

## Unit Objective

This lesson plan was designed to complement a Silent Disco.

If you are in the Mid North Coast of New South Wales please contact [Blue Sky Community Services](#) to organise a free silent disco for your school or organisation. If you are accessing this resource from outside of the Mid North Coast NSW, we recommend engaging a local company that can facilitate a silent disco for you or creating your own with our [Silent Disco Set Up Guide](#).

The Silent Dancer [Activities](#) were created to be completed before and/or after your silent disco. Often a silent disco may run with children across various age and ability ranges. The six activities are designed with this in mind, and each activity provides varying degrees of difficulty to cater for all learners. Even though the six activities can be accessed by children of many age brackets, there are four lesson plans available, each dedicated to one of the four primary school stages. Each lesson plan links to all 6 activities and it is up to you which and how many activities you incorporate into your Music curriculum.

## Lesson Overview

**Big idea:** Exploring Music and Movement through a Silent Disco

**Guiding Questions:**

- How can music shape our identity?
- How can we represent ourselves through music?
- How can I express myself through music?

## Lesson Outcomes

**A student will learn to:**

- perform music through singing, playing and moving to a variety of music, both individually and in groups
- organise musical ideas to vary known repertoire, to create new work and to notate as a means of recording and communicating musical ideas
- listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts




**A student will learn about:**

**musical concepts:**

- through recognising musical features of the music they perform
- by organising sound, listening and performing, and by exploring the relationship between musical symbols and sound
- by responding to music through performing and organising sound activities and identifying features of this music

**the role of music in the world by:**

- understanding, appreciating and evaluating their own work and the work of others
- understanding the variety of situations in which music occurs and the function it plays in these situations

Syllabus Outcomes	Teaching, Learning and Assessment
<p><b>MUS3.1</b> Sing, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.</p> <p><b>MUS3.2</b> Improvises, experiments, selects, combines and orders sound using musical concepts.</p> <p><b>MUS3.3</b> Notates and discusses own work and the work of others.</p> <p><b>MUS3.4</b> Identifies the use of musical concepts and symbols in a range of musical styles.</p>	<p><b>TEACHING</b> - <a href="#">Learning intention</a></p> <ul style="list-style-type: none"> <li>- Students will understand the concept and technology behind a silent disco.</li> <li>- Students will explore different genres of music through a silent disco.</li> <li>- Students will express themselves creatively through movement.</li> </ul> <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Choose a song for students to join in with.           <ul style="list-style-type: none"> <li>- Body percussion songs  <a href="#">Musical Fruits - Rhythm Syllables Clap-Along</a>  <a href="#">Rhythm Clap Along - Level 1 to 3 (For Beginners/Kids)</a>     <a href="#">I Just Can't Wait to Be King - The Lion King Body Percussion</a>  <a href="#">Body Percussion - Can't Stop the Feeling`</a>  <a href="#">Body Percussion Warm Up #12</a> </li> <li>- Other warm-up songs  <a href="#">Guess the Sound   Musical Instruments Quiz   Instrument Sounds</a>  <a href="#">Koo Koo - Dinosaur Stomp (Dance-A-Long)</a>  <a href="#">5 MINUTE VOCAL WARM UP</a>  <a href="#">Floor Is Lava Song - THE KIBOOMERS</a> <a href="#">Preschool Songs - Freeze Dance</a>  <a href="#">Disco Brain Song - Champiverse   Activities For Kids   Dance Along   GoNoodle</a> </li> </ul> </li> </ul> <p><b>LEARNING</b></p> <p><b>Lesson Content</b></p> <ul style="list-style-type: none"> <li>• Introduction           <ul style="list-style-type: none"> <li>○ Begin by asking students if they have heard of silent discos and what they know about them. Briefly explain the <a href="#">concept of silent discos</a> and their growing popularity.</li> </ul> </li> </ul>

- Technology Behind Silent Discos
  - Show [how they work](#) to discuss the technology behind silent discos, including wireless headphones and multiple music channels.
  - Discuss how this technology allows people to enjoy music together in a unique way.
  - Show any of the following videos [Silent Disco Silent Disco 4 Kids by Party Higher Silent Disco Party](#) and talk about what kind of technology you can see. Why are the headphones different colours?
- Listening and Analysis
  - Play a selection of music tracks typically played at silent discos (e.g., dance, electronic, pop). These can be found in [Activity 6 - Music Genres](#).
  - Have students listen closely to the music and take notes on the elements they notice, such as rhythm, melody, and instrumentation.
- Group Discussion
  - Lead a discussion on the music tracks, focusing on how the music makes students feel and how it differs from music played on the radio.
  - Discuss the concept of musical preferences and how they can vary among individuals.
- Impact on Music and Social Interaction
  - Discuss the impact of silent discos on music consumption and social interaction. Ask students to consider how silent discos might change the way people experience music together.
  - Encourage students to share their thoughts and opinions on whether they would prefer a silent disco over a traditional disco.
- Activity
  - Find one or more [activities](#) that would benefit your students. Work through your chosen activities before and after your Silent Disco.
    1. **Enjoying Music** - Music in Different Ways, Word Search
    2. **Variations** - Alphabets, Scattergories
    3. **Sounds** - Find the Sounds, Sound Search Sheet
    4. **Loud City** - Read My City Speaks, Performance
    5. **Loud Beach** - Read This Beach is Loud!, Make Sounds, Descriptive Words Activities
    6. **Music Genres** - Listen to Genres, Matching Music Genres
- Reflection and Conclusion
  - Conclude the lesson by asking students to reflect on what they have learned about silent discos and how they might incorporate this knowledge into their own music experiences.

	<ul style="list-style-type: none"> <li>○ Encourage students to explore different genres of music and to keep an open mind about new ways of enjoying music.</li> <li>○ Watch <a href="#">Silent Disco   Swashbuckle   CBeebies</a> - What is different between this silent disco and the one you participated in/ the other videos you have watched? Answers could include: Cords for headphones, having to listen to the same song, aren't allowed to sing.</li> </ul> <p><b>Extension Activities (optional):</b></p> <ul style="list-style-type: none"> <li>● Students can research the history of silent discos and present their findings to the class.</li> <li>● Students can create a playlist for a silent disco, including a variety of music tracks that they think would appeal to a wide audience.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Informal assessment is based on student participation in discussions and activities, as well as their ability to analyse and reflect on the music played during the lesson.</li> </ul>
<p><b>Adaptations, Considerations and/or Adjustments</b></p> <p><b>Note:</b> Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>- Students can complete all activities where they feel most comfortable. This may include sitting or standing.</li> <li>- The environment may need to be considered or adapted for accessibility.</li> <li>- Throughout the planned activities, students may need to use their hands or legs. If this is a challenge for your students, leave these activities out or create a more suitable alternative for your students.</li> <li>- Ensure there are no flashing lights/visuals at your Silent Disco if you have a student with epilepsy or light sensitivity.</li> <li>- Provide frequent water breaks for students participating in the Silent Disco.</li> </ul> <p><b>Vision:</b></p> <ul style="list-style-type: none"> <li>- When displaying instructions and visuals, it may be beneficial to increase the size of fonts or pictures.</li> <li>- Instructions may also be given verbally.</li> <li>- Ensure students are seated near the front of the room to view visuals/videos.</li> </ul> <p><b>Hearing:</b></p> <ul style="list-style-type: none"> <li>- Include visuals to support lesson activities.</li> <li>- Have instructions written simply on the board.</li> <li>- Some assistance or a sound device may be needed for direction during the whole task.</li> <li>- Display the lyrics and appropriate video clips when doing the "Genre Activities".</li> <li>- During the Silent Disco, consider providing students with a vibration vest instead of headphones.</li> </ul>

**Sensory:**

- Create a space in the classroom that gives students a 'break' from constant environmental stimulants.

**Non-verbal:**

- Support students' preferred ways of communication.
- Incorporate technology or devices in group discussion.
- Ask targeted closed questions.

**EAL/D:**

- Display questions and instructions on the board for each activity in the lesson for clarification. Include visuals in addition to written resources.

**Other:**

- Please read [PWDA Language Guide: A guide to language about disability](#) before starting this unit of work. This guide is a helpful resource, as it has been written by people with disability to assist the general public in respectfully talking about disability. It is important to be aware that the language that is used when talking about people with disability has an impact on how they are perceived and treated.
- This lesson introduces a fair amount of new information. In order to keep engagement levels high, some students may benefit from having this lesson split up over multiple sessions.

## Resources

- [Music Book and Video Suggestions](#)
- [What is a Silent Disco? S2 & S3](#)

<b>Lesson Evaluation/Reflection</b>	<b>Yes</b>
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The lesson includes a variety of teaching and learning activities and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	

# SILENT DISCO



Would you like us to hold a sensory-friendly Silent Disco open to all?

A Silent Disco is where everybody has their own wireless headset which allows the choice of different playlists and volume, while to the outside world, it is SILENT.

We can come and host for free!

## Benefits



inclusive of those with diverse sensory needs



reduced distractions



it's FUN!



reduced anxiety



variety of music



sense of belonging for all



participation with others



less distracting for other students



individual headset with full control of your environment - volume & playlists



people with hearing impairment or who are deaf can participate by feeling the music!

Port Macquarie Hastings - Kempsey Shire



Ross Henderson



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Nambucca Valley - Bellingen Shire - Coffs Harbour



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**ndis bluesky**  
community services

Delivering the NDIS in your community

# What to expect at a Silent Disco

Video on a screen



Decorations



Disco ball



Lights off  
(still allowing natural light)



Someone controlling  
the playlists on  
screens



Fairy lights



Large open space  
to dance



Headphones  
with lights



3 different coloured lights, each  
colour is a different music playlist



Staff members  
helping





# How to create your own Silent Disco

## Tips to ensure your disco is **inclusive** and **welcoming**

- Each child needs a set of **Bluetooth headphones**. You may choose to purchase or hire them or even invite children to bring in their own.
- Make or pick an appropriate music **playlist**. Ensure various music genres are included.
- Set up a **device** (computer, iPad, tablet) where you can Bluetooth the music from.
- Set up a large **open space** for dancing, be mindful of any physical limitations of your students and ensure the environment is welcoming to everyone. **Lower numbers in the disco works best.**
- Create a low sensory space that gives students a 'break' from constant environmental stimulants, e.g. bean bag or seating area, a tent, a classroom, or an outside area.
- Dim the **lights, but avoid being too dark** and flashing/strobe lights.
- Ensure the music playing through the headphones is not too loud.
- **Decorate** the room with fairy lights, a disco ball, streamers, balloons or whatever you wish.
- Display disco ball **video** or similar on a screen.
- Your school may like to set a theme for the disco and get students involved in dressing up, choosing songs, making decorations etc.
- During your PE or Dance unit, you might choose to choreograph a dance routine so everyone is connected and included.
- Before the silent disco, some students may benefit from looking at the room before it is full of people. This may help to minimise overwhelming feelings and reduce some anxieties.



# Silent Dancer activities



There are six activities to choose from.

**Find one or more activities  
that would benefit your students.**

**Work through your chosen activities before  
and/or after your Silent Disco.**

Pay attention to the page borders, these show you which pages  
are a part of the same activity.

The borders change with every new activity.

Words underlined in **black** are clickable links.

# Silent Dancer

## activities



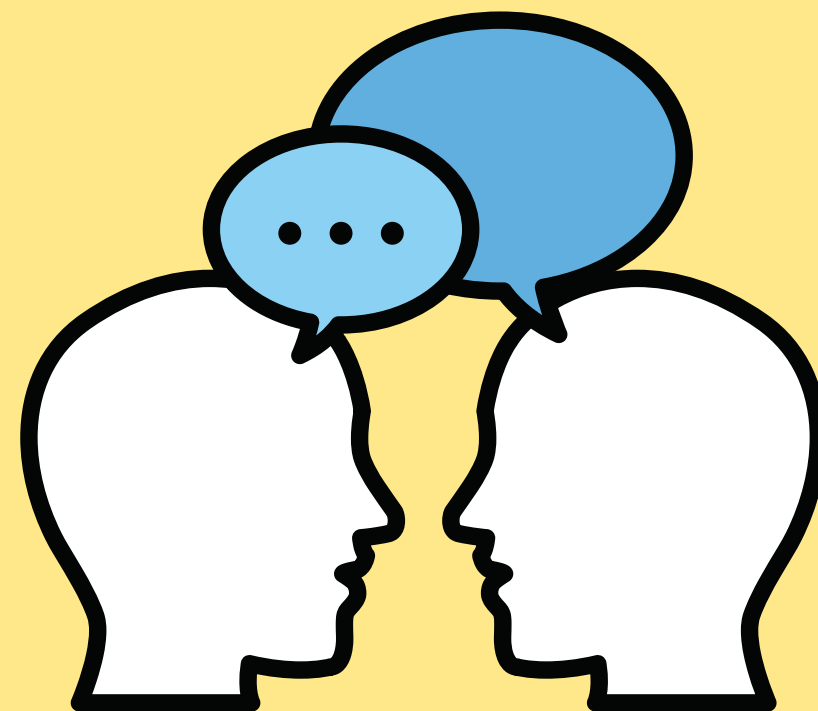
**There are six activities to choose from:**

1. **Enjoying Music** - Music in Different Ways, Word Search
2. **Variations** - Alphabets, Scattergories
3. **Sounds** - Find the Sounds, Sound Search Sheet
4. **Loud City** - Read My City Speaks, Performance
5. **Loud Beach** - Read This Beach is Loud!, Make Sounds, Descriptive Words Activities
6. **Music Genres** - Listen to Genres, Matching Music Genres

# Activity 1 - Enjoying Music

*Turn and talk to someone near you about:*

What are the different ways we can enjoy music?

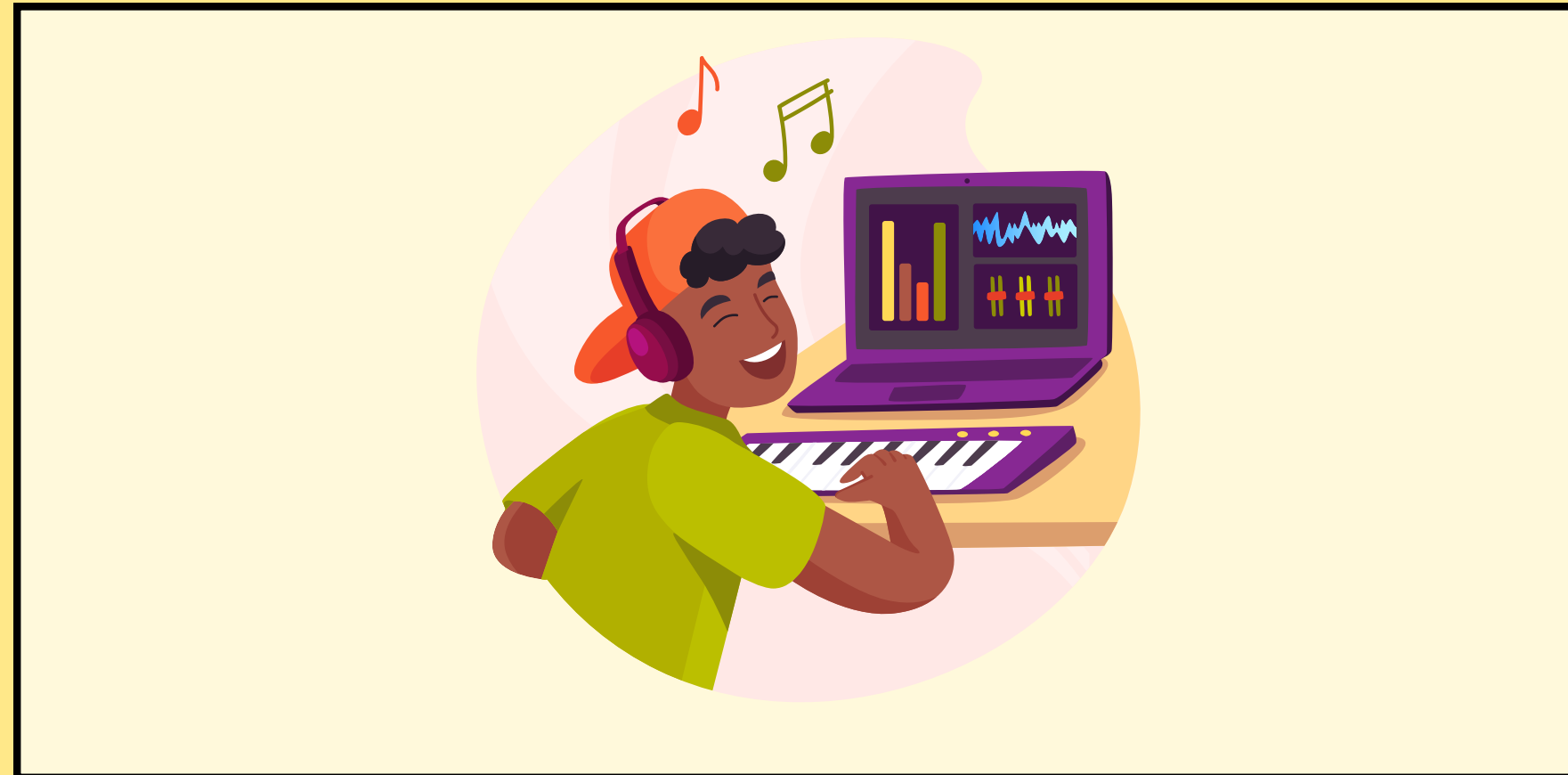


How can we make music?  
How can we listen to music?  
How can we move to music?

# We can **make** music in many different ways

Some ways include:

**With digital technology**



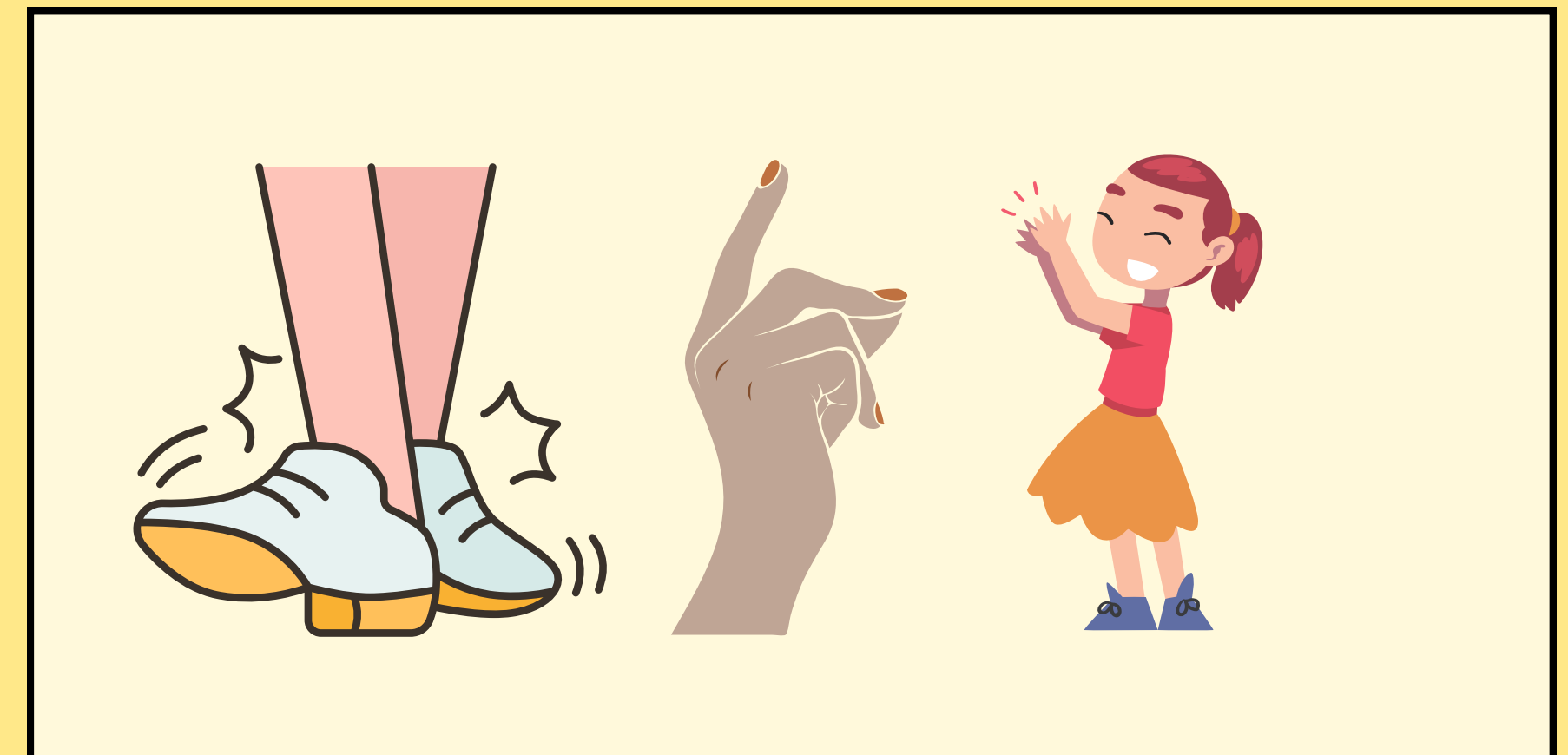
**With instruments**



**With our voice**



**With our bodies**



# We can **listen** to music in many different ways

Some ways include:

## Singing along



## With headphones



## With a vibration device



## Watching it live



# We can **move** to music in many different ways

Some ways include:

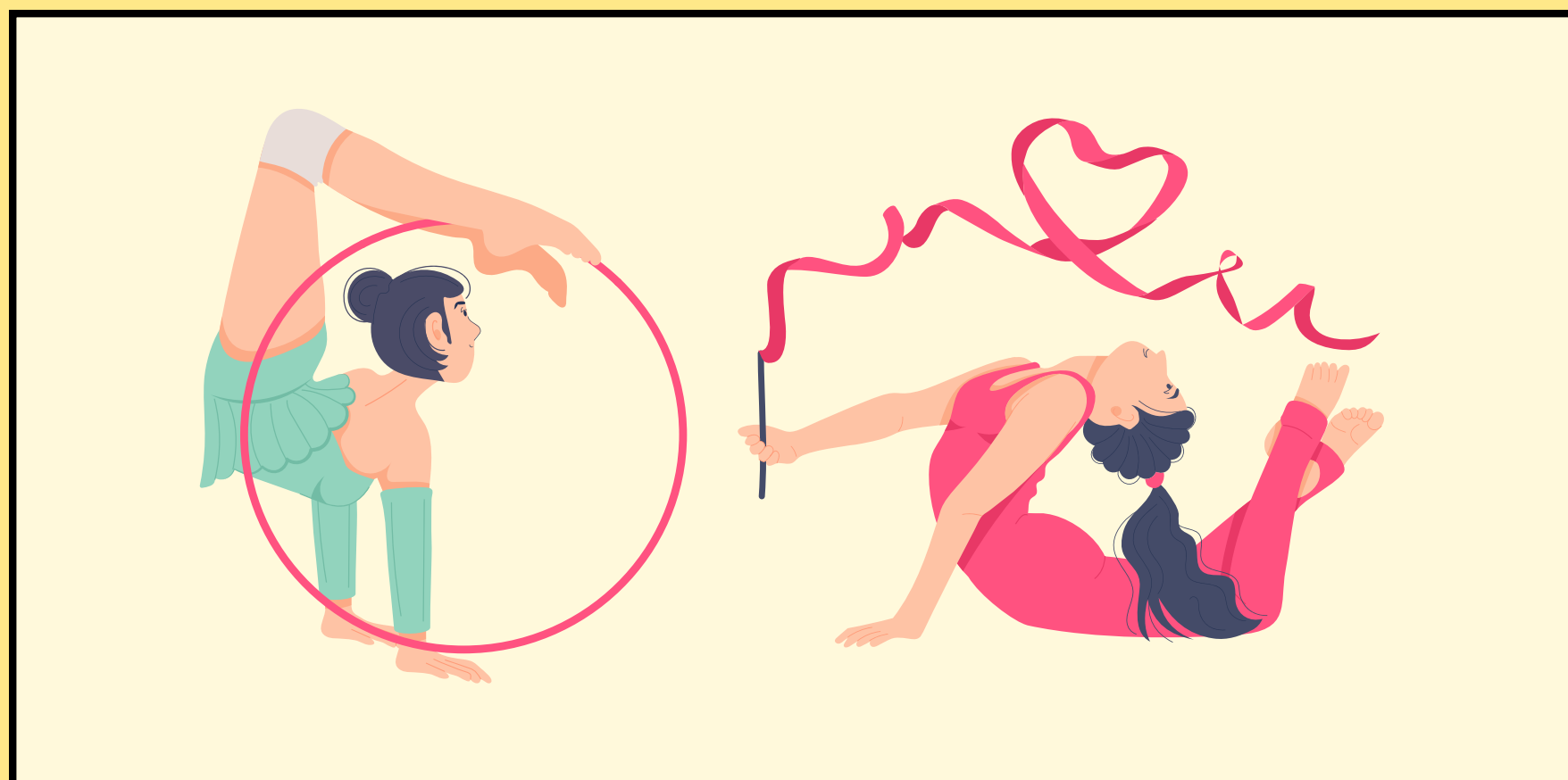
## Moving gently by yourself



## Dancing with other people



## With a prop



## Following others



# WORD SEARCH

This activity focuses on words that are commonly associated with music.



There are 3 different versions of this activity. Each version is labeled as a phase and they become more complex.

[Activity 1: Word Search Phase 1](#)

[Activity 2: Word Search Phase 2](#)

[Activity 3: Word Search Phase 3](#)

Pick a phase that works best for your students.

There is an answer sheet included for each phase.

### Phase 1

- [Word Search](#)
- [Answer sheet](#)

### Phase 2

- [Word Search](#)
- [Answer sheet](#)

### Phase 3

- [Word Search](#)
- [Answer sheet](#)

## MUSIC WORD SEARCH 1

P E R F O R M  
M S U A P D U  
D A N C E E S  
I S N L Y C I  
S A S I N G C  
C P M U S C O  
O A R T I S T

music      disco      artist  
dance      sing      perform

## MUSIC WORD SEARCH 2

M U S I C M U S D I A C  
I O O H E M H A I M R D  
N C U C D Y E A S S T I  
S O N H L T A L C S I P  
T M D O P U D G O A S E  
R P V R D N P A R D T R  
U O N U T E H M N V Y F  
M S U S E C O D O C H O  
E E G H M P N O S T E R  
N G E N R E E P H O N M  
T U N I L I S T E N C H  
G V O I C E I D S I N G

music      headphones      sound      perform  
dance      sing      melody      artist  
instrument      chorus      voice      disco  
genre      tune      listen      compose

## MUSIC WORD SEARCH 3

L D F W M Q Q B S C X R G Y U B F Z U A  
L J L U N P U S T I L S T E N O M A K E  
B G S I Q I I N Q U G E O K M S H S I T  
U S B H E N E M S L N V S O X K M A F F  
L H I E O S T J U I A K O K N T U D F P  
L D R A O T N P W S L S A I C H D I B E  
W E F D N R J V N J I E X S C D G S R R  
E T O P N U Y R B I W C N T J E E C Q F  
K N L H M M R D N D I G I T A L N O X O  
Q J L O I E D P M O X R O W M C R A I R  
U R O N G N Z C N U L B H U U K E F N M  
M L W E X T Z F S O F I F Y W X T J P A  
O E Q S L P S I N G J F S A T P Z P O S  
V D I A O R H N M W Q O L T R H T K O H  
E A C Q U O F C O M P O S E E T M Z C A  
C N V H D P B U S L B O D Y D N I I L R  
E C J R O L H O Z O D I D G E Q K S C P  
W E P F H R E E J C U X I Y H D L T T X  
G B Y H J T U D A D L N M E L O D Y T Y  
F T U N E N M S B R L W D G M X T V C V

music      headphones      instrument      tune      sound  
dance      listen      body      melody      silenu  
compose      move      voice      chorus      loud  
genre      sing      digital      dull      quiet  
artist      disco      make      sharp      rhythmic  
perform      prop      follow      muffled      hear

Click on the 'Word Search' image above to download the file



# Activity 2 - Variations

Just as there are many different sounds we can make on the same instrument, we can also make different sounds with our voice.

We are going to use the alphabet to explore different ways of using our voice.



ABCDEF  
GHIJKL  
MNOPQR  
STUVWXYZ

**Try performing the alphabet while:**

1. speaking
2. singing
3. whispering
4. shouting
5. using a funny voice
6. singing like a rock star.

Which variation did you like best and why?

Here we have six different versions of the alphabet. Listen to each one and see how the artists have made each version sound very different.



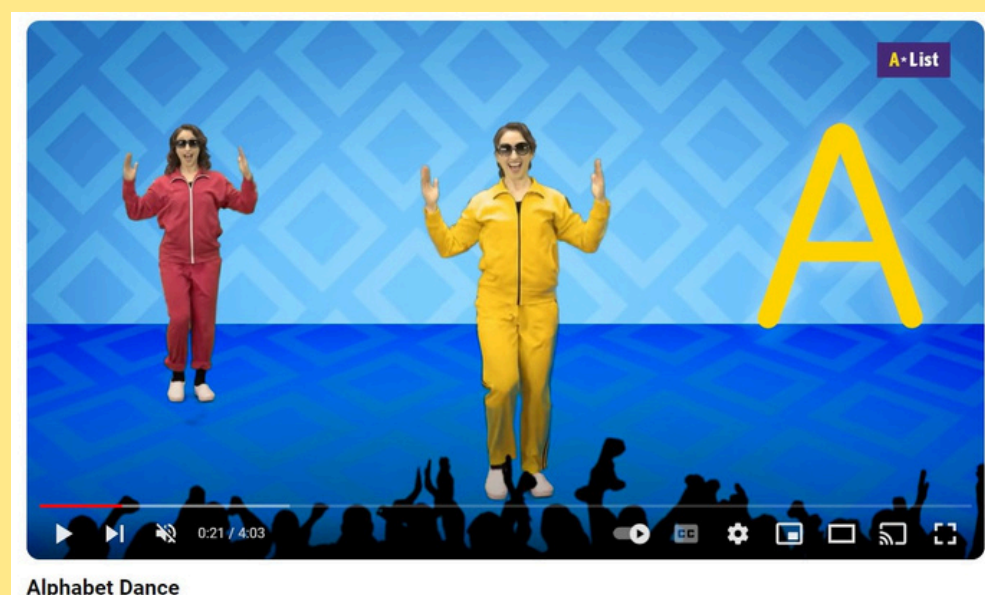
Emma Memma



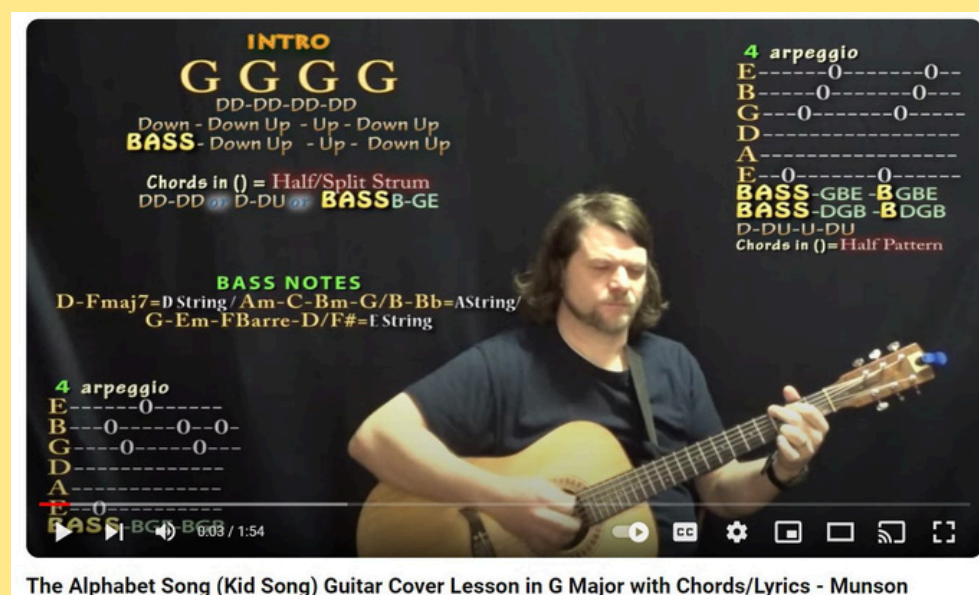
The Wiggles



The Wizz Club



A\*List



Munson Music Live



Bounce Patrol

# Alphabet Discussions

Version	Link	Learnings
<u>Emma Memma</u>	<a href="https://www.youtube.com/watch?v=Twhgr1XUTs4">https://www.youtube.com/watch?v=Twhgr1XUTs4</a>	Learn the letters of the alphabet in Auslan.
<u>The Wiggles</u>	<a href="https://www.youtube.com/watch?v=yJtNLPhDtJw">https://www.youtube.com/watch?v=yJtNLPhDtJw</a>	What is a group of musicians playing together called? (A band) What instruments can you see? (Electric guitar, keyboard, drum set)
<u>The Wizz Club</u>	<a href="https://www.youtube.com/watch?v=aDpU_85YXoY">https://www.youtube.com/watch?v=aDpU_85YXoY</a>	What genre of music is this? How is it different from other styles? What instruments do you think they used?
<u>A*List</u>	<a href="https://www.youtube.com/watch?v=VloEiK4lhj8">https://www.youtube.com/watch?v=VloEiK4lhj8</a>	Why do they repeat each letter instead of only saying it once? What type of music can you hear?
<u>Munson Music Live</u>	<a href="https://www.youtube.com/watch?v=wBcFWlyuwSE">https://www.youtube.com/watch?v=wBcFWlyuwSE</a>	What instrument can you see? Why are the letters (G, C and D) above the alphabet? How/why does he change the song at the end?
<u>Bounce Patrol</u>	<a href="https://www.youtube.com/watch?v=XC6wQQHo8uU">https://www.youtube.com/watch?v=XC6wQQHo8uU</a>	What are the different ways they sing? (All together, boys, girls, quiet, loud)

# Music Scategories

How many words can you think of  
that can be linked to music?

Write a word on each line that begins with that letter.  
Remember to pick words that could be used to describe music.  
You might even be able to think of more than one word for some letters.

A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

Click on the  
'Musical  
Scategories' image  
to the left to  
download the file

# Activity 3 - Sounds

Pick any picture book, look for all the different sounds that items on the pages could be making. List those sounds on your sheet.

What **sounds** can you see on these pages?



Book: Included by Jayneen Sanders and Camila Carrossine

# Did you find any of these sounds?



# Sound Search Sheet

Name: \_\_\_\_\_

## SOUND SEARCH

**1.** Pick any picture book

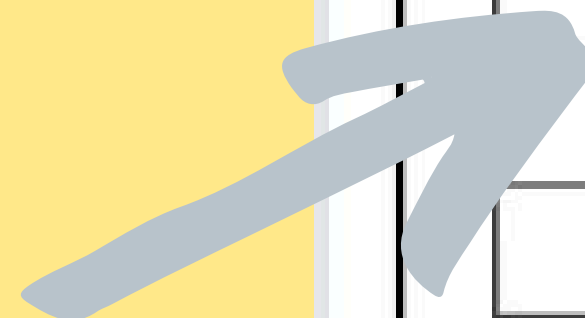
**2.**

Look for all the different sounds that items on the pages could be making.

**3.** Record the item that you found and the sound that it could be making.

Item	Sound
Bird	Chirping
Leaves	Rustling
Dog collar	Clinking

Examples



# Activity 4 - Loud City

Have you ever thought of the world as being loud?

The girl in this book is vision impaired and has to rely on her other senses each day. She focuses on the sounds her world makes to help navigate her city.

**Read**

My City Speaks





## My City Speaks

Pause at 2:07 and talk about:

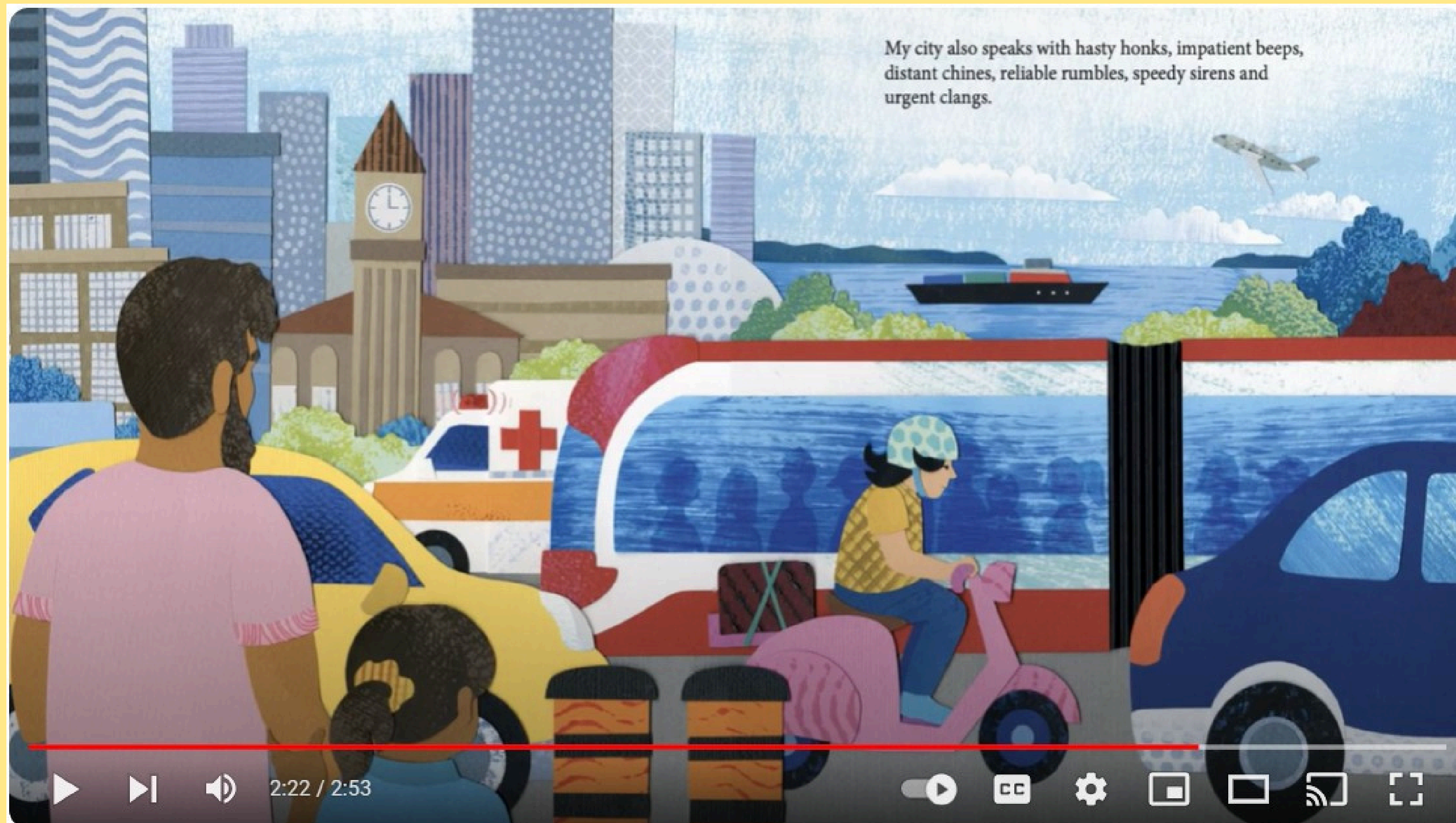
- What might people be listening to on their headphones?
- What sounds could the people on the train hear?
- Would people be talking softly or loudly?



# My City Speaks

Pause at 2:22 and talk about:

- What different sounds might the girl be able to hear?
- Can you make that sound?



# Your turn to *perform*

Individually or in a small group, compose a short musical piece based on a sound that you might hear every day.

Perform your piece for the class.  
The class then guess what your sound is.

You may use items from your area to help create your sounds.



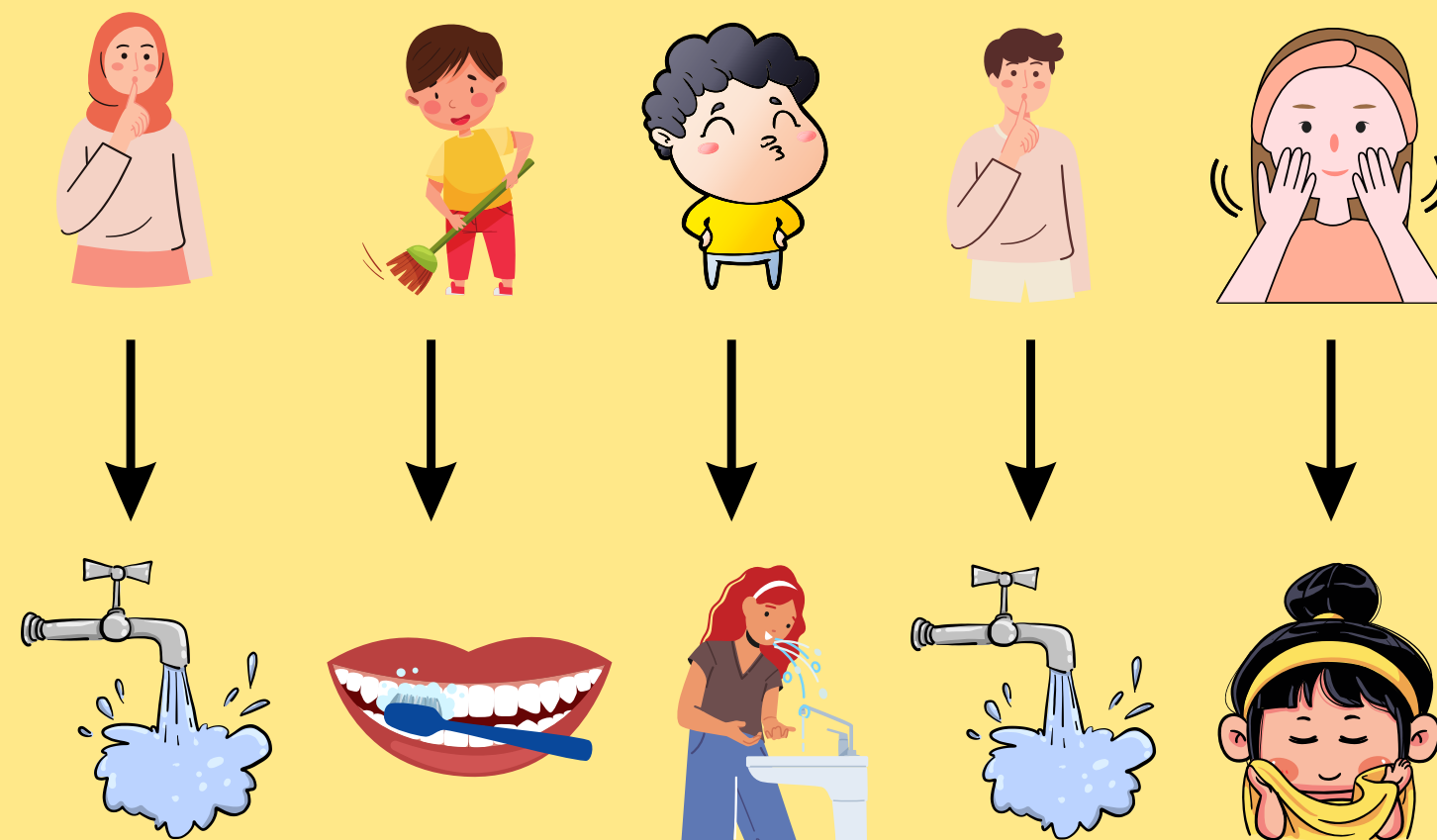
## Sample Scenario: **brushing your teeth**



- ① using your mouth, create the “shhh” sound to imitate the tap water running
- ② rub a broom back and forth on the ground to represent the toothbrush in your mouth
- ③ use your mouth to make the “pah” sound to portray spitting out the toothpaste
- ④ using your mouth, create the “shhh” sound again to imitate the tap water running
- ⑤ say “pat pat” to represent drying your face and hands

# Sample Scenario: brushing your teeth

Item	Action	Represents
mouth	create the shhh sound	tap water running
broom	rub back and forth on the ground	toothbrush brushing against teeth
mouth	"pah" sound	spitting out toothpaste
mouth	create the shhh sound	tap water running
mouth	"pat pat pat"	drying hands and face

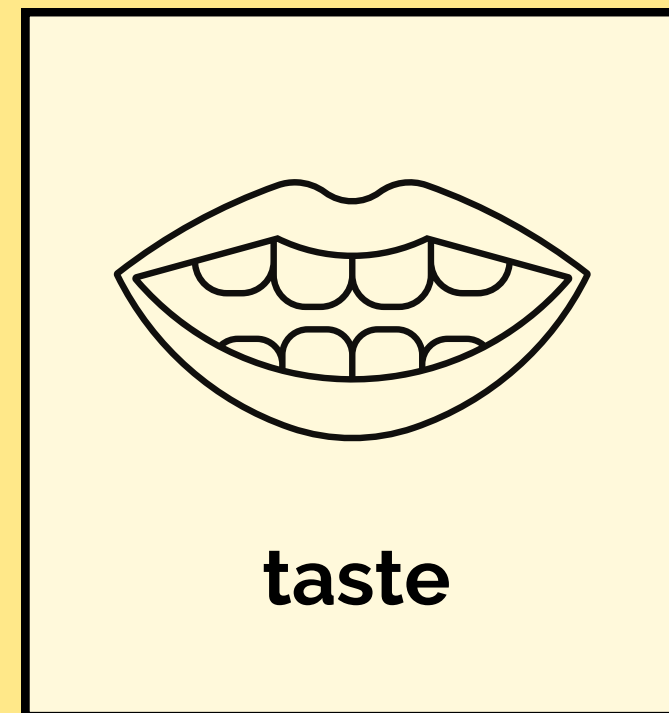
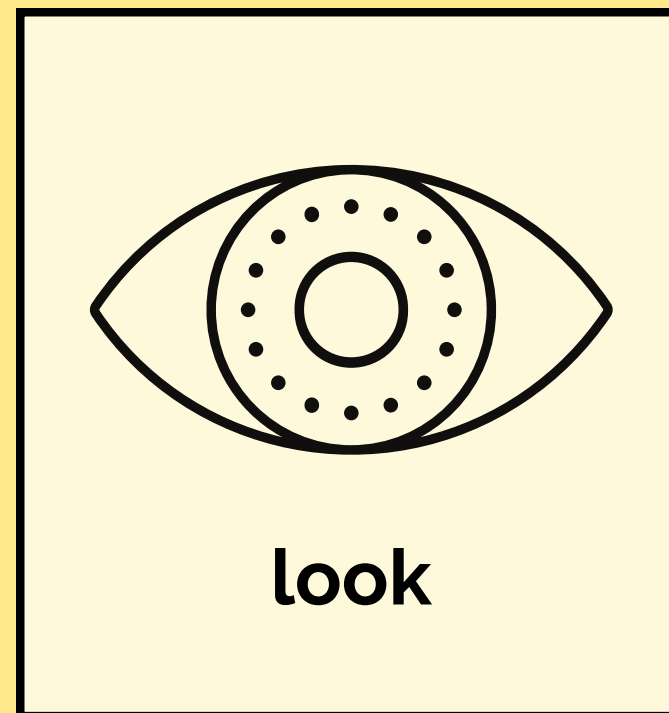
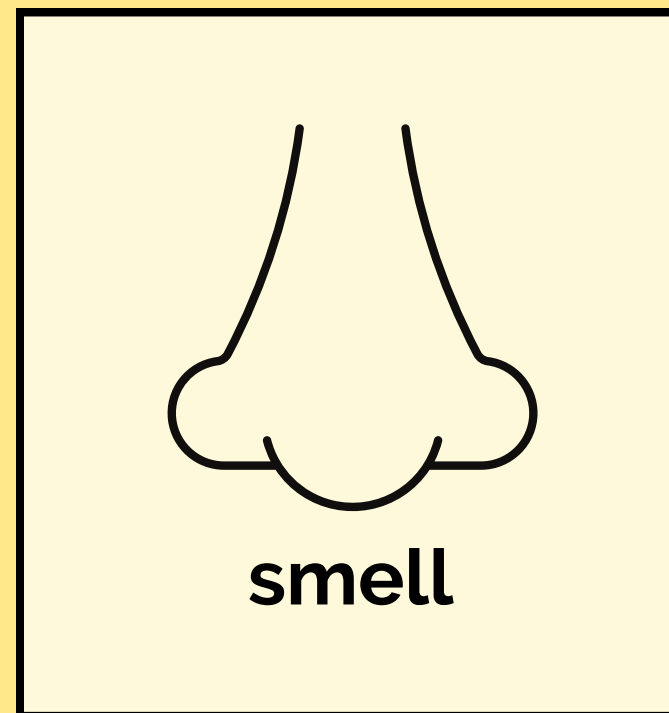
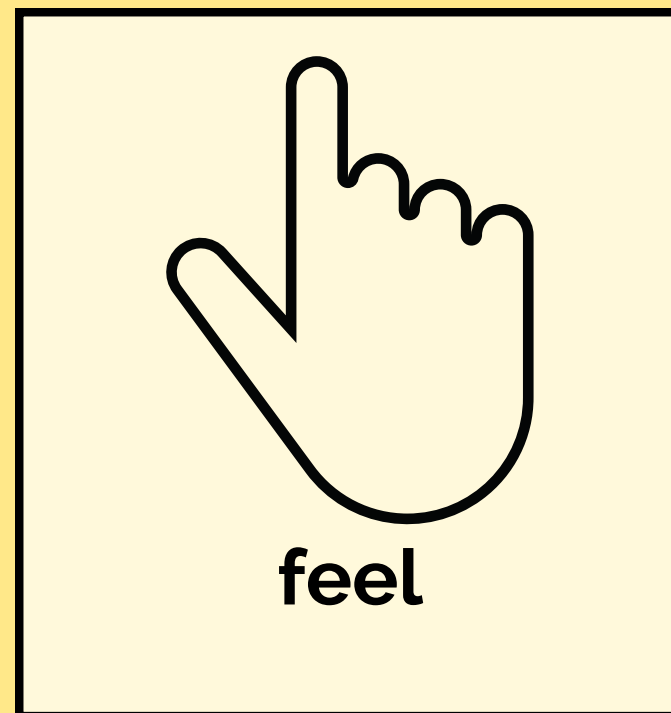


# Activity 5 - Loud Beach

How would you describe the beach?

What senses do you use when you are at the beach?

**What does the beach...**



**...like?**

Which sense do you use most at the beach? Why?

**Read**

This Beach is Loud!



## This Beach is Loud!

Have you ever thought of the beach as loud?

What sounds can you hear at the beach?

Would the beach seem louder/quieter to different people?



# This Beach is Loud!

Pause at 1:20

What sounds can you see on this page?





# This Beach is Loud!

Pause at 1:27, 2:49 & 3:50

- What sounds can you see?
- What is making these sounds?
- Would these sounds be:

quiet, loud, frustrating, pleasant, rhythmic, muffled, monotonous, dull or sharp?





**Now it is your turn to make a:**

**quiet**

**loud**

**frustrating**

**pleasant**

**rhythmic**

**muffled**

**monotonous**

**dull**

**sharp**

**sound!**



# DESCRIPTIVE WORDS

## Activities

These activities focus on 9 words that can be used to describe sounds.

monotonous rhythmic frustrating pleasant  
quiet loud muffled dull sharp

There are two activities - both offer a different version.

Activity 1: Match The Sound

Activity 2: Draw The Sound

Pick an activity that works best for your students and then read through the definitions.

### Match The Sound

- 9-word version
- 4-word version (differentiated option)
- 9-word answer sheet
- 4-word answer sheet

### Draw The Sound








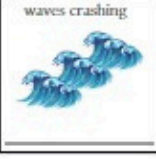

- 9-word version
- 4-word version (differentiated option)

Name: \_\_\_\_\_

### Match the sound

Choose a word from the list and write it under a matching picture.  
Some words can be used to describe more than one picture.

Words That Describe Sounds				
<del>monotonous</del>	rhythmic	frustrating	pleasant	
quiet	loud	muffled	dull	sharp





 monotonous		
		
		

Name: \_\_\_\_\_

### Match the sound

Choose a word from the list and write it under a matching picture.

Sound			
frustrating	pleasant	muffled	sharp


	
	

Name: \_\_\_\_\_

### Draw the sound

You can use these 9 words to describe all sorts of things.  
monotonous rhythmic frustrating pleasant  
quiet loud muffled dull sharp  
They are often used to describe everyday sounds.

In each box, draw a picture of a sound that matches the word.

<u>monotonous</u>	<u>muffled</u>	<u>sharp</u>
<u>quiet</u>	<u>frustrating</u>	<u>pleasant</u>
<u>loud</u>	<u>rhythmic</u>	 <u>dull</u>

Name: \_\_\_\_\_

### Draw the sound

In each box, draw a picture of a sound that matches the word.

<u>muffled</u>	<u>sharp</u>
<u>frustrating</u>	<u>pleasant</u>

Click on the 'Descriptive Words' image above to download the 'Match the Sound' file

# Activity 6 - Music Genres

Here are ten different song genres.

Listen to a snippet of each song.

Which genre do you like the most and least? Why?

opera



hip hop



jazz



blues



gospel



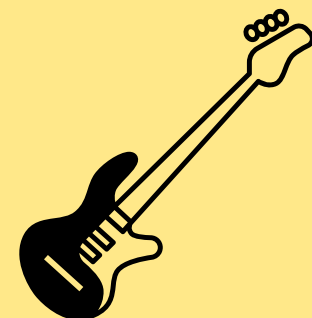
pop



country



rock



techno



instrumental



# MATCHING MUSIC GENRES

## Activities

This activity focuses on 10 of the genres that music styles are categorised into.

opera pop hip-hop country jazz  
rock blues techno gospel instrumental

There are 3 different versions of this activity. Each version is labeled as a phase and they become more complex.

Activity 1: Matching Music Genres - Phase 1

Activity 2: Matching Music Genres - Phase 2

Activity 3: Matching Music Genres - Phase 3

Pick a phase that works best for your students.

There is an answer sheet included for each phase.

### Phase 1

- [Matching Music Genres](#)
- [Answer sheet](#)

### Phase 2

- [Matching Music Genres](#)
- [Answer sheet](#)

### Phase 3

- [Matching Music Genres](#)
- [Answer sheet](#)

## Matching Music Genres

Instructions: Match the music genre with its description.  
Draw a line from the name of the genre to the picture that best matches it.

pop	
gospel	
country	
jazz	
rock	
instrumental	

## Matching Music Genres

Instructions: Match the music genre with its description.  
Draw a line from the name of the genre to the picture that best matches it.

pop	Often associated with rural areas. It typically includes instruments like guitar, banjo and fiddle.
country	Smooth, relaxing music often featuring instruments like saxophone, trumpet and piano.
jazz	Popular with a broad audience. The lyrics are easy to sing along to.
rock	This music involves just instruments – no singing.
instrumental	Energetic and powerful music identified by electric guitars, drums, and strong vocals.

## Matching Music Genres

Instructions: Match the music genre with its description.  
Draw a line from the name of the genre to the picture that best matches it.

opera	Features rapping, which involves fast-paced rhymes and wordplay. It often incorporates beats, samples, and DJ scratching. It often addresses social and cultural issues.
pop	Often associated with rural areas and themes of love, family, and nature. It typically includes instruments like guitar, banjo and fiddle.
hip hop	Popular with a broad audience. It usually features catchy melodies and easy to sing along lyrics about love and relationships.
country	A form of theatre with a story that is entirely sung. The music is traditionally classical music, performed by an orchestra or similar ensemble.
jazz	To sing about what makes you blue while fitting into the instrumental groove of the song.
rock	This music involves just instruments – no singing.
blues	Religious songs identified by dominant vocals and strong melodies.
techno	Energetic and powerful music identified by electric guitars, drums, and strong vocals. The songs are often about rebellion, individuality, and freedom.
gospel	Smooth and improvisational music often featuring instruments like saxophone, trumpet and piano. Perfect for creating a relaxed atmosphere.
instrumental	A type of dance music that is performed with electronic instruments.

Click on the 'Matching Music Genres' image above to download the file

# Big Idea

Exploring Music and Movement through a Silent Disco.



## Learning Intention

- Students will understand the concept and technology behind a silent disco.
- Students will explore different genres of music through a silent disco.
- Students will express themselves creatively through movement.



# What is a Silent Disco

A Silent Disco provides a space where everybody listens to music via their own wireless headset, which offers a choice of different playlists and volume levels. While to the outside world, it is SILENT. The idea is to provide an environment whereby people with diverse sensory needs can participate with their peers.

You will be able to hear the music via wireless headphones, but those who are deaf or hearing impaired can also feel the music by wearing a specially designed strap or vest that carries the vibrations of the music through their body!



# Silent Disco Benefits



Inclusive of those with diverse sensory needs

Reduced distractions

It's FUN!

Reduced anxiety

Variety of music

Sense of belonging for all

Participation with peers

Less distracting for others

Individual headset with full control of your environment

(volume level and playlists)

People with hearing impairment or who are deaf

can participate by feeling the music!



# How a Silent Disco Works



Everyone wears a set of headphones.



The headphones are lit up in different colours.



There are different playlists to choose from.



If you don't have headphones, you won't hear any music.



A person operates all the music on a device.

# How a Silent Disco Works



Everyone wears a set of headphones.

The headphones are lit up in different colours due to them being on different playlists.

If you don't have headphones on, you won't hear music.



The music in the headphones is controlled by someone in the room.

That person is in charge of the devices that operate the music.

They select the different playlists for you to choose from.

## Music Book and Video Suggestions

Book	Video	Topic
<a href="#">Music Is in Everything : Marley, Ziggy, Jatkowska, Ag</a>	 Music is in Everything by Ziggy M...	Music
<a href="#">Music Is</a>	 Music Is... (Read-Aloud)	Music
<a href="#">Music, Music for Everyone</a>	 Music, Music for Everyone read-al...	Music
<a href="#">Music is for Everyone : Smith, Sydney, Barber, Jill</a>	 Reece Reads (Music is for Everyo...	Music genres
<a href="#">We are music</a>	 Musical Storytime - "We Are Music"	Music genres
<a href="#">My Family Plays Music (15th Anniversary Edition) : Cox, Judy</a>	 My Family Plays Music	Music genres and instruments
<a href="#">Hello, World! Music : Mcdonald, Jill</a>	 Music Written by Jill McDonald   R...	Musical instruments
<a href="#">Family Dynamics: Embrace Your Sound : Woodward, Courtney Vowell</a>	   Kids Book Read Aloud: Fa...	Musical instruments
<a href="#">Play This Book : Young, Jessica, Wiseman, Daniel</a>	 Play This Book	Musical instruments
<a href="#">Music Class Today! : Weinstone, David, Vogel, Vin</a>	 Music Class Today! Book by Davi...	Musical instruments
<a href="#">Never Play Music Right Next to the Zoo : Lithgow</a>	 'Never Play Music Right Next to th...	Musical instruments
<a href="#">88 Instruments : Barton, Chris</a>	 88 Instruments by Chris Barton	Musical instruments
<a href="#">The ABC of Musical Instruments</a>	 The ABC of Musical Instruments   ...	Musical instruments
<a href="#">Where Are All The Instruments? European Orchestra</a>	 Where Are All The Instruments? ...	Musical instruments
<a href="#">Poppy and the Orchestra: Le Huche, Magali</a>	 Read Aloud Books for Kids -Popp...	Musical instruments
<a href="#">Wild Symphony : Brown, Dan, Batori, Susan</a>	 A Musical Story...Wild Symphony ...	Musical instruments

<a href="#">I Got the Rhythm</a>	 I Got the Rhythm   Read Aloud   M...	Rhythm
<a href="#">Rhythm Rescue : Weber, Vicky, Viel-Taschereau, Geneviève</a>	 Rhythm Rescue - Full Book Read ...	Rhythm
<a href="#">The Song Garden eBook : Weber, Vicky, Mellors, Zoe</a>	 The Song Garden FULL READ AL...	Singing
<a href="#">Tiger Tempo eBook : Weber, Vicky, Viel-Taschereau, Geneviève</a>	 Tiger Tempo Book reading	Tempo
<a href="#">Lazlo Learns Recorder eBook : Weber, Vicky, Klot, Masha</a>	 Lazlo Learns Recorder- Full Book	Recorder
<a href="#">Drum City : Guidone, Thea</a>	 "Drum City" by Thea Guidone - Mr...	Drums
<a href="#">Salsa Lullaby : Arena, Jen</a>	 "Salsa Lullaby" Read Aloud	Dancing
<a href="#">Maya and the Stage Fright eBook : Weber, Vicky, Jasinski, Aleksander</a>	 Maya and the Stage Fright	Stage fright
<a href="#">Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion</a>	 Listen Evelyn Glennie Read Aloud	Deaf musician
<a href="#">Bear and the Piano : Litchfield, David</a>	 The Bear and the Piano by David ...	Persisting
<a href="#">When Step Met Skip - Weber, Vicky, Viel-Taschereau, Geneviève</a>	 "When Step Met Skip" by Vicky W...	Reading Music
<a href="#">Forte Moves To Town : Weber, Vicky, Mellors, Zoe</a>	<a href="https://www.youtube.com/watch?v=Qdhfc40eZ-g&amp;t=1s">https://www.youtube.com/watch?v=Qdhfc40eZ-g&amp;t=1s</a>	Reading music