


Title: Psalms and Sounds	Year: Reception	Timing: 2/3 lessons
Links: CWR2, CSC1		
Learning objectives: <ul style="list-style-type: none"> • To hear a psalm (song) read from an appropriate version of the Bible • To be able to respond to the words and ideas of the psalm using un-tuned percussion Early Learning Goals: <ul style="list-style-type: none"> ❖ To recognise and explore how sounds can be changed (Creative) ❖ To use their imagination in ...music ...imaginative and role play (Creative) 		
Questions for reflection: What sort of songs do you enjoy and when do you sing songs? How does music help us to share our ideas in a colourful way? Why do you think Christians use music to praise God?		
Activities and experiences: <ol style="list-style-type: none"> 1. Sharing time ~ can you think of big sounds and little sounds, friendly sounds and scary sounds, happy sounds and sad sounds? What makes a sound big/little, scary/friendly? Make a sound using your fingers for your friend to hear, then swap. 2. Place percussion out around the room on tables for the children to play, making sure that the instruments are labelled so that the children use the right names. Show/remind the children how to hold the instruments. Can they play softly, medium loudly? Work in pairs, one playing and one listening, and move on. 3. Back on the carpet, read the psalm to the children. (This is essentially a simple version of Psalm 148 with a refrain from Psalm 136.) Can they spot the repeated line? What do those words mean? 4. Stick the picture-word cards for the different elements on to the whiteboard e.g. angels, and talk about the instrument with which that element could be matched and why. Some have been suggested for you. 5. Have 2/3 children with the same instruments come to the circle and place their picture-word card on the floor in front of them. It will be easier to play if the children sit in the right order. 6. Children decide how to play their instruments in order to reflect their own element (loud/soft, struck/shaken?) 7. The teacher used the egg shaker for the refrain and reads the Psalm, but does not allow reading and playing at the same time. The children will need practice, and will benefit from hearing themselves on tape to evaluate and improve their work. 8. Perform the Psalm for another class, and talk about what they have done. Assessment: In their RE books, children can draw their own instrument and caption it with their answer to the question ~ I wonder why Christians use music to praise God? Prior experience: There is an assumption here that children have had opportunity to use a variety of un-tuned percussion instruments to make different sounds, and to listen carefully to others in a controlled environment.		