

Letters and Sounds, Phase 1, Aspect 2

General Sound Discrimination - Instrumental Sounds

Tuning into Sounds



Main Purpose: To experience and develop awareness of sounds made with instruments and noise makers.

Preparation

Organise an area so that the children sit facing a screen. Ensure there one set of instruments behind the screen and room for an adult or child

Resources

Two sets of identical instruments
A screen



Look, listen and note how well children:

- Identify and name the instruments being played
- Listen and respond as the instrument is being played

Activity 2 **Which instrument?**

- Give the children the opportunity to play one set of instruments to introduce the sounds each instrument makes and name them all.
- Ask one child to hide behind the screen and choose one instrument from the identical set to play.
- The rest of the group have to identify which instrument has been played.

Develop the activity by playing a simple rhythm or adding a song to accompany the instrument while the hidden instrument is played. This time the children have to concentrate very carefully, discriminating between their own singing and the instrument being played.

Share with parents:

Save an empty box or use a clothes maiden or chair. Collect some items from around the house e.g. wooden bricks, pan lids, metal/wooden dishes and spoons.

Take tries and turns to make the noises from behind the box



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Preparation

Symbols to represent loud and quiet will require preparation in advance.

Ensure instruments are in good order

Resources

Symbols or resources to represent loud and quiet

Selection of instruments



Look, listen and note how well children:

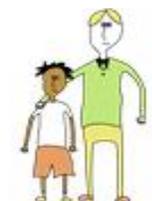
- Identify and name the instruments being played
- Listen and respond as the instrument is being played

Activity 3 Adjust the volume

- Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds.
- It may be necessary to demonstrate with two adults copying each other first. Then try with an adult and one child.
- Use cards or puppets as cues to represent loud or quiet (e.g picture of a megaphone or a finger on the lips or a puppet of a lion and a mouse).

Share with parents:

This is an easy game to play at home using items from around the home.



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Preparation

A large floor space, outdoors would be ideal for this game.



Resources

A selection of instruments



Look, listen and note how well children:

- Identify and name the instruments being played
- Listen and respond as the instrument is being played

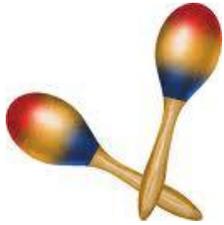
Activity 4 Grandmother's footsteps

- 'Grandmother' has a selection of instruments and the children decide what movement goes with which sound (e.g. shakers for running on tip-toe, triangle for fairy steps, drum for giant strides).
- First an adult will need to model being Grandmother. Then a child takes the role.
- Grandmother stands with her back to the others and plays an instrument. The other children move towards Grandmother in the manner of the instrument while it is playing. They stop when it stops. The first person to reach Grandmother takes over the role and the game starts again.

Share with parents:

Children will still enjoy playing this game even with only two people. A teddy or dolly can also join in the fun.





Letters and Sounds, Phase 1, Aspect 2
General Sound Discrimination - Instrumental Sounds
Listening and Remembering Sounds



Main Purpose: To listen and appreciate the difference between sounds made with instruments

Preparation

Space for children to sit in a small circle.

Area to place screen if required

Resources

Pairs of matching sound makers

Feely bag

Screen (to adapt game)



Look, listen and note how well children:

- Are able to remember and repeat a rhythm
- Discriminate and reproduce loud and quiet sounds
- Are able to start and stop playing at the signal

Activity 5 Matching sound makers

- Show pairs of sound makers (e.g. maracas, triangles) to a small group of children. Place one set of sound makers in a feely bag
- The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker stands up and plays it.
- Adapt the activity by playing the sound maker behind a screen so the children have to identify it by the sound alone.

Share with parents:

Use a shopping bag or basket to hide sound makers in. Take tries and turns. 'Can you find something that makes a sound like this...'

Child can have 3 or 4 items to choose from.



Letters and Sounds, Phase 1,
General Sound Discrimination - Instrumental Sounds
Listening and Remembering Sounds



Main Purpose: To listen and appreciate the difference between sounds made with instruments

Preparation

Space for the children to sit in a small circle.

Resources

Selection of percussion instruments



Look, listen and note how well children:

- Are able to remember and repeat a rhythm
- Are able to start and stop playing at the signal



Activity 6 Matching sounds

- One child starts the game by playing an instrument.
- The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader.
- Start with a single sound to pass round the circle, and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms

Share with parents:

Knock on wood to make simple patterns
e.g the bed head.

Say a simple rhyme:

'Mummy taps like this (tap, tap)
Andy taps like that (tap, tap).
Mummy knocks like this (knock, knock)
Andy knocks like that (knock, knock).



Letters and Sounds, Phase 1, Aspect 2

General Sound Discrimination - Instrumental Sounds

Talking about Sounds



Main Purpose: To use a wide vocabulary to talk about sounds instruments make.

Preparation

Identify stories from which the text lends itself to using instruments e.g. *Along came the giant* (drum beat for footsteps)

Resources

Appropriate story books.
Selection of percussion instruments

Look, listen and note how well children:

- Choose appropriate words to describe the sounds they hear (e.g. loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly)
- Match sounds to their sources
- Use sounds imaginatively to represent a story character
- Express an opinion about what they have heard

Activity 7

Story sounds

- As you read a story encourage the children to play their instruments in different ways (e.g. make this instrument sound like... a fairy fluttering, an elephant stomping or a cat pouncing).
- Invite the children to make their own suggestions for different characters (e.g. *How might Jack's feet sound as ne tip-toes by the sleeping giant? And what about when he runs fast to escape down the beanstalk?*).
- As the children become familiar with the pattern of the story, each child could be responsible for a different sound

Share with parents:

Let the parents borrow your books, include a laminated sheet with ideas of how to take the story further, giving the child the opportunity to join in the story using props.





Letters and Sounds, Phase 1, Aspect 2
General Sound Discrimination - Instrumental Sounds
Talking about sounds



Main Purpose: To use a wide vocabulary to talk about the sounds instruments make.

Preparation

Hide the instruments around the setting, indoors or outdoors

Resources

A selection of instruments

Teddy or similar



Look, listen and note how well children:

- Choose appropriate words to describe the sounds they hear and where they found it

Activity 8 Hidden instruments

- Explain to the children that last night when they were all tucked up in bed, teddy has been hiding the instruments all around the nursery.
- Ask the children to look for the instruments
- As each instrument is discovered the finder stands by teddy and plays the instrument, the others run to join the finder.
- Continue in this way until all the instruments have been found to make an orchestra

Share with parents:

When tidying up the bedroom, play the game so that when ever the child finds a noise maker they talk about the kind of noise it makes and collect it in a special basket or box.
This box will then support many of the other activities.



Letters and Sounds, Phase 1, Aspect 2
General Sound Discrimination - Instrumental Sounds
Talking about sounds



Main Purpose: To use a wide vocabulary to talk about the sounds instruments make.

Preparation

Allocate a space for children to rehearse.
Ensure a variety of instruments are available

Resources

Instruments
Posters of stories or rhymes to stimulate the children

Look, listen and note how well children:

- Choose appropriate words to describe sounds they hear
- Use sounds imaginatively to represent a story character
- Express an opinion about what they have heard

Activity 9 Musical show and tell

Invite the children to perform short instrumental music for others. The others are asked to say what they liked about the music.

The performers may say why they chose to perform the way they did. (It was very noisy because it was like an angry giant).



Share with parents:

Turn the TV off and take turns to perform using sound makers.



Letters and Sounds, Phase 1, Aspect 2
General Sound Discrimination - Instrumental Sounds
Talking about sounds



Main Purpose: To use a wide vocabulary to talk about the sounds instruments make.

Preparation

Collect a selection of animal posters

Consider an appropriate area to make an interest table, with easy access for parents

Resources

A selection of animal puppets or toys

A range of instruments



Look, listen and note how well children:

- Choose appropriate words to describe the sounds they hear.
- Use sounds imaginatively
- Express an opinion about what they have heard

Activity 10

Animal sounds

- Encourage the children to play with the instruments and the animals.
- Discuss matching sounds to the animals.
- Give a choice of two instruments to represent a child's chosen animal and ask the children to choose which sound is the better fit.

After practising this activity so the children understand what to do. Make an interest table, with a selection of instruments and posters of animals for the children to explore and match. The posters and instruments can be changed regularly.

Share with parents:

Encourage the children to show their carers the interest table and share the activity with them



Letters and Sounds, Phase 1, Aspect 2
General Sound Discrimination - Environmental Sounds
Tuning into Sounds



Main Purpose: To experience and develop awareness of sounds made with instruments and noise makers

Preparation

Make instruments with the children



Resources

A selection of homemade or commercially produced percussion instruments.



Look, listen and note how well children:

- Identify and name the instruments being played
- Listen and respond as the instrument is being played

Activity 1 New words to old songs

Take a song or rhyme the children know well and invent new words to suit the purpose and the children's interests. Use percussion instruments to accompany the new lyrics.

For example sing Twinkle twinkle little star, then using shakers sing to the same tune:

Shake your shaker in the air, shake them, shake them everywhere.

Shake them high, shake them low,

Shake them everywhere you go.

Shake your shaker in the air, shake them, shake them everywhere.

Share with parents:

Parents can make shakers using margarine tubs or yoghurt pots and adding some dry rice, peas or similar.



