

Sound Discovery Percussion Pack Lesson Plans

Resource two of two



from **PERCUSSION** *Plus*

Key stage 1
Ages 5–7, Years 1–2

Lesson One – Exploring sound and playing together

Learning Objectives

- Play untuned percussion instruments with control
- Identify and vary musical elements including loud/quiet and fast/slow
- Respond to simple musical signals (start/stop, copy patterns), demonstrating listening and attention.
- Create and combine sounds to represent an idea or stimulus (early composition skills)

Success Criteria

- ✓ I can make my instrument play loudly and quietly
- ✓ I can start and stop when the signal is given
- ✓ I can copy a simple rhythm
- ✓ I can help create a sound story with my class



Lesson Structure

Activity One (5-7 mins)

Sound Detective

Teacher plays:

- Wave drum
- Floor drum
- Jingle Stick

Teacher asks:

- Is the sound long or short?
- Is it loud or quiet
- How does the sound make you feel?



Activity Two (10 mins)

Guided Exploration

Distribute instruments

Structured prompts:

- Play your instrument as quietly as possible.
- Now as loudly as possible.
- Can you make a long sound?
- Can you make a short sound?
- Can you play fast? Can you play slow?

Introduce stop signal (raised hand)

Encourage modelling and copying

Lesson Structure

Activity Three (8-10 mins)

Rhythm Copy Game

Teacher claps short rhythm



Play once per beat



First two beats slow, last beat two quick sounds



Play on beats 1 and 3 only



Two quick sounds, pause, then one



Single, double, single

Pupils copy on their own instruments

Extend

- Quiet copying
- Fast copying
- Stop/start control

Lesson Structure

Activity Four (10-12 mins)

Small Group Layering

Split class into three groups:

Group A – Guiro, Tambours, Floor drum, Jingles (6 players)

Group B – Shakers, Maracitos, Kokiriko (5 players)

Group C – Rainbomaker, Wave drums (4 players)

Group A plays a simple rhythm



Clap



Clap



Clap



Clap

Group B plays a more complex rhythm



Clap



Rest



Clap



Clap

Group C Plays one long sound over four beats

Phase 1 **Group A** plays steady beat, everyone listens

Teacher asks:

- Is it steady? Is it fast or slow?

Phase 2 Bring in **Group B**

Teacher asks:

- Can you still hear the steady beat?

Phase 3 Bring in **Group C**

Use simple visual signals to conduct performance

Raise hand = stop

Point to group = start

Lowering hand = get quieter

Lesson Structure

Activity Five (10 mins)

Sound Story Composition

Theme: A Journey Through the Forest

- Use simple visual signals to conduct the performance

Beginning – Group C

Middle – Bring in Group B

Climax – Bring in Group A

Ending – Fade to Group C

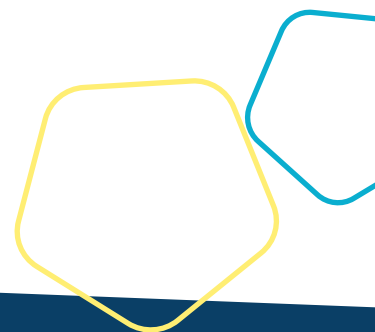
Activity Six (5 mins)

Reflection & Calm

- Return instruments

Teacher asks:

- What sound did you like best?
- When was it loudest?
- When was it quietest?



Lesson conclusion



Differentiation

For pupils needing:

Regulation – drum / pulse role (Group A)

Reduced volume – rainbomaker
or wave drum (Group C)

Simpler participation - rainbomaker
or wave drum (Group C)

More challenge – rhythm pattern (Group B)

Assessment Opportunities

Teacher observes:

- Response to stop / start cues
- Control of volume
- Ability to copy rhythm
- Participation in group layering

Curriculum links

- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the interrelated dimensions of music
- Listen with concentration and understanding