

**Anima Phonics:
Letters and Sounds Updated
Phase 1**

**Aspect 3:
Body
Percussion**

Aspect 3: General sound discrimination – body percussion

Tuning into sounds

Main purpose

- To develop awareness of sounds and rhythms

Action songs

Singing songs and action rhymes is a vital part of Phase One activities and should be an everyday event. Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which the children have to add claps, knee pats and foot stamps or move in a particular way. Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence. Encourage the children to be attentive and to know when to add sounds, when to move, and when to be still.



Listen to the music

Introduce one musical instrument and allow each child in the small group to try playing it. Ask the children to perform an action when the instrument is played (e.g. clap, jump, wave). The children can take turns at being leader. Ask the child who is leading to produce different movements for others to copy. As the children become more confident, initiate simple repeated sequences of movement (e.g. clap, clap, jump). Suggest to the children that they could make up simple patterns of sounds for others to copy. Ask the children to think about how the music makes them feel and let them move to the music.¹

Roly poly

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.

Ask the children to suggest sounds and movements to be incorporated into the song.

Say hello ever so quietly

Say HELLO LOUDER!

¹ Activity based on Looking and Listening Pack ©Heywood Middleton & Rochdale Primary Care Trust. Used with kind permission.

Look, listen and note

Look, listen and note how well children:

- produce contrasts in rhythm, speed and loudness;
- join in with words and actions to familiar songs;
- articulate words clearly;
- keep in time with the beat;
- copy the sounds and actions;
- make up patterns of sounds.

Listening and remembering sounds

Main purpose

- To distinguish between sounds and to remember patterns of sound

Follow the sound

Invite a small group of children to 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).

Noisy neighbour 1

This game needs two adults to lead it.

Tell a simple story about a noisy neighbour and invite the children to join in. Begin with: *Early one morning, the children were all fast asleep – (ask the children to close their eyes and pretend to sleep) – when all of a sudden they heard a sound from the house next door.*

At this point the second adult makes a sound from behind the screen.

The story teller continues: *Wake up children. What's that noise?*

The 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 the simple story line with another sound (e.g. snoring, brushing teeth, munching cornflakes, yawning, stamping feet, washing).

Encourage the children to add their own ideas to the story about the noisy neighbour.

Look, listen and note

Look, listen and note how well children:

- copy a body percussion sound or pattern of sounds;
- identify hidden sounds;
- suggest ideas and create new sounds for the story.

Talking about sounds**Main purpose**

- To talk about sounds we make with our bodies and what the sounds mean

Noisy neighbour 2

(See 'Noisy neighbour 1' above.)

Ask the children to suggest a suitable ending to the story. 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.

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.

The Pied Piper

Tell the story of the Pied Piper of Hamelin. Use different instruments for the Piper to play, with children moving in different ways in response. The child at the front decides on the movement and the rest of the group move in the same way. They follow the leader around the indoor or outdoor space, marching, skipping and hopping – vary the pace and describe the action: *Fast, faster, slow, slower*.

Introduce and model new words by acting them out (e.g. *briskly, rapidly, lazily, sluggishly, energetically*) for the children to copy and explore by acting them out in different ways.

Look, listen and note

Look, listen and note how well children:

- use language to make different endings to the story;
- use a wide vocabulary to talk about the sounds they hear;
- group sounds according to different criteria (e.g. *loud, quiet, slow, fast*).

Considerations for practitioners working with Aspect 3

- Remind the children to **look** and **listen** to the adult and also to each other.
- It might be necessary to demonstrate the sounds to the children before each activity starts in order to 'tune them in' and to encourage them to describe the sounds they hear.
- Be aware that some children may have difficulty coordinating the movements or actions to accompany songs and games. Give children plenty of time and space to practise large-scale movements every day.
- Some children may find it difficult to monitor their own volume without adult support.