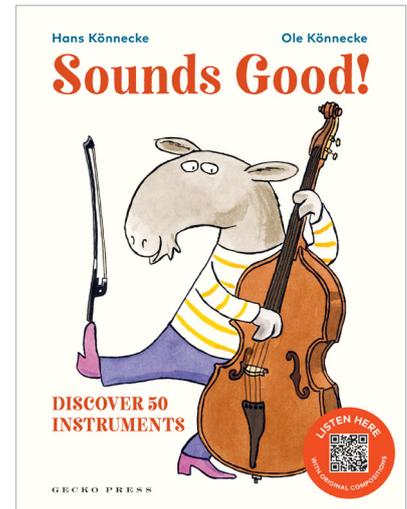


Classroom resource

Sounds Good! Discover 50 Instruments

Ole Könnecke
& Hans Könnecke



Synopsis

Sounds Good! engagingly presents over 50 common and uncommon musical instruments with practical and curious facts that will spark interest in music of all kinds. Each instrument features a piece of music specially composed by an award-winning musician, accessed via QR code that can be broadcast in the classroom via YouTube.

With instruments presented outside conventional categories, the book is open to all ways of listening and learning. Aspects of history, music theory and culture are lightly mixed with information about how instruments are made, played and sound.

QR codes on each page link to 52 individual instrument recordings and a QR code on the back cover takes you to a full band joyously bringing all the instruments in the book together.

Sounds Good! encourages children to play an instrument and explore music with many entries to the topic: listen, learn, look and play.

OLE KÖNNECKE – AUTHOR AND ILLUSTRATOR

Ole Könnecke was born in Sweden. He now lives in Germany and has produced over 30 books, several of which have won international awards.

HANS KÖNNECKE – COMPOSER

Hans Könnecke is an award-winning composer, instrumentalist and music producer for film, and theater, who studied composition at the Academy for Music and Theater in Munich.

Resources for teachers
working with children
aged 3 to 10 years

Curriculum areas:
Music
Performance

Themes:

- Understanding music – culture, history
- How sounds are made
- Introduction to instruments and music theory
- Listening to music
- Music making
- Music styles
- Singing and using voices
- Interpreting music



GECKO
PRESS

MATCHING PAIRS

→ **DO** Using the activity sheet on the following page, match the musical instrument to the sounds shared in class using the QR codes. Draw a line matching the correct sound with the instrument making that sound.

LISTENING GAMES

→ **DO** Listen to over 50 musical recordings approximately one minute in length by scanning the QR codes in the book to get a good understanding of the sounds. Observe illustrations of the individual instruments as they play. Then ask students to:

1. Name the instrument.
2. Name another instrument it is similar to.

Encourage students to be creative and think outside the box when making connections between the instruments. Perhaps they have a similar mood, physical shape, range of pitch, or are played in the same genre of music.

→ **EXTEND** Students might like to consider why some instruments are close to each other in the book and use this to make further connections.

→ **DO** Now introduce and discuss the five main musical instrument families. Draw a large table on the whiteboard to classify the instruments.

Invite students to listen to the instruments and then identify which family they belong to, adding to the table. Tally how many of the 52 sounds in the book belong to which family. Which is the most populated? Which has fewest sounds? What might be the reasons for this?

MUSIC FROM AROUND THE WORLD

This activity involves a world map and images of instruments created by the students. The map and pictures can be either physical or digital.

→ **DO** Listen to different instrument recordings and ask students if they know which cultures from around the world the instruments originate from.

Find out where the remaining instruments are from, and put these on a world map.

→ **EXTEND** Discuss the cultural significance of different instruments. Which instruments are sacred in some cultures and have special rituals around them? Which instruments are played all over the world by many different people? Which instruments are important to a genre of music from a particular time or place?

For more information

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PLAY ALONG

→ **DO** Using common percussion instruments available in classrooms – triangle, glockenspiels, bongos – listen to the professional musician play and make (or replicate) sounds as they listen.

PREPARE

Listen to particular instruments ahead of attending a music performance outside of school like a professional orchestra, Battle of the Bands, or a local busking group. Hear what the instruments sound like individually before hearing them played together as a group.

→ **EXTEND** Play the band sound by scanning the QR code on the back cover, and ask students to pick out the individual instruments in the recording.

SING IT!

Play the four recordings of categories of voices – soprano, alto, tenor, bass – and encourage students to join in and experiment with the different singing ranges.

→ **EXTEND** Introduce the ideas of pitch, tone, tempo and volume by talking about the differences between each singing range, and how the same voice can sound different within each singing range.

DANCE IT!

→ **DO** Encourage students to dance (free dance or specific dance styles) to the instrumental recordings to explore the different sounds and what they make us feel, for example electric guitar, full band on back cover, harp.

COMPOSE IT!

→ **DO** After sharing the different instruments and sound clips, encourage students to compose their own one minute long 'sound' or 'piece of music' using instruments available in the classroom. Introduce the concept of original composition using Hans K nncke as an example. Invite experimentation and creativity no matter the simplicity of the instrument at hand. Ask students to share their composition in front of the class or in small groups and ask students to feedback about what they heard, how it made them feel.



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