



5–10 mins

1. Warm up Activity

Exploring Instruments

Objective and musical focus

Exploring and creating sounds; developing vocabulary to describe sound

Instruments

Yes – any instruments you have available in your school

Accessibility

This lesson plan is suitable for students with hearing difficulties.

Have your collection of musical instruments laid out in a pile in front of your class.

Select a child to pick up one of the instruments and explore it together with everyone. Ask the children:

- How do we play this musical instrument?
- Is there more than one way of playing this instrument?
- How does it make sound?
- Can we make the sound louder or quieter?
- What material(s) is it made of?
- What is the name of the instrument? (English name and sign)

Repeat this exercise for a few different instruments.

Tip: Instrument signs are very straightforward – simply mime playing the instrument! You may want to reinforce the name by fingerspelling the first letter before the main sign, for example ‘S – Shaker’, ‘D – Drum’ Use the BSL fingerspelling chart on the last page for reference.





10 mins

2. Sonic Explorers

Garden/Rainforest



Watch *Sonic Explorers* Episode 1 together.

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

- Sticks *tapping*
- Water *splashing*
- Bird *tweeting*
- Shirt *flapping*
- Rain *pattering*
- Snake *rattling*
- Seeds *shaking*

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 seen a howler monkey? Can you make a howler monkey sound?
- What is a toucan? Can you make a flapping noise?
- Have you ever heard the rain in a rainforest?

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 mins

3. Main Activity

Object Orchestra

Find items in and around your school that make similar sounds to the ones you have just discussed. They may include:

- Plastic/paper bags (rustling)
- Pouring water between containers (splashing)
- Pots and pans (banging)
- Sticks (tapping/clicking)
- Fabric sheet (flapping)
- Box of beads (shaking)

Ask the children ‘Can you find an object that sounds like...?’:

- The rain pattering?
- A water fountain splashing?
- A birds’ wings flapping?
- A howler monkey howling? (The children may want to use their voices for this)
- A rattlesnake rattling?

Now watch the video again, this time playing along and re-creating some of the sounds using your objects.



If a student is nervous, give them the right to say ‘pass’ before coming back to them later.

 5 mins

4. End of lesson

Toss the Ball

Have your class sit or stand in a circle.

Give a soft ball to a child who quickly shares one thing they learnt in class today, then tosses the ball to someone else in the circle.

Curriculum links

English

The British fingerspelling alphabet



www.ndcs.org.uk

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