



INSTRUMENTAL SOUNDS

Main Purpose of Aspect 2:

- To experience and develop awareness of sounds made with instruments and noise makers.
- To use a wide vocabulary to talk about sounds instruments make.



Activity 1: Matching Sounds-

Provide a selection of instruments (e.g. triangle, tambourine, chime bar etc.) The adult makes a sound or pattern of sounds on one of the instruments. The child must use the same instrument to make the same sound or pattern of sounds. Gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.



Activity 2: Story Sounds-

As you read or tell stories, encourage the children to play their instruments in different ways (e.g. make this instrument sound like giants footsteps...a fairy fluttering.... a cat pouncing..... an elephant stamping) Invite them to make their own suggestions for different characters (e.g. How might Jack's feet sound as he tiptoes by the sleeping giant? What about when he runs fast to escape down the beanstalk?)



Activity 3: Adjust the Volume -

Sit opposite your child with identical instruments. Copy each other making loud or quiet sounds with you, as the adult, starting. You could extend this activity by giving picture or symbol cues to represent loud or quiet (e.g. a megaphone, puppet of a lion, a finger on the lips, puppet of a mouse.)



Activity 4: Which Instrument? -

You could use two identical sets of instruments or have one set and a matching set of drawn / photographs of the instruments you are using. Let the child have the opportunity to play each instrument whilst you name them all. You then hide the instruments behind something (curtain, cushion or box etc) and play one. The child must use their set (drawn or actual) to identify the correct instrument being played. Develop the activity by playing a simple rhythm using two instruments.



Activity 5: Musical Show and Tell -

Invite your child to perform a short instrumental piece of music for you. Maybe you could record it and send it in to nursery or show other family members? They could be asked what they liked about the piece, what instruments were used etc.





Considerations:

*If your child is reluctant to attempt to copy actions with an instrument, spend a little time building confidence and interest in copying games. Present the child with a set of instruments. Have an identical set to hand. Allow the child to explore and copy back what the child does. Copying a child's actions can build confidence and make them feel their contribution is valued. If the activity results in an enjoyable copying game, the adult can subtly attempt to switch the roles by taking up a different instrument and making a new sound for the child to copy.

