

## Music

I found the ASDAN Life Skill Challenge - Creating musical sounds and rhythms using kitchen equipment (see next page). I thought this could be really good fun for you to do at home.

Below are some videos to help inspire you:

[https://www.youtube.com/watch?v=UWJd\\_J2\\_aRY](https://www.youtube.com/watch?v=UWJd_J2_aRY) Kitchen Stomp

<https://www.youtube.com/watch?v=9GqEkxEcL6s> Kitchen music

[https://www.youtube.com/watch?v=pPwr4vNds\\_w](https://www.youtube.com/watch?v=pPwr4vNds_w) Percussion kitchen duo

<https://www.youtube.com/watch?v=l48JSJ7Whs8> - Household Percussion

- Raid your kitchen for different equipment that make different sounds. For example, Pans hit with different spoons - metal, plastic or wooden. Metal lids to hit together. Baking trays or cheese graters - scrape with washing up brushes, scourer, forks, potato mashers. Drying racks use a metal spoon and move this up and down the rack.
- Have time to explore - your child might come up with their own way off playing music with the equipment.
- Copy what your child does.
- See if they will copy what you do.
  
- Put music on that they could play their equipment along with. It can be any song, maybe a song you know they really like. I have put some examples of songs with a good beat/rhythm and different sounds:
  - Jonas Brothers - What A Man Gotta Do
  - Imagine Dragons - Believer
  - Pharrell Williams - Happy
  - David Guetta - Titanium ft. Sia
  - Three Little Birds (Don't Worry About a Thing ) - Bob Marley
  - Phil Collins - In The Air Tonight
  - Michael Jackson - Beat it
  - George Ezra - Shotgun
  
- You could add food to create different sounds to - rice being dropped onto a baking tray, pasta/cereal put into a pan and then shake it etc.

Notional learning hours	10
Level	Working Towards Entry 1
Subject area	Expressive arts
Preparing for Adulthood pathway	Community inclusion
Skill	Ability to learn; Teamwork
Learning aim	Learners will make and copy different musical sounds, rhythms and patterns.
Learning context	Music activities, playing as part of a group and individually.

Learning outcomes	Assessment criteria
<p>What the learner needs to know, understand or be able to do.</p> <p>The learner will:</p>	<p>What the learner needs to demonstrate in order to meet the learning outcome.</p> <p>The learner can:</p>
<p><b>1</b> Be able to use kitchen equipment to make musical sounds, rhythms and patterns.</p>	<ul style="list-style-type: none"> <li>Use different kitchen equipment e.g. saucepans, wooden spoons to create different sounds, rhythms and musical patterns</li> </ul>
<p><b>2</b> Be able to use kitchen equipment to copy simple musical sounds, rhythms and patterns.</p>	<ul style="list-style-type: none"> <li>Use kitchen equipment to copy simple musical sounds, rhythms or patterns</li> <li>Use kitchen equipment to copy simple sounds, rhythms or patterns as part of a group</li> </ul>

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	
Labelled product, video or photographic evidence	<b>1</b> <b>2</b>