

Aspect 3: General Sound Discrimination – Body Percussion

STRAND 1 - TUNING IN TO SOUNDS

Activity ACTION SONGS

Action songs for the children to add hand claps, knee pats, foot stamps in time to the beat of the song. Encourage children to be attentive and to know when to add sounds, when to move and when to be still

Look, Listen and Note how well children:

Join in with words and actions to familiar songs, articulate words clearly, keep in time with the beat, copy the sounds and actions

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Callum

Nathan

Ben

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STRAND 1 - TUNING IN TO SOUNDS

Activity **CHANGE THE SPEED**

Rehearse the rhyme with the actions (rotating hand over hand as in the song ‘Wind the bobbin up’). *Ro ... ly ... po ... ly ... ever ... so ... slowly, Ro ... ly ... poly faster.* (Increase the speed of the action as you increase the speed of the rhyme.) Now add in new verses, such as: *Stamp ... your ... feet ... ever ... so ... slowly, Stamp ... your feet faster. Tiptoe, clap, clap*

Look, Listen and Note how well children:

Join in with words and actions to familiar songs, articulate words clearly, keep in time with the beat, copy the sounds and actions

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STRAND 2 – LISTENING AND REMEMBERING SOUNDS

Activity ACTION SONGS

Children sit in a circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult. Ask: *Do you think that the sound stayed the same all the way round? What changed? Did it get faster or slower?* Make the activity more difficult by introducing a simple sequence of sounds for the children to pass on (e.g. clap, stamp, clap).

Look, Listen and Note how well children:

Copy a body percussion sound or pattern of sounds, identify hidden sounds, suggest and make up new sounds

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STRAND 2 – LISTENING AND REMEMBERING SOUNDS

Activity NOISY NEIGHBOUR

Tell a simple story about a noisy neighbour and invite the children to join in. *Early one morning, the children were all fast asleep – (ask children to close their eyes and pretend to sleep) – when all of a sudden they heard a sound from the house next door. Second adult makes a sound from behind the screen. Story teller continues: Wake up children. What's that noise? Children take it in turns to identify the sound and then the whole group are encouraged to join in with: Noisy neighbour, please be quiet. We are trying to sleep. Repeat with another sound (e.g. snoring, brushing teeth, munching cornflakes, yawning, stamping feet, washing).*

Look, Listen and Note how well children:

Discriminate between the sounds, describe the sounds they hear, identify hidden sounds

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STRAND 3 – TALKING ABOUT SOUNDS

Activity NOISY NEIGHBOUR 2

Discuss noises they like, noises that make them excited and noises that make them feel cross or sad. Ask when it is a good time to be noisy, and when it is best to be quiet or speak softly (e.g. when we need to listen). List the suggestions. Ask *Is this a time to be noisy or quiet?* as you present scenarios such as when children are: at the swimming pool; in the library; at a party; with someone who is asleep; in the park; at a friend's house when the friend is poorly; playing hide and seek.

Look, Listen and Note how well children:

Use a wide vocabulary to talk about the sounds they hear, group sounds according to criteria

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STRAND 3 – TALKING ABOUT SOUNDS

Activity WORDS ABOUT SOUNDS

It is important that adults engage with children in their freely chosen activities and introduce vocabulary that helps them to discriminate and contrast sounds, for example: *slow, fast; quiet, loud; long, short;* type of sound (*click, stamp, etc.*); type of movement (*rock, march, skip, etc.*). Start with simple opposites that are obviously different (e.g. *loud, quiet*). Listen to what the children have to say about the sounds they hear and then build on and expand their contributions and ideas.

Look, Listen and Note how well children:

Use a wide vocabulary to talk about the sounds they hear, group sounds according to criteria

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