



5 mins

Objective and musical focus

Exploring and creating sounds; developing vocabulary to describe sound.

Instruments

No

Accessibility

This lesson plan is suitable for students with hearing difficulties.

1. Warm up Activity

Pass the Beat

Arrange the class into a circle. Begin by establishing a beat using body percussion – for example, clapping your hands, stamping your feet, or tapping your thighs.

Without using words, the children must copy your action.

Then pass the beat to the child next to you. The child must keep the beat going but change the type of body percussion.

Continue passing the beat until everyone has had a turn.

You can have a look the at ‘Pat Pat Gap’ Teacher Technique video for ideas on how to do this.

2. Sonic Explorers

Supermarket/Space Station



10 mins



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.

Watch *Sonic Explorers* Episode 2 together.

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

- Rice/pasta *shaking*
- Scanners *beeping*
- Tins *banging*
- Shoes *squeaking*
- Fridges *humming*

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 shooting star? What do you think it would sound like?
- Can you make a robot sound?
- Can you make a brushing sound?



3. Main Activity

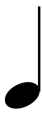







Rhythm Rock in the Shop!

 20–25 mins



Tell the class that we will be creating a rhythm piece by layering different sounds and rhythms over one another. Explain that the most important part is the pulse (or beat) because it is like the ‘heartbeat’ of the music. Teach the class the pulse by clapping and/or saying ‘Ta’.

Rhythm 1

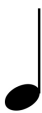






			
			
Ta	Ta	Ta	Ta



Teaching note: If the class is struggling to play the rhythm, refer to the ‘Teaching Rhythms’ film.

Once the class can play the pulse, teach them Rhythm 2 by ear. Repeat for Rhythm 3 and 4.

Rhythm 2

			
			
Ta	Sh	Ti-Ti	Ta



Rhythm 3

Ti-Ti	Ti-Ti	Ta	Ta

Rhythm 4

Ti-Ti	Sh	Ti-Ti	Ti-Ti

TIP

Demonstrate the rhythm and explain that the crotchet rest (or 'Sh') should be silent, but that it is still a very important part of the rhythm. You and the children may find it easier to either shrug or put a finger to your lips to prevent skipping over the beat too quickly.

Next, split the class into two groups (4 to 5-year-olds) or four groups (6 to 7-year-olds) and assign each group a rhythm. Instruct group 1 to begin clapping the Rhythm 1/Pulse and to continue playing. After a few bars, instruct group 2 to play Rhythm 2.

For 6 to 7-year-olds, continue the activity by introducing Rhythm 3 and Rhythm 4 after mastering playing the first two together.

Now, play the piece again using sounds heard in the *Sonic Explorers* episode. The children may recreate sounds by using body percussion, instruments, objects, or their voices.



4. End of Lesson

Sixty Seconds

 5 mins

Choose a few students and give each of them 60 seconds to speak about the lesson today. You may want to use a small reward such as a sticker to motivate the children to speak for the full 60 seconds.

This activity is a useful assessment opportunity to reflect on favourite parts of the lesson with the children. You can also use this to identify any areas that the children may need more support with.



Key words

Pulse: a steady beat, like a ticking clock.

Rhythm: a pattern of long and short sounds.

Curriculum links

English
Science

The British fingerspelling alphabet

Aa 	Bb 	Cc 	Dd 	Ee 	Ff 
Gg 	Hh 	Ii 	Jj 	Kk 	Ll 
Mm 	Nn 	Oo 	Pp 	Qq 	Rr 
Ss 	Tt 	Uu 	Vv 	Ww 	Xx 
Yy 	Zz 				

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