

Unit Name: Silent Dancer

Stage: One

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 create 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 a variety of music through singing, playing and moving
- organise sound through imitation and experimentation, and represent this work using symbols
- listen to, and respond to, a variety of music

A student will learn about:

musical concepts:

- through recognising musical features of the music they perform
- by organising sound through listening, performing and notating using a symbol system
- by responding to music through performing and organising sound activities and identifying simple features of this music

the role of music in the world by:

- understanding the different ways music is used and appreciated in the world

Syllabus Outcomes	Teaching, Learning and Assessment
<p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p> <p>MUS1.2 Explores, creates, selects and organises sound in simple structures.</p> <p>MUS1.3 Uses symbol systems to represent sounds.</p> <p>MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.</p>	<p>TEACHING - Learning intention</p> <ul style="list-style-type: none"> - Students will understand and identify different rhythms and tempos in music. - Students will explore creative movement and dance in response to various musical pieces. - Students will develop listening skills and the ability to follow musical cues. - Students will foster cooperation and collaboration through group activities and discussions. - <p>Warm-up</p> <ul style="list-style-type: none"> ● Choose a song for students to dance to. <ul style="list-style-type: none"> - The Emma Memma songs incorporate Auslan Sign Language and are best suited for students in early primary school. - The Danny Go songs are upbeat instructional dance songs for students to move their bodies to. "Talking With My Body" uses ASL Sign Language which is used in America. <p>Emma Memma: Clap, Clap, Clap (Auslan) Music & Dance for Kids #EmmaMemmaEmma Memma: Hello, How Are You? (Auslan) Music & Dance for Kids #EmmaMemma"Dance Like This!" 🦿 /// Danny Go! Clap Shake Jump Movement Songs for KidsTalking With My Body! 🦿 Sign Language Dance ASL For Kids Danny Go! Songs For KidsBluey Theme (Acapella Remix) Danny Go! Songs For Kids</p> <p>LEARNING</p> <p>Lesson Content</p> <ul style="list-style-type: none"> ● Introduction <ul style="list-style-type: none"> ○ Begin by asking students if they have ever heard of or been to a silent disco. Briefly explain what a silent disco is (a dance party where people listen to music through wireless headphones instead of a speaker system). ○ Discuss the idea that everyone can listen to their own music at the same time without bothering others. ○ Show pictures or videos of silent discos to help visualise the concept. ● Discussion

- Discuss [how silent discos work](#), including the use of wireless headphones and different channels for music.
 - Listening Activity
 - Have students sit comfortably and listen to a few different music tracks. Play a variety of music styles (e.g., pop, rock, classical) and tempos (fast, slow). These can be found in [Activity 6 - Music Genres](#).
 - Discuss the difference between rhythm and tempo.
 - Rhythm is the pattern of sounds and silences in music.
Example: Imagine you're clapping your hands to a song. If you clap, clap, pause, clap, clap, pause, that's the rhythm.
 - Tempo is how fast or slow the music is played.
Example: Think of walking and running. Walking is like slow music (slow tempo), and running is like fast music (fast tempo).
 - Encourage students to close their eyes and imagine themselves dancing at a silent disco. Ask them to think about how the music makes them feel and what kind of movements it inspires.
 - Creative Movement
 - Play a variety of music tracks and have students participate in creative movement activities. Encourage them to express themselves freely through dance and movement, inspired by the music.
 - Provide prompts or suggestions for movement (e.g., dancing like a robot, moving in slow motion, dancing with a partner, etc.).
 - 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
- Group Activity: Reflection**
- Have a brief discussion about the experience. Ask students how they felt dancing with the headphones on compared to dancing without them. Discuss the different ways music can make us feel and how it can inspire movement.

Assessment:

	<ul style="list-style-type: none"> ● Informal assessment based on student participation and engagement in the discussion and movement activities. ● Observation of students' ability to express themselves creatively through movement in response to different types of music.
<p>Adaptations, Considerations and/or Adjustments</p> <p>Note: Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p>Physical:</p> <ul style="list-style-type: none"> - Students can complete all activities where they feel most comfortable. This may include sitting or standing. - The environment may need to be considered or adapted for accessibility. - 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. - Ensure there are no flashing lights/visuals at your Silent Disco if you have a student with epilepsy or light sensitivity. - Provide frequent water breaks for students participating in the Silent Disco. <p>Vision:</p> <ul style="list-style-type: none"> - When displaying instructions and visuals, it may be beneficial to increase the size of fonts or pictures. - Instructions may also be given verbally. - Ensure students are seated near the front of the room to view visuals/videos. <p>Hearing:</p> <ul style="list-style-type: none"> - Include visuals to support lesson activities. - Have instructions written simply on the board. - Some assistance or a sound device may be needed for direction during the whole task. - Display the lyrics and appropriate video clips when doing the "Genre Activities". - During the Silent Disco, consider providing students with a vibration vest instead of headphones. <p>Sensory:</p> <ul style="list-style-type: none"> - Create a space in the classroom that gives students a 'break' from constant environmental stimulants. <p>Non-verbal:</p> <ul style="list-style-type: none"> - Support students' preferred ways of communication. - Incorporate technology or devices in group discussion. - Ask targeted closed questions. <p>EAL/D:</p> <ul style="list-style-type: none"> - Display questions and instructions on the board for each activity in the lesson for clarification. Include visuals in addition to written resources. <p>Other:</p>

- | | |
|--|---|
| | <ul style="list-style-type: none">- 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](#)

Lesson Evaluation/Reflection	Yes
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:	



PLEASE HELP US IMPROVE!

We want to continue to improve our lessons and resources to ensure that they are benefiting not only the students, but you as teachers.

We would appreciate your time in completing this short survey.



[Click here to
access the survey.](#)

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
-  0428 353 424
-  ross.henderson@ndis.gov.au

Nambucca Valley - Bellingen Shire - Coffs Harbour

-  Lynda Warwick
-  0417 878 391
-  lynda.warwick@ndis.gov.au

What to expect at a Silent Disco

Video on a screen



Decorations



Disco ball



Fairy lights



Large open space
to dance



Lights off



(still allowing natural light)



Someone controlling
the playlists on
screens



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*



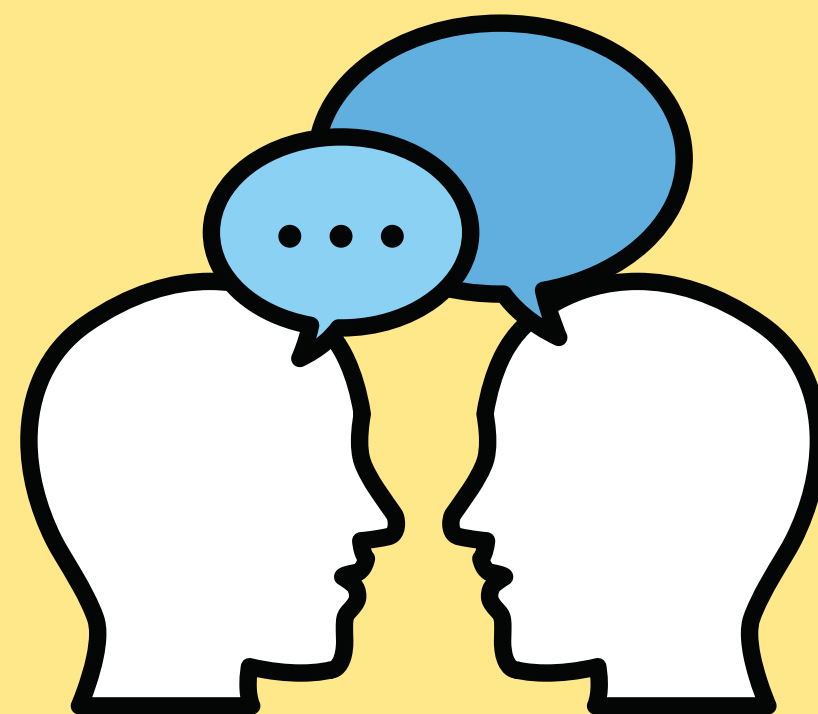
There are six activities to choose from:

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?

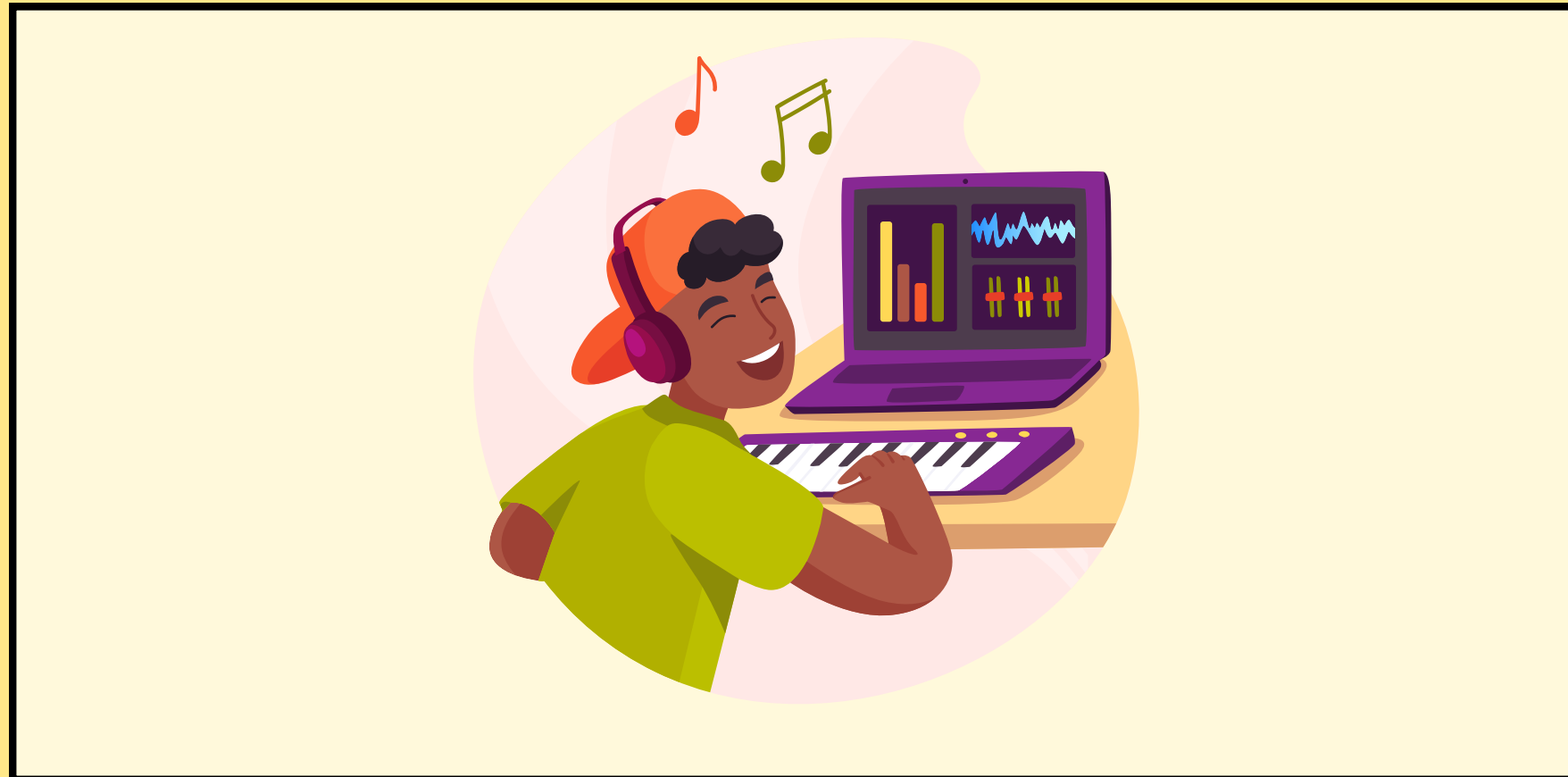


How can we make music?
How can we listen to music?
How can we move to music?

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:

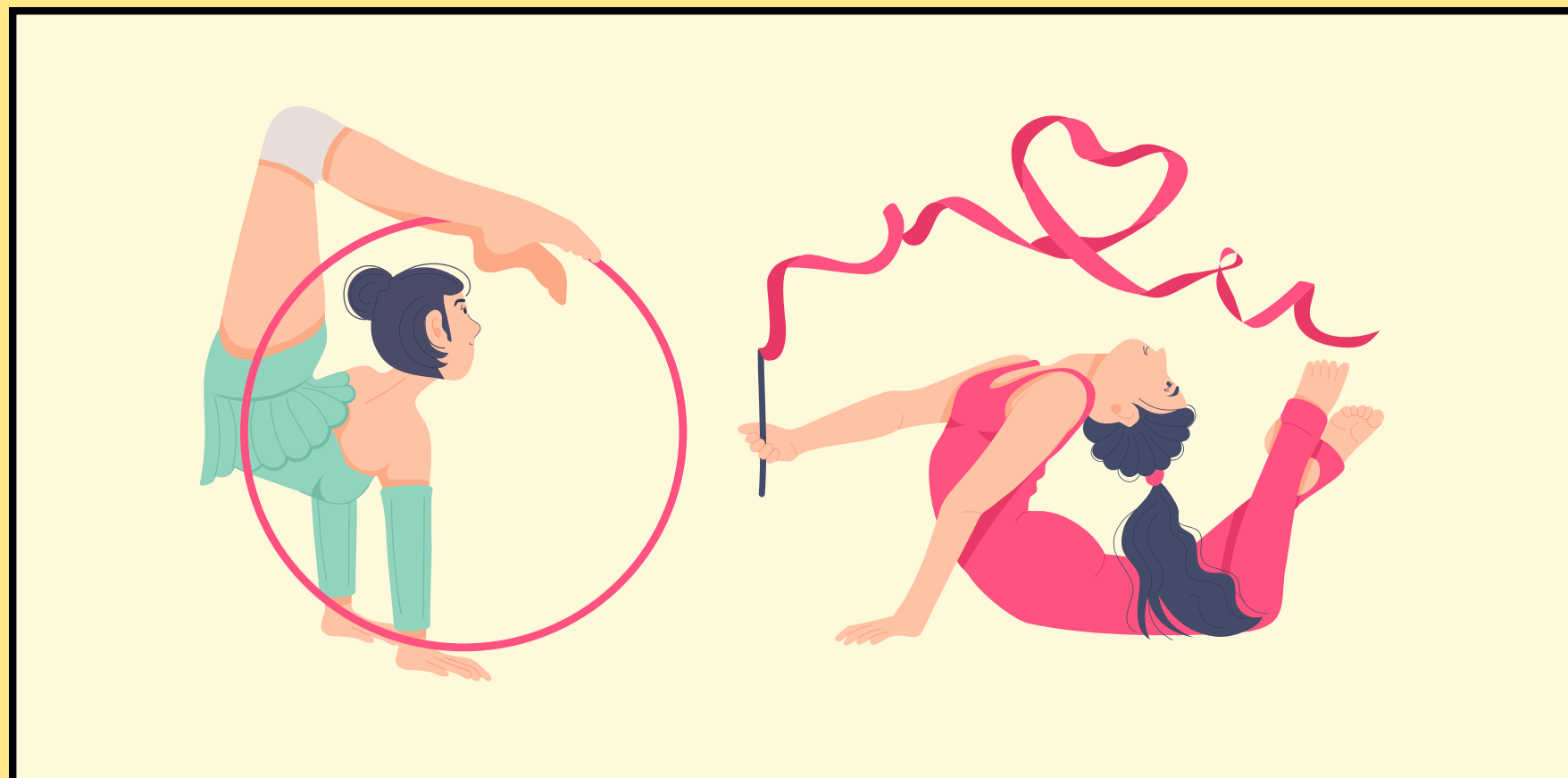
Moving gently by yourself



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 dance disco sing artist 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 silent
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.

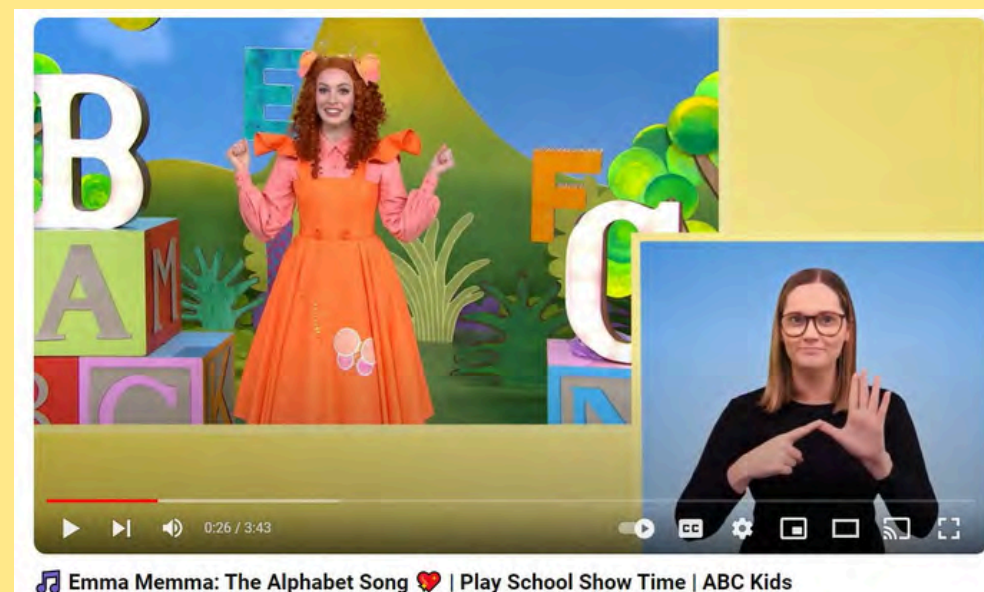
A B C D E F
G H I J K L M
O P Q R S T
U V W X Y Z

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?

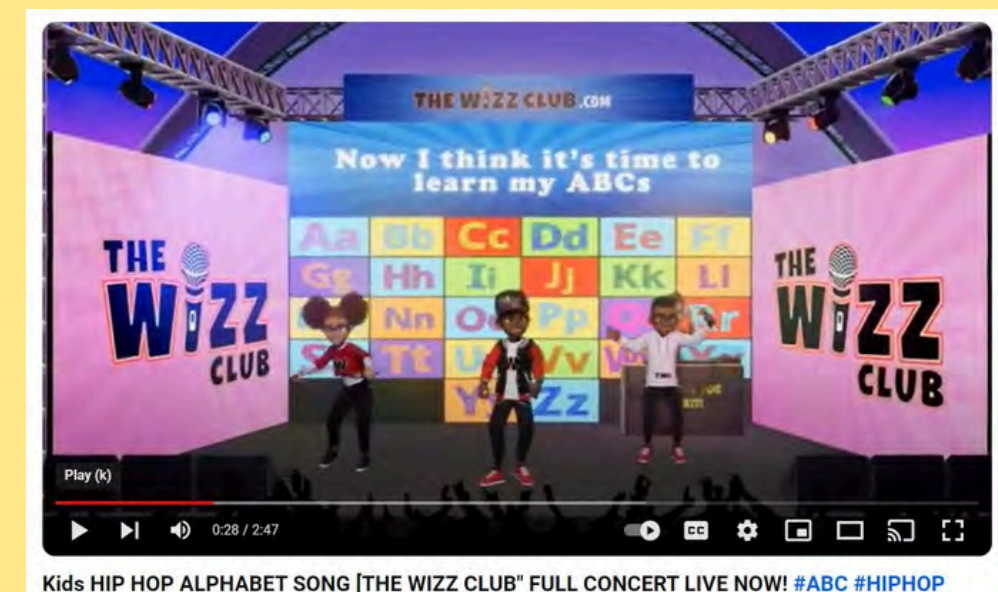
Here we have six different versions of the alphabet.
Listen to each one and see how the artists have made each
version sound very different.



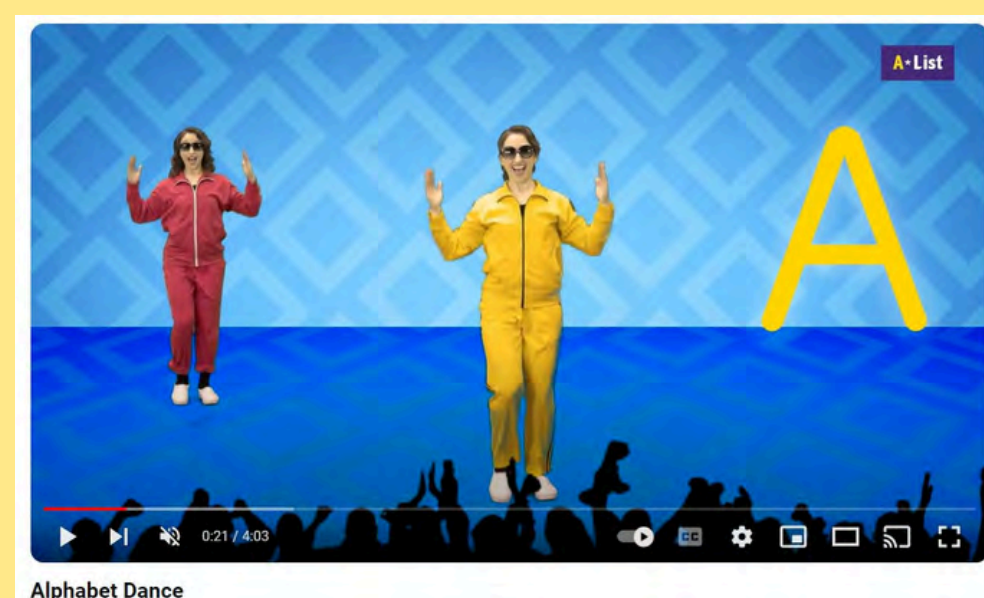
Emma Memma



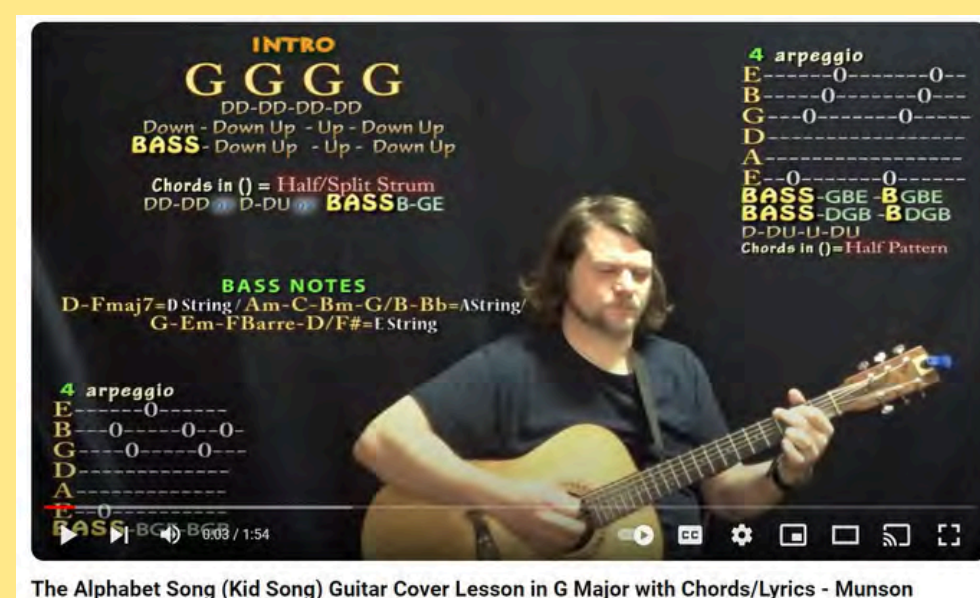
The Wiggles



The Wizz Club



A*List



Munson Music Live



Bounce Patrol

Alphabet Discussions

Version	Link	Learnings
<u>Emma Memma</u>	https://www.youtube.com/watch?v=Twhgr1XUTs4	Learn the letters of the alphabet in Auslan.
<u>The Wiggles</u>	https://www.youtube.com/watch?v=yJtNLPhDtJw	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>	https://www.youtube.com/watch?v=aDpU_85YXoY	What genre of music is this? How is it different from other styles? What instruments do you think they used?
<u>A*List</u>	https://www.youtube.com/watch?v=VloEiK4lhj8	Why do they repeat each letter instead of only saying it once? What type of music can you hear?
<u>Munson Music Live</u>	https://www.youtube.com/watch?v=wBcFWlyuwSE	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>	https://www.youtube.com/watch?v=XC6wQQHo8uU	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:

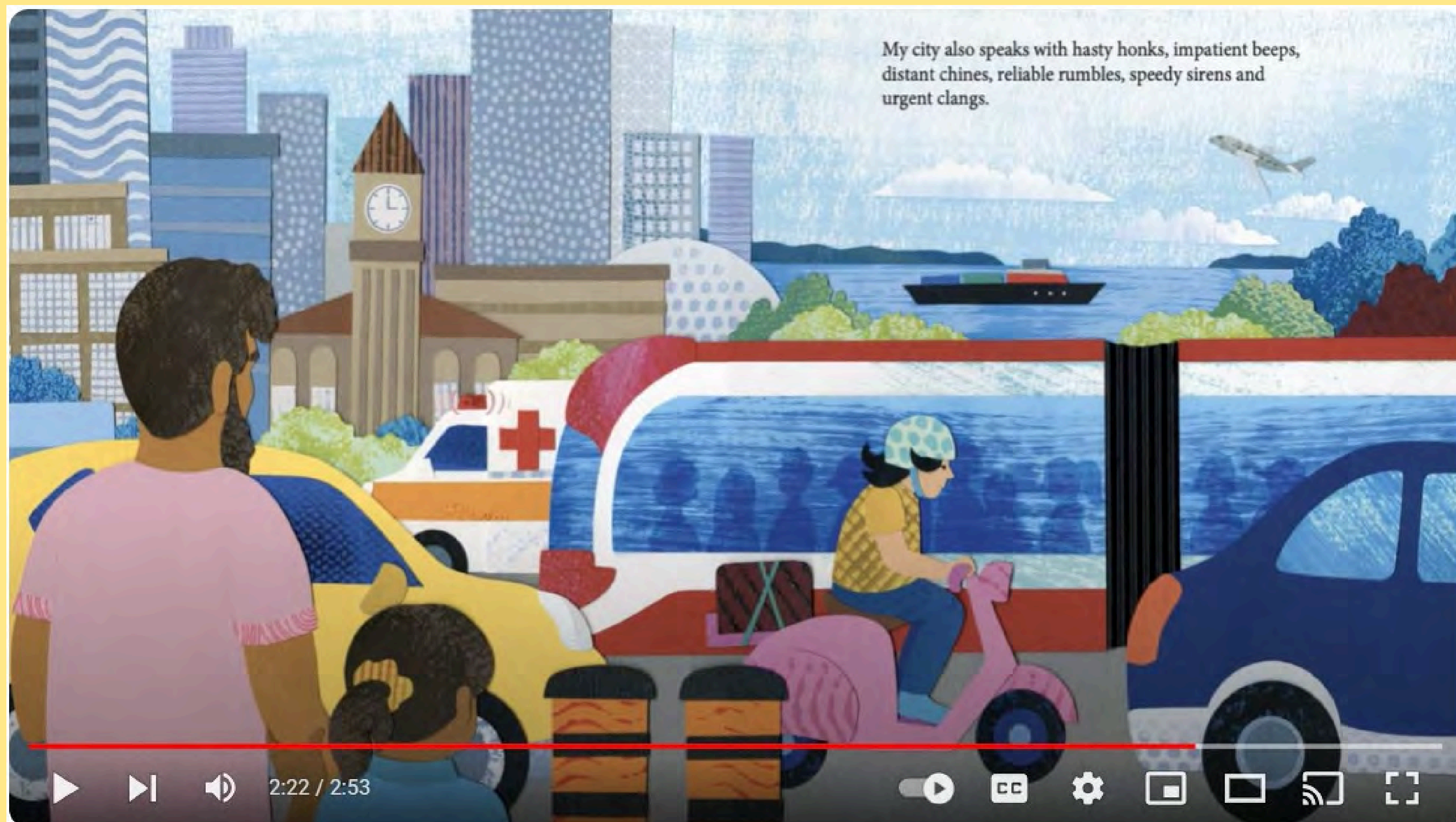
- What might people be listening to on their headphones?
- What sounds could the people on the train hear?
- Would people be talking softly or loudly?



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.



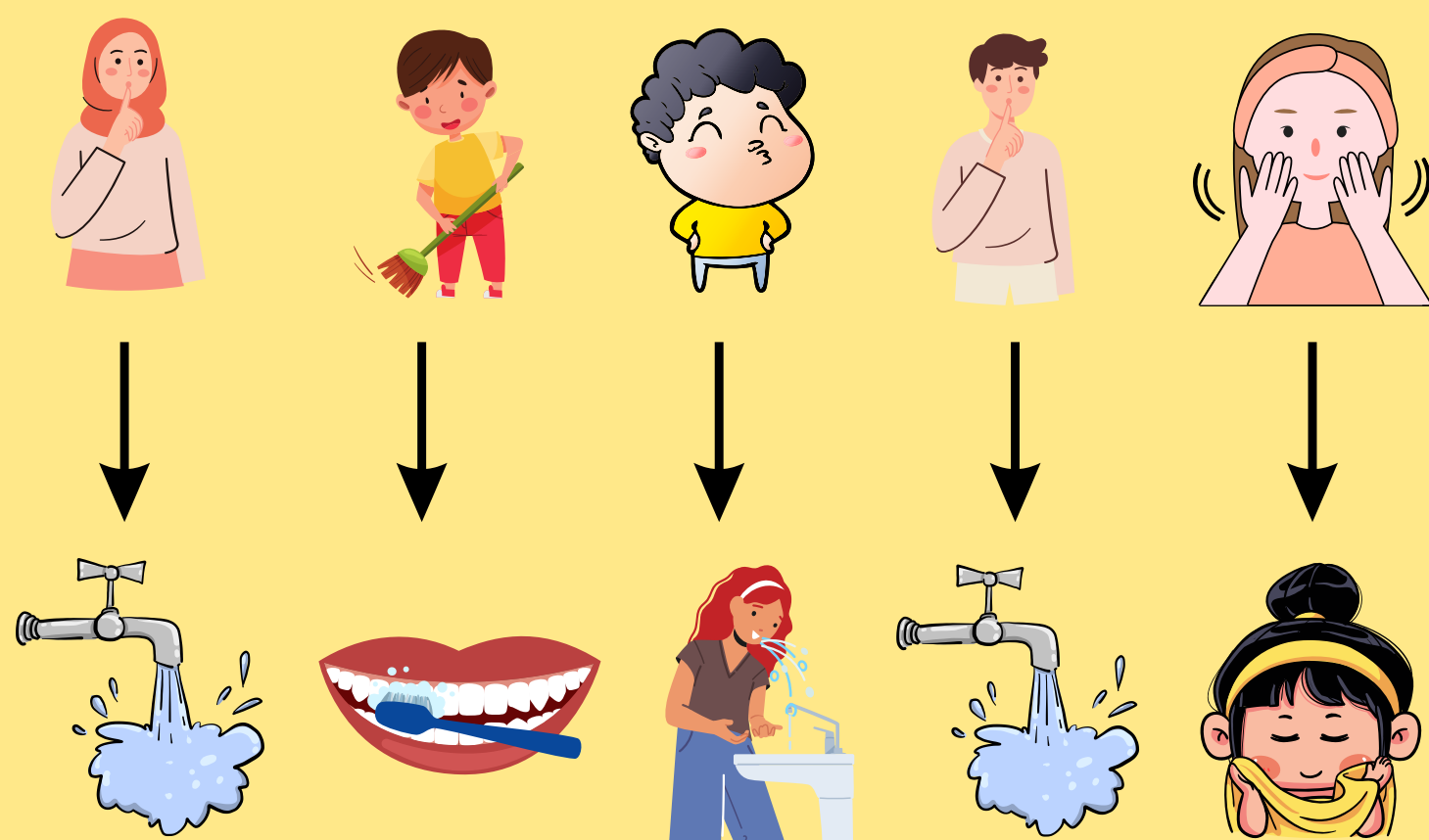
Sample Scenario: **brushing your teeth**



- 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

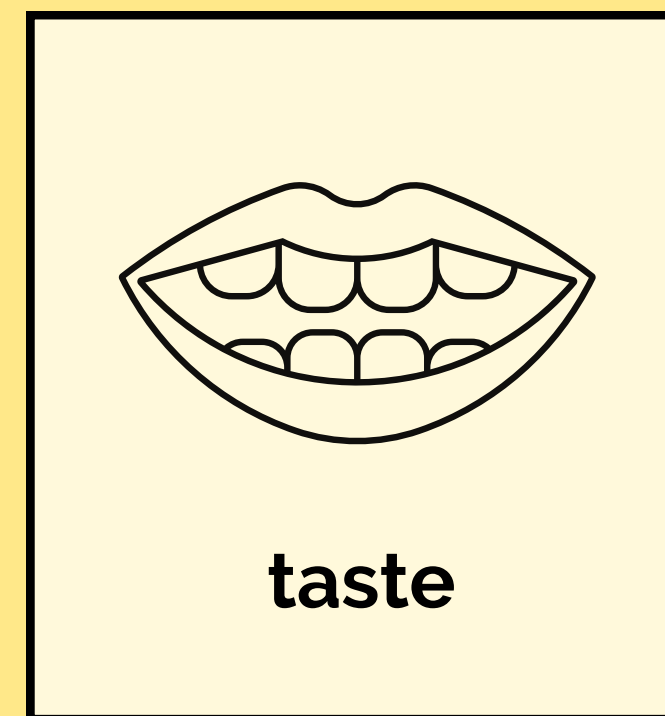
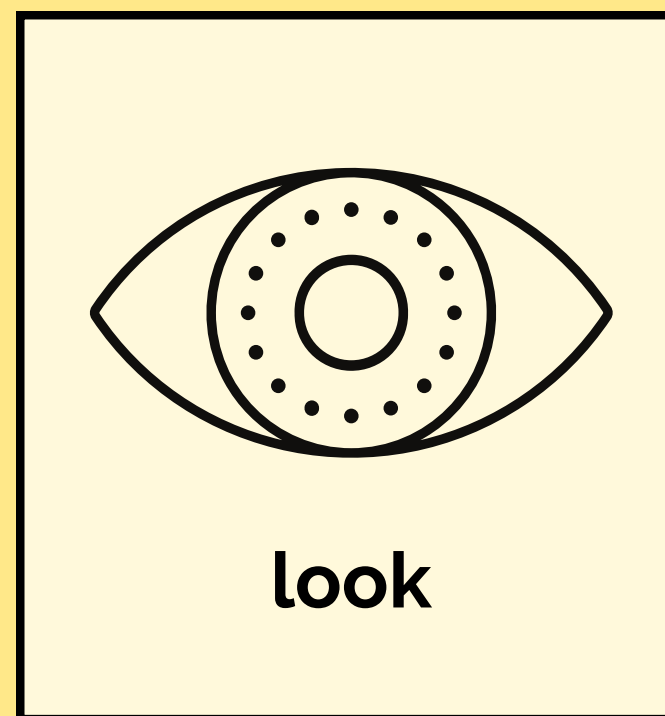
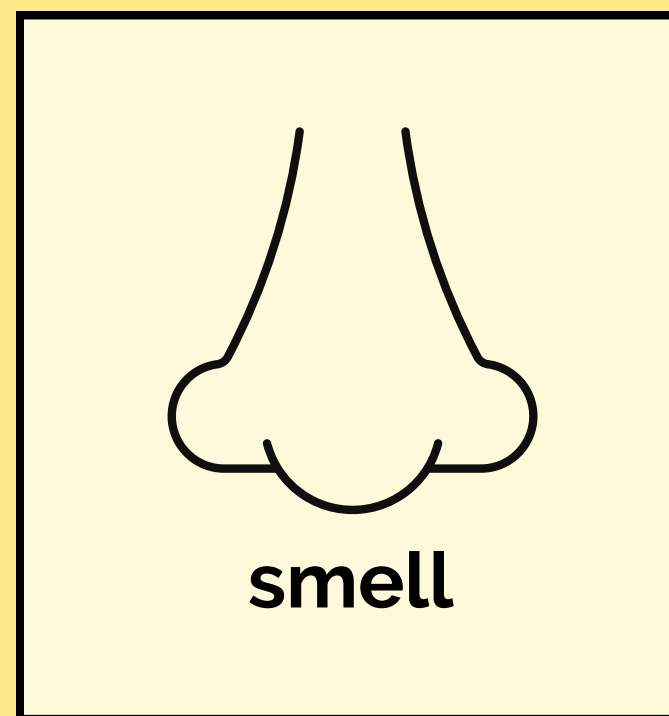
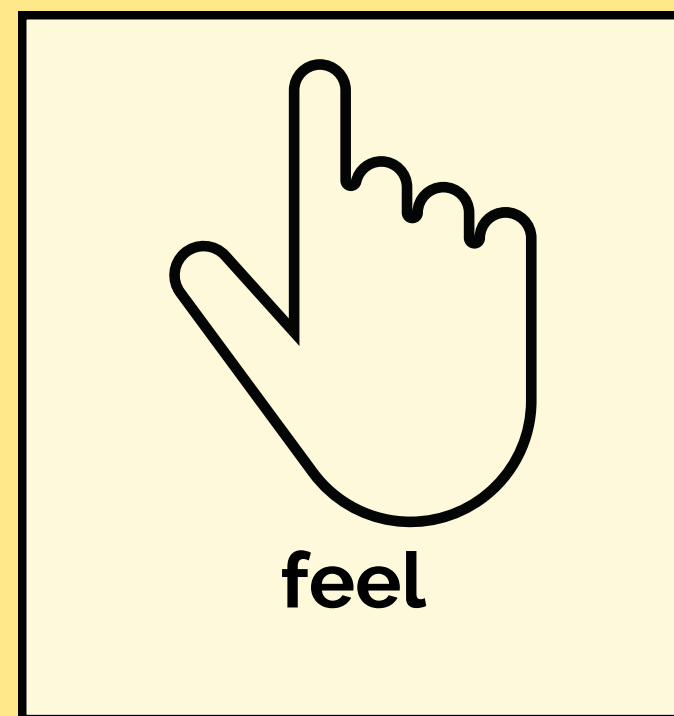


Activity 5 - Loud Beach

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				
monotonous	rhythmic	frustrating	pleasant	
quiet	loud	muffled	dull	sharp


water dripping

monotonous


whispering



whistle



leaves rustling


fly buzzing


piano music


siren


waves crashing



TV on in another room



Name: _____


Match the sound


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

Sound			
frustrating	pleasant	muffled	sharp

whispering


whistle


fly buzzing


piano music


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



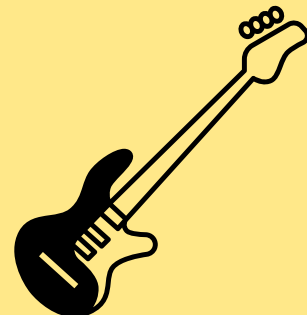
pop



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	

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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

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opera	Features rapping, which involves fast-paced rhymes and is usually a story. 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 lyrics about love and relationships.
country	A form of music with a story that is usually sung. The music is traditionally played on instruments like the guitar, banjo and fiddle.
jazz	Tracing its roots to African music, it is a blend of different musical styles.
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 strong guitar, drums and strong vocals. The songs are often about religion, individuality and freedom.
gospel	Smooth and relaxing music often featuring instruments like saxophone, trumpet and piano. It is often used for creating a peaceful atmosphere.
instrumental	A type of 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 and identify different rhythms and tempos in music.
- Students will explore creative movement and dance in response to various musical pieces.
- Students will develop listening skills and the ability to follow musical cues.
- Students will foster cooperation and collaboration through group activities and discussions.

Silent Disco

A Silent Disco is where everybody listens to music on their own wireless headset.



You can choose from different playlists and volume levels, while to the outside world, it is SILENT.



It is an environment where everyone can participate.



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

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