bottles used in your water organ, you can play different melodies. Here are a few suggestions for common nursery rhymes:

- 3 Bottles: Hot Cross Buns
- 4 Bottles: Mary had a Little Lamb
- 5 Bottles: London's Burning
- 6 Bottles: Twinkle Twinkle Little Star

This activity is a good opportunity for the children to learn about pitch and melody. By altering the volume of water, they will hear the pitch change. Challenge the listening and vocal skills of the children by asking them questions about the sounds they make.



5 mins



High-Low can be made more challenging for older children by including notes of varying middle pitches. Tell the children to vary their height according to the pitch – e.g. they should simply stand if they hear a middle-high note, or squat down if they can hear a middle-low note.

4. End of Lesson

High-Low

Have your class stand in a group. Use the water organ (or another instrument such as a piano) to play different pitches of notes.

If the note is high pitched, the children must stretch up tall. If it is low pitched, the children must sit on the floor.

You can see this activity played in the 'High-Low' video in the Teacher Techniques section on the website.

The British fingerspelling alphabet



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