



45 mins

Objective and musical focus

Understanding soundscapes.

Instruments

Yes – see table for instruments and body percussion alternatives.

Accessibility

This lesson plan is suitable for students with hearing difficulties.

Visual aids and other resources

Pictures of animals and instruments - see table for full list.

Prepare your class

Exploring Instruments

Lottie, Ben, Mia and the twins Ajay and Akshay are transported to the tropical rainforest where they stumble upon Dame Evelyn Glennie.

They learn how instruments can make sounds of the environment around them and are shown how to feel music as well as hear it. The group help Dame Evelyn collect animal snapshots by creating the sounds of the rainforests.

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

Sound Feature	Instruments/Body Sounds
Rain (to attract worms)	Rainmaker / Drumming fingers on table
Bird	Whistle blocks, Recorder / Mouth whistle, bird calls
Snake	Cabasa (ball bead chains) / Hissing sounds
Frog	Guiro, Pen scraped on ringbound notebook / Croaking voice
Elephant	Bongo, Drums / Stomping feet
Crocodile	Slappers / Wide arm clapping

Have pictures associated to the sounds listed in the sound feature above – it can be in the form of animal or toy props, printed out pictures or visual references shown on a computer screen or iPad.

Inspector Sounds

Before starting the main activity with your class, explore the sounds the instruments above make. What animal sound does it remind you of? What could it represent?

Watch the *Thunder Jam: Rainforests* video and match the sounds with animal/weather pictures or props. Ask the class what they have seen. Does it connect with the introductory sounds?





1. Walking in the Jungle



In this activity the class pretends that they're exploring a jungle in their classroom. The instruments and sounds above represent the different animals hidden away. For each verse of the song you or a volunteer play the matching instrument somewhere in the room. Let the class identify the instrument and where it's coming from.

When singing/signing make sure the class can see you saying the words and performing the actions.



Song (to tune of *We're Going On a Bear Hunt*; the underlines show the steady walking beats):

**Walking in the jungle, walking in the jungle,
We're not afraid, (step) we're not afraid.**

**Walking in the jungle, walking in the jungle,
We're not afraid, (step) we're not afraid.**

**1 step, 2 steps, 3 steps forward
1 step, 2 steps, 3 steps back.**

**(Talking): Shhh, what's that? (listen/see for the "rain" from the rainmaker or tapping)
(Everyone): Ahhh! It's the rain!**

Repeat as above, but different action words, animals and sounds:

- Jumping in the jungle = frog (listen for the guiro/croaking noise)
- Sliding in the jungle = snake (listen for the cabasa or 'hissing' sounds)
- Stomping in the jungle = elephant (listen for bongo or stomping sounds)

Last verse: walk very slowly and quietly....

- Creeping in the jungle = crocodile (listen for the flat slaps or wide clapping)

Arghh!! It's a crocodile!

Then everyone runs away.



2. The Worm Conga!

A call and response drama performance

Like humans, animals make sounds in order to communicate. Sometimes it's to find their friends, or scare others away.

First gather around in a circle to act out animal/rain sounds



Visual/communicative/sound play:

- Participants wiggle like worms coming out of the soil when it's raining (turn the rainmaker)
- Birds whistle to look for a friend
- Snakes make a hissing sound to scare away predators
- Elephants make stomping sounds because they are heavy
- Frogs croak to attract mates. Have a frog 'conversation' with croaking noises and the guiro
- Crafty crocodiles sneak up on their food, then... snap!

In the Thunder Jam episode, the worms do a conga line dance together - now we are going to create our own 'Worm conga' music with layers of sounds/instruments. Divide the class into different sections of animal sounds (a tweeting bird group, a hissing snake group, etc.)



The leader of the performance (which can start as the teacher, then passed off to other students) plays the drum or makes firm stomping sound in the beat of

'El-ep-hants, El-ep-hants, El-ep-hants'

The leader nods to each group to join in making their animal noise in time to the 'El-ep-hants' beat. Introduce the snapping crocodile last, and wrap up the performance with a rapid drum roll!

Extension: Switch up the animal groups and start the conga again, this time adding changes in tempo (speed) and dynamics (volume).



3. End of lesson



For further activity, find or make colouring sheets of the animals appearing in the video, and snap your own photographs for the wall display.

Ask the class:

- What did you enjoy?
- Which sounds or animal do you like the best?

This gets them reflecting, sharing information, and understanding language use during class time.

Curriculum links

Music
Geography
Science

