



5–10 mins

1. Warm up Activity

Find the Object!

Objective and musical focus

Developing teamwork through listening and watching; making sounds with water; learning to manipulate sound

Instruments

Yes – any instruments you have available in your school

Accessibility

This lesson plan is suitable for students with hearing difficulties.

For this game, you will need a small object such as a shell. Show the object to the children and give everyone a chance to see what it looks like.

Choose one child to go out of the room (or cover their eyes) for a few seconds. While they are out of the room (or with eyes covered), ask another child to hide the object somewhere in the room. Make sure the rest of the class knows where the object is – but they aren't allowed to tell!

Invite the finder back into the classroom.

The rest of the class should make a 'laa' sound while the child is finding the object. If the child is close to the object, the class should sing louder. If the child is far away, the class should sing quieter.

By listening to the rest of the class, the finder should be able to find the hidden object.

Variations: Changing in pitch from low to high when close to the hidden object; using instruments instead of voices.





10–15 mins

2. Sonic Explorers

Bedroom/Underwater



Watch *Sonic Explorers* Episode 4 together.

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

- Telephone *beeping*
- Raindrops *pattering*
- Owl *hooting*
- Water *bubbling*
- Pillow *rustling*
- Medals *jangling*

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:

- Do you know what a submarine is?
- Have you ever heard a whale? What do you think it sounds like?
- Can you make an owl sound?

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



This activity will encourage the children to experiment with one sound source (water) in many ways. They will be able to identify small differences in sound such as pitch (high and low) and dynamics (loud and soft). They will also develop vocabulary by describing sound.

3. Main Activity

Water Music

For this activity you will need to split your class into groups of 4 to 6. Each group should have a large container of water, a selection of smaller containers (such as bottles, cups, and hard plastic boxes), a watering can (or plastic bottle with holes punched into the bottom), spoons, and straws.

Have the children stand around the containers of water and explain that we will be using water to make lots of different sounds. (You may want to set some ground rules about behaviour here!)

Ask the children ‘How many sounds can we make with water?’ and encourage them to make as many different sounds with their group members.

These may include:

- Blowing bubbles through a straw
- Splashing using hands
- Swishing by dragging a spoon through the water
- Sloshing by tilting a container of water from side to side
- Waterfall sounds by pouring water from a height
- ‘Rain’ drops by pouring water from a watering can
- Shaking water in a bottle

With each sound you discover and create, ask the children:

- Is this sound loud or soft?
- Is this sound high pitched or low pitched?
- What word would you use to describe this sound?

Extension: Create a group composition using water sounds. Ask the children to work in their groups and draw their composition on a piece of paper. Suggest that the children use different shapes – for instance, a star might represent a waterfall sound, a water drop might represent rain, etc.



 5 mins

4. End of Lesson

Musical Hot Potato

For this activity you will need a small object such as an egg shaker.

Have your class sit or stand in a circle. While music is playing, the children should pass the egg shaker around the circle.

When you press pause, the child who is holding the shaker must talk about something they learnt in class today.

Repeat the game a few more times.

Curriculum links

English
Science

The British fingerspelling alphabet



www.ndcs.org.uk

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