# Title: Being human

**Key Questions:** Why are human beings important?

**Key Concepts:** purpose, goals, communion

| **Learning objectives** | **Activities** | **Resources** |
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| Students to explore what it means to be human.  ‘Expressing joy’ - potentially through response to sensory experiences music/sound making and interaction.  Sense of self and other – connecting with others.  ‘Being modest and listening to others’ – turn taking. | *These activities are to be explored over a term. You may need to stick to the same topic/religion over two or three weeks to allow ample time for exploration and response.* Gauge likes and dislikes of individual pupils as the lessons progress.  Dim lights and ensure a peaceful and quiet environment/classroom.  Hello song welcoming each member of the class and show object of reference for RE (could be a cross, symbol or candle) – keep this the same each week.  Listen to a piece of music, representing a religion, to start the session. Over the term/half term ensure a varied range of music with different instruments, pulse, style, etc.  Sensory intro:  Taste - take turns to taste a teaspoon of traditional food/spice from the religion (if safe to do so and if apt.).  Smell – incense or scent associated with the religion or country/culture it originates from.  Touch/explore – different types of traditional dress from the different religions. If possible teachers/lsa dress in these outfits for the session.  Musical Interaction and main activity:  Take individual sounds from the pieces of music – for example if a traditional Christian Hymn the sound of the church organ – or if Sikh music the Sitar drone or tabla (there are many iPad apps which can be used for this). Explore this one sound one at a time (organ sound on keyboard for example). Sound can be enhanced by a wowee speaker plugged into the switch or keyboard or us a resonance board.  Bed of sound:  Leader to play/sing a repeated pattern, tune or simple chord sequence to underpin group music making.  Group playing:  *If not enough keyboards/instruments for one each, put a note/chord on a switch so all have access to a sound maker. Though make each sound slightly different, so at different pitches for example, so students can recognise their own sound.*  Everybody playing together. If it is a song (a hymn for example) then encourage all staff to join in singing for the ‘group’ sections of the music making.  The **Stop**, leave a space and go to the next child who makes a sound (this could be vocal - potentially amplified through mic - rather than instrumental/switch).  Support staff to help by modelling interactions, trying hand under or hand over hand, and then allowing time and space for responses, and also gently and quietly discouraging others from playing when it is another child’s turn (If apt.).  Leave space for interactions and when student responds, take the opportunity to interact, turn-take.  Feel free to add in singing of child’s name to the tune of the  song. ‘I can hear Ryde..’ before/during interaction.  Then go back to group and everybody playing.  **Stop**, leave a space and then go to the next child who makes a sound and repeat cycle.  For more guidance/examples regarding these interactions go to: <http://soundsofintent.org/sounds-of-intent?level=I2>  And feel free to explore other levels if more apt. to the class/child.  Finish the session by counting down to the end of their turn on the instrument/switch and thank all of the students. Sing a goodbye song\*\*, including praise and recognition of each member of the class. | Pictures/symbols/music/food/smells/clothing/instruments/sounds from several different religions/cultures to be explored over the term.  Musical Examples:  Islam - <https://www.youtube.com/watch?v=PBynGlvb1U8>  Give me Joy in my heart –  <https://www.youtube.com/watch?v=CppVcs8637A>  \*\*from 1min 26\*\*  Rejoice the Lord is king –  <https://www.youtube.com/watch?v=osOtuE2z0Ao&list=RDosOtuE2z0Ao#t=29>  Sikh music - Waheguru Simran<https://www.youtube.com/watch?v=tiuSoggqF_s>  Jewish music - Hava Nagila - <https://www.youtube.com/watch?v=PdJH7Y56c7Y>  Buddhist music - <https://www.youtube.com/watch?v=QpA1DjZTTnw>  Or  <https://www.youtube.com/watch?v=kLlG8ZH2oXs>  Interaction Examples – ‘Give me Joy in my Heart’ teachers/assistants to sing the song a cappella, or alternatively play the music through a speaker/wowee and stop it, wait for responses and then respond to these with either playing the music again or preferably singing back. Try and initiate turn taking.  Students could either use their own vocal sounds to respond, touch the hand of an assistant who could respond for them, or have a switch with a short snippet of the song recorded onto it.  Resource Audio File:  KS3\_05\_01\_01\_AUDIO\_Give\_me\_joy\_in\_my\_heart\_PMLD  Buddhist example – Either use vocals or try playing gongs/cymbals even pots and pans - or boom whackers (if using second YouTube example) - so students can explore hearing and making these sounds live. Again, if students unable to hold a beater – use the sounds on a switch (a wowee will enhance the sound/vibration) or respond to vocal sounds they make. Alternatively use iPad app ‘Aumi’ with ‘kitchen percussion’ sound.  Try and initiate turn taking so for the group part all (including assistants) play the same, simple pattern, and then stop to wait for students’ responses.  Resource Audio File:  KS3\_05\_01\_01\_AUDIO\_Buddhist\_Gongs\_PMLD  Jewish example – As above but with an accordion, or accordion sound on iPad. Alternatively ‘Thumb Jam’ – ‘tenor sax’ ‘chromatic’ scale.  Resource Audio File:  KS3\_05\_01\_01\_AUDIO\_Hava\_Nagali\_PMLD  Islamic example – flute sound, India, ‘Bowli Desc’ scale on ‘Thumbjam’ app. – iPad. or drum rhythm  Rejoice the lord is king – church organ sound on iPad. ‘Thumb jam’ app- select ‘pipe organ’ sound and ‘major’ scale.  Sikh/Hindu example – use ‘sitar’ app on iPad, students respond vocally, using a switch or using ‘Aumi’ app – ‘sitar’ sound.  Resource Audio File:  KS3\_05\_01\_01\_AUDIO\_Goodbye\_Song\_PMLD |