



15 mins

# 1. Warm up Activity

## 'Hot & Cold'

Hot & Cold is a fun game where your class have to direct a detective to a hidden object using only sounds. The children will need to use their listening, focus and team work skills in order to succeed!

### Objective and Musical Focus

Dynamics; Playing as an ensemble; Singing; Pulse

### Instruments?

No

### Accessibility

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.

Before starting the game, split your class into two teams, the 'hot' team and the 'cold' team. Explain to the class that the aim of the game is for both teams to work together to direct a 'detective' to a hidden object, using only sound. When the detective is far away from the hidden object, the cold team play, and when the detective is near to the object, the hot team play.

If you have instruments available, you may give each team a selection of instruments from a similar 'family'. For example, the cold team could all have metallic instruments (tambourines, triangles etc), while the hot team all have wooden instruments (claves, wood blocks, etc). It is important to have a similar sounding 'family' of instruments for each team so the detective can more easily identify when the hot or cold team are playing. If you don't have instruments available have a class discussion on some **body percussion** or vocal sounds each team could make.

To begin, choose an object that will be hidden somewhere in the classroom, for example a class teddy bear. Now choose one child to be the 'detective' and ask them to leave the room for a minute while another child hides the object somewhere in the classroom. It is important that everybody in the class knows where the object is hidden. Once the detective re-enters the classroom the two teams can begin playing depending on whether the detective is near or far away from the hidden object. Remember, the teams are not allowed to point or talk, they can only use sound to direct the detective towards the hidden object.



You can see a video demonstration of a similar game, 'Sound Detectives', in the Teacher Techniques section of our website.



To make the game more advanced, introduce **dynamics** to your class, for example, if the detective is far away from the object, the cold team play quieter and quieter the further away the detective gets. Similarly, the hot team play louder and louder the closer the detective gets to the object. You could also give each team a particular **rhythm** to play with the rest of their team.

## 2. Song: *When the Cold Wind Blows*



10 mins



Co-o-o-o-o-old,  
Co-o-o-o-o-old,  
Co-o-o-o-o-old,  
**When the wind blows.**

Teach your class the chorus from ‘*When The Cold Wind Blows*’:



When teaching songs to children, start by singing the whole chorus yourself. By having a go you are setting the example that music is for everyone.

Notice that the last time you sing the chorus, it repeats and has these slightly different lyrics:

Co-o-o-o-o-old,  
Co-o-o-o-o-old,  
Co-o-o-o-o-old,  
**When the cold wind**  
**Blo-o-o-o-o-ows,**  
**Blo-o-o-o-o-ows,**  
**Blo-o-o-o-o-ows,**  
**When the wind blows.**



When teaching songs to children, start by singing the whole chorus to the class yourself. Don't worry if you're not the most confident singer, the children are not expecting you to be a professional! By having a go you are setting the example that music is for everyone.

Once you have sung the whole chorus, teach them the song one line at a time. Use gestures to indicate when it is your turn to sing and when it is their turn to copy, and remember to make eye contact with them and smile!



Once the children have got the hang of it, invite individual children to do the teacher's job singing one line at a time and the rest of the class copying them back.

Finally, challenge your class to come up with some simple actions they can do while singing this chorus.

## 3. Main Activity

### When the Wind Blows



20 mins



The aim of this activity is to get your class to play 4 beats along with the music and at different times. Building on the previous exercises, it will improve their ensemble musicianship skills including listening, team work and following a **conductor**.

If you have **unpitched percussion** instruments available, distribute them to your class one between two. As this is a song about winter, have a class discussion about which instruments help create a sense of winter and cold weather. If you don't have instruments available, experiment with your class to make some wintery body percussion/vocal sounds.

Once you have agreed on the instruments/sounds you are using, recap the chorus from earlier. Ask the children to think about the last line 'when the wind blows' and challenge them to play this line using their musical instruments. If the children are struggling, encourage them to make a sound for each syllable. You should end up with a 4-beat pattern (a sound for each word in the sentence).

Now try singing the chorus together and playing the instruments along to the last line 'when the wind blows'. Make sure that everybody is playing their instruments together at the same time, matching the **pulse** of the music.

In addition to playing during the choruses, this 4-beat pattern would also fit nicely in the verses immediately after the lyrics 'when the cold wind blows'.



If you want to learn more about body percussion you can watch the Thunder Jam episode 'This is Me' on our website.



Try conducting your class to play their 4-beat pattern at this point, for example:

**Short days, long nights,  
Will the snow fall, will the frost bite,  
When the cold wind blows.  
(Play 4-beat pattern).**

**Leaves drop, bare trees,  
Wrap up, for the big freeze,  
When the cold wind blows.  
(Play 4-beat pattern).**



For more wintery resources why not try the CBeebies Panto song *Gathered Round the Christmas Tree* activity plans on our website.

Now explain to your class that the role of a conductor is to help lead a team of musicians. Conductors do this by using gestures and body language to communicate to the ensemble.

You can help the children play at the correct times in the song by being the conductor, indicating when they ought to start and stop playing their 4-beat pattern.

To get the ensemble to start playing, conductors often show their open palms. However to prepare the ensemble for this, they would take an intake of breath while raising their hands slightly, just before showing their open palms to get the ensemble to play.



Once the class have played their 4-beat pattern, to indicate stopping, a conductor would often clench their fists, as if they are 'catching' the sound.

Again, just before clenching their fists, the conductor would take an intake of breath while raising their hands. Practice this with your class along to the track and also let the children have a go at conducting.



## 4. Troubleshooting



When playing 'Hot & Cold' children can often be too eager to play all the time, therefore encourage them to always think about how near or far away the detective is from the hidden object.

You could also have a leader/conductor for each team who is in charge of when their team plays.



### Key words

**Body Percussion:** sounds made using your body.

**Conductor:** person who directs the ensemble.

**Dynamics:** the volume of sound.

**Lyrics:** words to a song.

**Pulse:** a steady beat, like a ticking clock.

**Rhythm:** a pattern of long and short sounds.

**Unpitched percussion:** percussion instruments that don't have pitches, for example a drum or wood block.