

Don't Wake The Baby!

Music & Story Play Lesson Pack

SUITABLE FOR AGES:
2 - 6 years
(with extensions
for babies)



FOCUS ON:

- Musical concepts: 'loud' and 'quiet'
- Focused listening: aural discrimination
- Playing simple instruments
- Exploring vocal dynamics

Don't Wake The Baby!

AN OVERVIEW

This Music and Story Play lesson explores the musical concepts of 'loud' and 'quiet' through focused listening activities, playing simple instruments and using the different dynamics of our voices.

PURPOSE

In this noisy world, it's vital we provide opportunities for our children to focus their listening attention on a single sound. It could be a recording (or the real sound) of the rain or an animal. '[Listen to those chickens! Can you make a sound like those chickens with me?](#)' Or perhaps the sound of a guitar, rainstick or other featured instrument.

When children attentively focus their listening, what they're really doing is building their brain's auditory processes – they're growing their ability to discriminate among different sounds, training their hearing to focus on what sound is relevant and what sound is simply auditory noise.

Sharing a discussion about the sounds we hear builds on our children's aural memory and vocabulary as we use words to describe sounds as 'loud' or 'quiet', 'squeaky' or 'grumbly'. These skills are all valuable components of language and literacy development.

Research has demonstrated that children who have better auditory processing skills, have better literacy skills when they get to school.

FOCUS ON:

- **Musical concepts:**
'loud' and 'quiet'
- **Focused listening:**
aural discrimination
- Playing simple instruments
- Exploring vocal dynamics

LINKS TO EYLF:

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children listen and respond to sounds and patterns in speech, stories and rhymes in context.
- Children sing and chant rhythms, jingles and songs.
- Children contribute their ideas and experiences in play and group discussions.
- Children begin to sort and categorise attributes of objects in their social and natural worlds.



"It's the little conversations that build the relationships and make an impact on each student."

Robert John Meehan

Don't Wake The Baby!

Music & Story Play Lesson Pack

INCLUDED IN THIS LESSON PACK:

'DON'T WAKE THE BABY' LESSON PLAN:

A step-by-step guide for leading this Music and Story Play learning experience, including extension ideas, tips and 'scripting' suggestions.

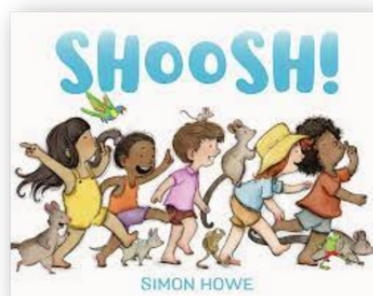
This plan is designed to be flexible to your individual needs and ideas. You may like to present it as it is, move things around or extend on it gradually over a couple of weeks. It's completely up to you!

LINKS TO: (see below)

- YouTube tutorial with Nadia – a practical guide to presenting this lesson plan.
- A Spotify playlist with ALL the relevant sounds and songs for this lesson plan.
- Downloadable song by Nadia – SHOOSH!
- YouTube video of the book 'SHOOSH!' – being read aloud.

PRINTABLES:

- Flashcards: 'Loud' & 'Quiet' (pack of 12)
- Parent Notes (4 pages): 1 with lesson information included; 1 blank template; 2 alternative templates for your photos and teacher notes.
- Lesson Plan 'Cheat Sheet'
- Anecdotal & Learning Story observation templates.
- Planning Extension Educator Worksheet.



WHAT YOU NEED:

**15 - 20
minutes**



Playback
for recorded
sounds & song



SHOOSH!
song



Baby bed
with 'baby'



Flashcards
(provided)



Basket of
instruments



Recording
device
(eg: iPad)

Find Simon Howe's book
at your local library.
(Optional)



SCAN THE QR CODE TO ACCESS YOUR
SPOTIFY PLAYLIST WITH THE AUDIO
REQUIRED FOR THIS LESSON.



HOW TO: Step by Step

1

SETTING THE SCENE - sitting in a circle

Introduce this activity by cradling a sleeping 'baby' (soft toy or baby doll) in your arms. Sing a lullaby with the children's help. Gently tuck the baby into a cosy bed outside of the circle.

(whispering) 'PHEW! I've finally got my baby to sleep. I don't want her to wake up, so we need to be quiet. Can you be quiet with me? Like this...'SHOOSH' (with finger on lips) That was great! Let's do it again.'

2

OUR DYNAMIC VOICES

'Quietly' is one of the many ways we use our voices. Ask the children if they can think of some other ways. Discuss and then explore further with this simple echo response game.

Listen to my whispering voice. (Listen to my whispering voice)

Listen to my singing voice. (Listen to my singing voice)

Listen to my squeaky voice. (Listen to my squeaky voice)

Listen to my grumbly voice! (Listen to my grumbly voice!)

OH DEAR! Don't wake the baby! SHOODOOSH...

3

LOUD AND QUIET SOUNDS

Focusing our listening attention on a single sound and using language to describe it, supports children to discriminate the many sounds around them – a vital language and literacy skill.

'How can we make a loud or quiet sound WITHOUT using our voices? What if we BANG a big drum? BING-BANG-BOOM!...is that a loud or a quiet sound?'

Ask the children for more ideas, then invite them to focus their listening on some loud and quiet sounds from your playback device. Ask them to tell you what they think the sounds could be? Are the sounds loud or quiet?

EXTENSION IDEAS:



FOCUSED LISTENING:
What sounds do babies make? Play recorded baby sounds – babbling, crying, laughing.



Record your voices doing the echo game and enjoy listening back!
Requires a recording device, such as an iPad or phone.



Use the flash cards provided in this lesson plan with the audio sounds provided on the Spotify playlist.



Record the children using their voices to make the sounds of the items on the flashcards provided. Play the recording for them later and ask them to match each sound to each card.

This simple game is developing their auditory discrimination, aural memory (as they recognise their own and each others voices) and supporting their language and literacy development.



HOW TO: Step by Step

4

INSTRUMENTS

Now that you've explored 'loud' and 'quiet' through focused listening and using your voices, it's time to play instruments. I recommend a class set of sticks or shakers.

'I have some very special instruments to share. I'm going to come around the circle and place a set of clapsticks (shaker) quietly on the ground in front of you. I want you to let them 'REST' there until I say it's time to play.'

After practicing 'REST – READY – PLAY' explore playing 'loudly' and 'quietly'. Ask the children to 'show' you (without words) other ways to play sticks quietly.

5

PLAY ALONG

The sticks are RESTING. Give a big 'yawn' and tell the children that you need a rest too because you didn't sleep very well last night. You had a loud possum BANGING and BUMPING up on your roof! Has something like that ever happened to them?

'My friends Nadia and Simon wrote a song about animals on the roof being loud and noisy! It's called SHOOSH!...say that word with me...SHOOSH! Let's listen to that song together now and play along with our clapsticks.'

Play song 'SHOOSH'. Demonstrate RESTING the clapsticks/instruments during the verses and playing them during the choruses – stopping each time on the final SHOOSH! of the chorus.

6

REVIEW / BOOK

Ask the children to place the clapsticks 'quietly' back in the basket. Can they do it without making any sound? Reflect on today's session with a group discussion.

'Can you tell me what types of sounds we made with our voices today?'

'What animal did we hear that made a LOUD sound?'

'Can YOU make a sound like that animal for me now?' ...



When introducing instruments to your children, treat the instruments with the utmost respect. This will guide the children to do the same.

This also applies to putting them away.

REST – READY – PLAY!

Demonstrate and practice this sequence at the start of every instrument time to manage focus and calm.

'REST'

STICKS RESTING
ON THE GROUND
IN A 'MOUNTAIN' SHAPE

'READY'

ONE STICK HELD
IN EACH HAND
(SILENT)

'PLAY!'

CLAP STICKS
TOGETHER
(IN TIME)



FOR BABIES:

Babies and toddlers LOVE hearing the sounds of other babies voices in a focused listening activity. Be expressive with your body and facial expressions to support listening and attention. The flashcards help very young children associate images with words and sounds – an early literacy understanding.

Don't Wake The Baby!

DATE:

TIME:

CHILD:

AGE:

OBSERVER:


CONTEXT:

OBSERVATION:

ANALYSIS:

IMPLICATIONS

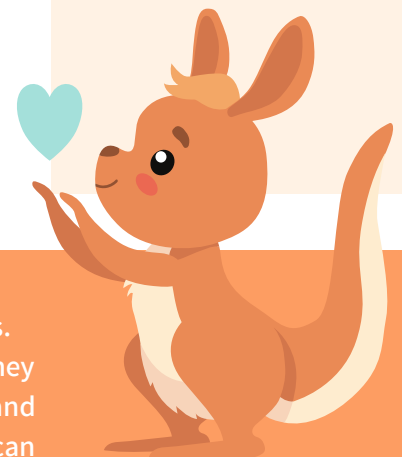
FOCUS ON:

- **Musical concepts:** 'loud' and 'quiet'
- **Focused listening:** sound differentiation
- Playing simple instruments 
- Following instructions

LINKS TO EYLF:

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children listen and respond to sounds and patterns in speech, stories and rhymes in context.
- Children sing and chant rhythms, jingles and songs.
- Children contribute their ideas and experiences in play and group discussions.
- Children begin to sort and categorise attributes of objects in their social and natural worlds.



Babies and young children's learning happens through everyday experiences. Observation methods support us to make children's learning visible. They focus a spotlight on the increments of a child's efforts, interests and skills and reflect how learning environments and our own teaching practices can influence and impact on a child's development and learning journey.

Don't Wake The Baby!

DATE:

TIME:

CHILD:

AGE:

OBSERVER:


CONTEXT:

LEARNING STORY:

ANALYSIS OF LEARNING:

FUTURE PLANNING:

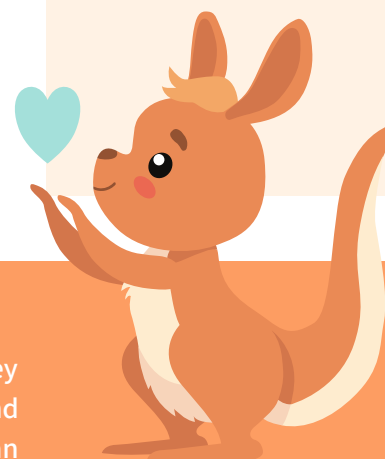
FOCUS ON:

- **Musical concepts:** 'loud' and 'quiet'
- **Focused listening:** sound differentiation
- Playing simple instruments 
- Following instructions

LINKS TO EYLF:

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children listen and respond to sounds and patterns in speech, stories and rhymes in context.
- Children sing and chant rhythms, jingles and songs.
- Children contribute their ideas and experiences in play and group discussions.
- Children begin to sort and categorise attributes of objects in their social and natural worlds.



Babies and young children's learning happens through everyday experiences. Observation methods support us to make children's learning visible. They focus a spotlight on the increments of a child's efforts, interests and skills and reflect how learning environments and our own teaching practices can influence and impact on a child's development and learning journey.



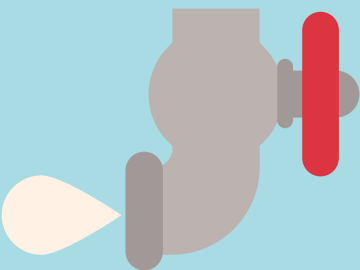
DRUM



ROOSTER

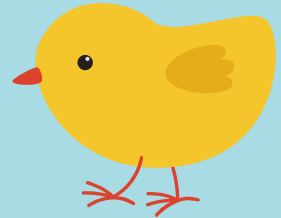


MOUSE

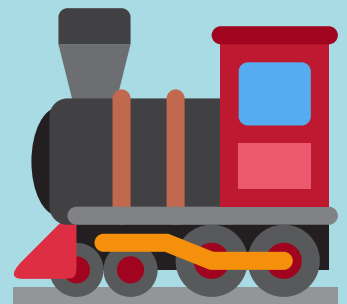


TAP

CHICK



TRAIN



Music & Story Play
QUIET OR LOUD?



DONKEY



TRUMPET

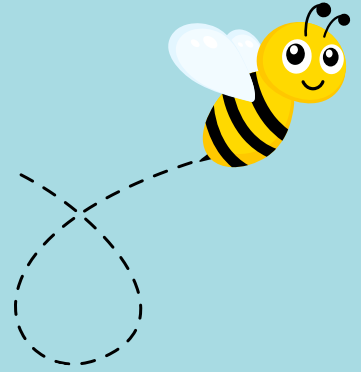


AMBULANCE

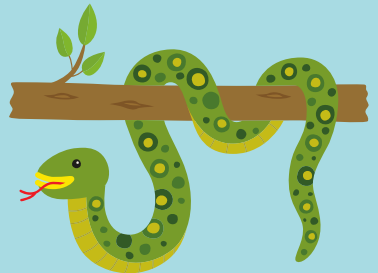


THE WIND

BEE



SNAKE



Don't Wake The Baby!

FROM YOUR TEACHER:

In this Music and Story Play lesson we explored the musical concepts of 'loud' and 'quiet' through focused listening activities, playing simple instruments and using the different dynamics of our voices.


In this noisy world, it's vital we provide opportunities for our children to focus their listening attention on a single sound. It could be a recording (or a real sound) of the rain or an animal. '[Listen to those chickens! Can you make a sound like those chickens with me?](#)' Or perhaps the sound of a guitar, rainstick or other featured instrument.

When children attentively focus their listening, what they're really doing is building their brain's auditory processes – they're growing their ability to discriminate among different sounds, training their hearing to focus on what sound is relevant and what sound is simply auditory noise.

Sharing in a discussion about the sounds we hear builds on our children's aural memory and vocabulary as we use words to describe sounds as 'loud' or 'quiet', 'squeaky' or 'grumbly'. These skills are all wonderful components of language and literacy development.

Research has demonstrated that children who have better auditory processing skills, have better literacy skills when they get to school.

FOCUS ON:

- **Musical concepts:** 'loud' and 'quiet'
- **Focused listening:** aural discrimination
- Playing simple instruments 
- Exploring vocal dynamics

LINKS TO EYLF:

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children listen and respond to sounds and patterns in speech, stories and rhymes in context.
- Children sing and chant rhythms, jingles and songs.
- Children contribute their ideas and experiences in play and group discussions.
- Children begin to sort and categorise attributes of objects in their social and natural worlds.




DOWNLOAD THE SONG
'SHOOSH!' FOR FREE!



Don't Wake The Baby!

FOCUS ON:

- Musical concepts: 'loud' and 'quiet'
- Focused listening: aural discrimination
- Playing simple instruments 
- Exploring vocal dynamics

LINKS TO EYLF:

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children listen and respond to sounds and patterns in speech, stories and rhymes in context.
- Children sing and chant rhythms, jingles and songs.
- Children contribute their ideas and experiences in play and group discussions.
- Children begin to sort and categorise attributes of objects in their social and natural worlds.



DOWNLOAD THE SONG
'SHOOSH!' FOR FREE!





Don't Wake The Baby!

PHOTO
HERE
7.6 x 5.6

“

”

“

”

“

”

“

”

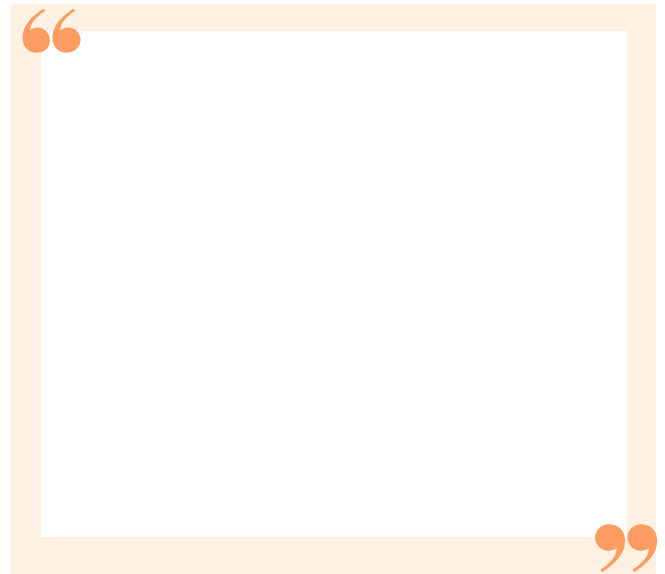


"A child's mind is not a container to be filled
but rather a fire to be kindled."

Dorothea Brande



Don't Wake The Baby!



Explore what sounds at home are 'loud' or 'quiet'?
Is your dishwasher...quiet? Is your dog's bark...loud?
Take the time to **notice sounds** with your little one.

Don't Wake The Baby!

TEACHING CHEAT SHEET - MUSIC & STORY PLAY LESSON PLAN - TO REFERENCE DURING CLASS

- 1 'PHEW! I've finally got my baby to sleep! I don't want her to wake up so we need to be quiet. Can you be quiet with me?
Like this...'SHOOSH' (with finger on lips) That was great! Let's do it again!




- 2 Listen to my whispering voice. (Listen to my whispering voice)
Listen to my singing voice. (Listen to my singing voice)
Listen to my squeaky voice. (Listen to my squeaky voice)
Listen to my grumbly voice! (Listen to my grumbly voice!)
OH DEAR! Don't wake the baby! SHOOOOSH...



- 3 'How can we make a loud or quiet sound WITHOUT using our voices? What if we BANG a big drum? BING-BANG-BOOM!...is that a loud or quiet sound?'
LISTEN TO DIFFERENT 'LOUD' AND 'QUIET' SOUNDS FROM YOUR PLAYBACK.
'What do you think makes this sound? Is it 'loud' or 'quiet'? Use flashcards.





- 4 'I'm going to come around the circle and place a set of clapsticks/shaker on the ground in front of you. I want you to let them 'rest' there until I say it's time to play.'
REST - READY - PLAY!
'Now let's see if you can play them as 'quietly' as possible...and now 'loudly'...



- 5 'My friends Nadia and Simon wrote a song about animals keeping the baby awake! It's called SHOOSH!...say that word with me...SHOOSH! Let's listen to that song together now and play along with our clapsticks.'
REST during verses / PLAY during choruses – stopping on final SHOOSH! each time.




- 6 'Can you tell me what types of sounds we made with our voices today?'
'What animal did we hear that made a LOUD sound?'
'Can YOU make a sound like that animal for me now?' ...



Don't Wake The Baby!

TEACHING CHEAT SHEET - MUSIC & STORY PLAY LESSON PLAN - WRITE YOUR OWN PROMPTS OPTION

1



2



3



4



5



6



Don't Wake The Baby!

- This is a safe place to jot down all your own ideas.
- How would you like to extend on this lesson plan?
- What other arts experiences could this theme inspire?
- Do you have a 'sound' story that you can share with the children? Remember, it doesn't need to be complicated. Even something as simple as the smoke alarm going off when you cooked toast this morning!
- Perhaps one of your children have a new baby at home? What story do they have to share?

Write your ideas below and remember to let them flow! You can refine and edit later.



EG: Use flashcards as a sorting and counting game for 'loud' and 'quiet'.



You have your own special way of looking at the world and dreaming up ideas.
Your perspective is valuable. What a precious gift to nurture and share!

xo Nadia

Music & Story Play