

Instrumental Sounds

Which Instrument?

You need 2 identical sets of instruments for this activity (if you haven't got this in your setting, see matching shakers activities below). Give the children opportunities to handle and play all the instruments, and name them. Put one set out on the floor and hide the other in a box or behind a screen. One child plays a hidden instrument and the other children have to identify it from the instruments they can see.



Adjust the Volume



Two children sit opposite each other with identical instruments. Ask them to copy each other playing loud sounds and quiet sounds. (You may need 2 adults to demonstrate this first!).

Matching Shakers 1

You will need 4 pairs of shakers (E.g. 2 with buttons, 2 with coins, 2 with rice, 2 with shells) and a group of 4 children. Let the children have time to experiment with the shakers and talk about what might be inside them. Give each child a different shaker. You keep 1 set of shakers. When you play yours, the children have to shout "BINGO!" if they have the matching one. They then get to keep your shaker. When the children all have 2 shakers, encourage them to play as loudly as they can.



Matching Shakers 2

You will need 4 pairs of shakers (E.g. 2 with buttons, 2 with coins, 2 with rice, 2 with shells) and a group of 8 children. Let the children have time to experiment with the shakers and talk about what might be inside them. Give each child a different shaker. Ask one child to stand up and play their shaker. Then ask the other children to play theirs to find the matching one. Encourage the matching pair to play as loudly as they can. Continue in the same way until all the pairs are found.



Socks and Shakers

Fill a collection of children's socks with different objects that make a sound (coins, sand, pebbles, shells, rice, pasta etc). Tie them (very) securely with ribbons and give them to the children to experiment with. Talk about the different sounds, what could be inside, and which they like best.

Instruments behind a screen/curtain

The same activity as with everyday objects in the section before. Before starting make sure that the children can identify the sounds that the instruments make and are beginning to learn the names of the instruments. Also try to ensure that the children are able to experience playing with the instruments.



Moving to Music

Encourage children to move freely to pieces of a range of different pieces of music. Experiment with moving to different types of music. E.g. classical, pop, African, vocal, instrumental. Play this music both inside and out. Talk to the

children about the movements they are making and how the music makes them want to move.

Body Percussion

Wake up Mr Bear



You will need a teddy and a pot. Explain to the children that Mr Bear keeps losing his honey and that they are going to help him find it. Show them how to clap loudly if he is close to the honey, and more quietly if he is further away. For the first go, get an adult to hide the honey and another adult to take

Mr Bear to find it. When the honey is hidden chant (starting quietly and getting louder)

Wake up Mr Bear

Wake up Mr Bear

Wake up Mr Bear

And go and find your honey!

Encourage the children to use the sound of their clapping to guide Mr Bear to the honey. When the honey is found, bring Mr Bear back to the group and get the person who found him to 'feed' him some honey.

Roly Poly

Practice the following rhyme with the children, while rolling your hands as in 'wind the bobbin up'.

Ro...ly... po...ly... ever... so... slowly

Rol...ly po...ly... faster

(increase the speed of the action as the rhyme speeds up).

Make up new verses using actions like clapping hands, nodding heads, stamping feet, wiggling fingers etc. Encourage children to think of their own.

Follow the Sound



Have a small group of children sitting in a circle. The adult starts by making a body percussion sound which is then 'passed' to the child sitting next to them. E.g. clap, clap. The sound is passed around the circle until it gets back to the adult. Talk about whether it stayed the same all the way round. Did it get

faster/slower/longer/shorter/louder/quieter. Make it more difficult by introducing short sequences of sound. E.g. clap, stamp, clap.