



Dommy B Make Some Noise!

Part 1: **Key Stage 2'GOOD MEMORIES'**

Search [YOUTUBE](#) for **Dommy B: Listen ...** to experience a poem Dommy B made.

Students: Can you make a **list of three of four good memories** you have?

Example: Here are the things Dommy B put when he made a list of his good memories...

- Christmas Day with friends last year
- My birthday party when I was 7 years old... which was very long ago!
- When I went to New York City
- When Mum made a delicious dinner for her and me to enjoy last month.

Once you have three of four (or more) good memories.....

Choose one!

Choose the one you think you have the **most** you could talk or write about. Dommy B chose *'When Mum made a delicious dinner for her and me to enjoy last month.'*

In your good memory, can you describe what you can **SEE**?

Are there specific buildings, specific things around you, people in specific clothes – what can you describe?

In your good memory, can you describe what you can **HEAR**?

Is there specific music, specific people talking, calling, cheering, animals, machines, the natural world – what can you describe?

Are there any **SMELLS**?

Good smells? Nasty smells? Maybe there are none... or maybe loads?

Are there any **TASTES**? Maybe there is no food or drink, or maybe loads?

How about **TOUCH**?

Is there anything you can feel with your hands ... beneath your feet ... on your skin? What can you describe?

Have you used the best adjectives you could use? Are there any adjectives you would like to change? The more unusual the adjective, the more likely Dommy B would be to have it in a poem.

excellent... shrill... revolting... tangy... slimy
dazzling... gentle... disgusting... delicious... starchy...

Can you put together your best descriptions to make your own poem about your own good memory?

Part 2: **Key Stage 1 and 2 'GOOD MEMORIES'**

Step 1

Teacher: read the words together for the poem '*Rhymes for Jo*'.

Jo lives with two cool animals
a hamster and a gerbil.
Jo has a favourite colour
and that favourite colour's ... purple!

Jo is confident and wise
and never seems afraid.
Jo has a favourite drink to drink
and that is ... lemonade!

Jo is always kind. I know
that Jo will not upset me.
Jo has a favourite food. I know
their favourite food's ... spaghetti.

Jo takes care of trees
and really helped that oak along.
Jo has a favourite game to play.
That game is ... pokemon!

Introduce the concept of different people having different favourite things.

"Do you have friends whose favourite things are different to your favourite things?
Can you ask the person sat next to you their favourite..."

Food
Drink
Colour
Game

Step 2

Ask the children to draw a picture of their friend. Then around their picture, get to them to write 4 things which are their friend's favourite things.

At the end of the activity ask if any of the children would like to share their pictures with the group.

Step 3

Ask the children to make a poem – individually, in small groups, or as one big class group, in the style of the ***Poem for Jo.***

Start by thinking of ***rhyming words for each of the 4 favourite things.***

Then put the favourite thing in a sentence or line, with the favourite thing (the rhyming word) at the end of the sentence or line.

Do the same, make a sentence or line, ending with the word which rhymes with the favourite thing.

Example:

I love games with Lotti, some are fast, some are **mellow**.
Lotti has a favourite colour and that colour's **yellow**!

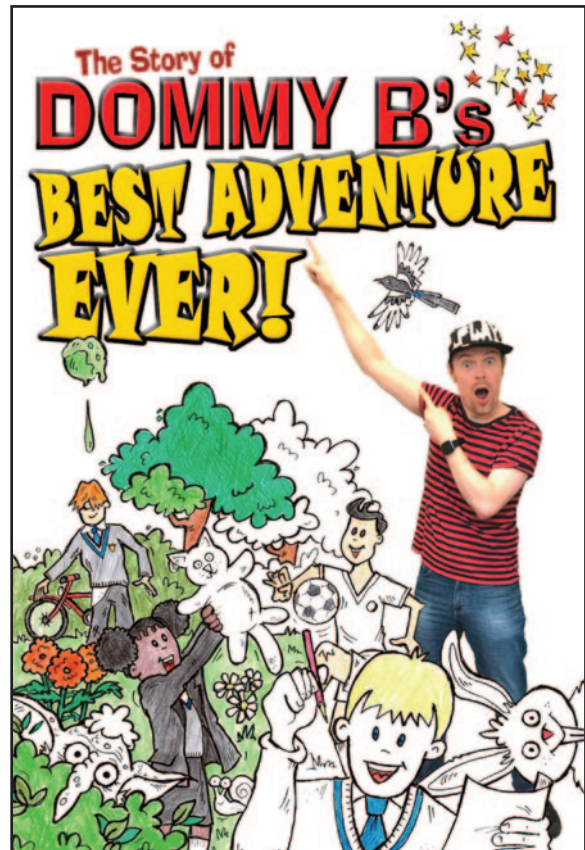
“Have fun making rhyming poems!”

Part 3: **Key Stage 1 and 2: book covers**

Step 1

Teacher: Explain to the children about how the cover of a book can often tell you a lot about what kind of book it might be.

Here are two book covers, both of which are from real books by Dommy B.



Why are covers useful?

Should you judge a book by its cover?

Ask the children whether they think it's a good thing to judge a book by it's cover?

What are good things to include and not good things to have on a book cover?

Step 2

Looking at the book covers, ask the children what do they think happens in the story of each of the two books?

Who are the main characters?

How do you know this?

What do you think the two books might have in common with each other?

In what ways might the two books be different from each other?

Step 3

Ask the children to draw their own book cover for a book of a story they would like to read.

It could be a famous book, for which they make a new cover design, or for their own (written or not-yet-written) story they have made up!

Part 4: **Key Stage 1 and 2: Imagine a school band**

What is a school band?

Some children are in a school band, and some are not. Dommy B was not, but he imagined he was. He then asked his friends to say poems with him.

Even though they had no instruments, the way they said poems was, in Dommy B's opinion, like a school band!

If you were going to make a school band, what would you want to have? What would the essential things be? -

Any resources like paper, pens, felt-tips?

Any special clothes? Fancy dress?

Any instruments?

Any other technology? Amplification? Visuals? Special effects?

Add your essential objects to your school band by drawing them and then colour in your drawing, add your name and objects however you would like.

Part 5: **Key Stage 1 and 2:**
Moving, moving, moving with feelings!

Step 1:

Teachers: Children will be using just their own bodies; only a poem from youtube is needed
- no other equipment.



How does Dommy B move in his poems? How would you move to this poem?

Either 'Listen' (from part 1) or 'Imaginary Friend' (previous page) are good poems for this.

First, experience how Dommy B moves... This is just one way of moving.

There is no wrong way to move. Each child should move in a way they are able to and interpret the moving in their own way.

As poem plays, how will the children move?

Dancing / standing / sitting / lying down
Moving hands to the poem's beat or to the poem's flow
Moving just your fingers
Steps / Jumps / Crouches / kicking the air / tip-toes

Should the movements match the story, or should the movements be their own thing?
Is the rhythm or the story more important to you in how you move? There is not one right answer - moving is a personal thing? Big movements can be great. Tiny movements can be great? Are some movements too big? Are some movements too tiny?



There is more than one way of moving to match a poem, but which ways of moving do you think are the best ones for you.

Step 2:

When Dommy B moves, he learns a movement like he learns a poem.

Ask the children, as a group, to learn movements – so a movement is chosen, and the same movements done every time the poem is played.

Movements might be done by groups of children.

Movements might be solo movements from certain children.

A set of learned movements can be called **choreography**.

As a group, choreograph movements for the whole of a Dommy B YouTube poem!

Part 6: **Key Stages 1 and 2: Imaginative Name Poem**

Dommy B spoke a lot about different names he has called himself.

Written own the next page is a new poem by Dommy B, comparing his name to different things. It is an imaginative poem. For example, he compares his name to the red lava of a volcano. Dommy b doesn't need to say here 'why' he thinks his name is like the red lava of a volcano, it's from his imagination. When we use our imagination, anything is possible. However, the more different we are – different from each other, and different from what we have written before.. the better!



My Name Is...

The burning red lava of a volcano blasting down a rocky mountain.

An elegant eagle swooping and soaring in silent skies.

A succulent burger dripping with sweet, sugary sauce.

Super bouncy excitement filling the heart with joy.

OK, step-by-step, let's each make a new poem.....

1. Write a colour. The more **different** to anyone else's choice that colour is, the better.... but any colour is OK. You're just choosing a colour you like.

2. Now, a thing which is that colour, for example:

Red lava

Blue sea

Green grass

But the more **different** to what anyone else might have written, the better.

3. What is an adjective? Write your colourful thing again, but with an adjective at the start, for example:

Burning red lava

Rough blue sea

Gorgeous green grass (alliteration there – sometimes that's good!)

But the more **different** to what anyone else might have written, the better.

So, do not just copy what I've suggested. Think of ideas unique to you!

4. Put the colourful thing in a full sentence. It's good for the sentence to describe the colourful thing. It is better is to NOT use the words 'because', or 'I', so better NOT to have 'burning red lava because I like lava' – it's brilliant to put a sentence without 'because' or 'I' – for example.

The burning red lava blasting down a rocky mountain

Rough blue sea with waves crashing against pirate ships

The gorgeous green grass where rabbits hop and birds sing.

5. Would it be good to add any extra **adjectives** to what you have written?

Not everything needs an adjective, but maybe one or two... so my 'green grass' line could have an added adjective somewhere, for example, one of these....

The gorgeous green grass where gentle rabbits hop and birds sing.

The gorgeous green grass where rabbits hop and tiny birds sing.

The gorgeous green grass where hungry rabbits hop and birds sing.

The gorgeous green grass where rabbits hop and sleepy birds sing.

.....or what about **adverbs**?

The gorgeous green grass where rabbits hop and birds softly sing.

The gorgeous green grass where rabbits happily hop and birds sing.

6. Let's share our sentences about colourful things.....!

7. Can we go through steps 3 to 7 but instead of colourful things, instead of writing a colour, write an **animal, bird or fish**? It's an animal, bird or fish we will have in a poem about your name, but there's no need to think too much about that part, just choose an animal, bird or fish you like. But **different** from what you think other people would write - the more **different**, the better!

For example:

An eagle

An elegant eagle

An elegant eagle swooping and soaring in silent skies.

Here's where we want to REALLY be as different as possible, not just from each other, but from what we wrote before!

Do not repeat any adjectives.

Do not repeat verbs.

Do not repeat any adverbs.

Do not repeat any nouns.

So, if in my colourful thing I had 'red', my animal or bird *cannot* be 'red' - it must be a *different* word - a *different* colour.

... or, if I had gone with

Gorgeous green grass where gentle rabbits hop and birds sing

for my next line, I would NOT use 'gorgeous', 'green', 'grass', 'gentle', 'rabbits', 'hop', 'sing' or 'birds'. If I'd used 'bird' in the first sentence about colourful things, I might use 'eagle' because it is a different word, or I might be really strict and not even use 'eagle', as an 'eagle' is a type of bird!

So if my colourful thing line was

Gorgeous green grass where gentle rabbits hop and birds sing

my animal, bird or fish line could be

Fantastic fish flying through rapid rivers upstream

which are **ALL different words** (plus a nice bit of alliteration!)



8. Can we go through steps 3 to 7 but instead of colourful things, or an animal, bird or fish, can we have a food?

A burger

A succulent burger

A succulent burger dripping with sweet, sugary sauce.

It's a food we will have in a poem about your name, but there's no need to think too much about that part, just choose a food you like. But different from what you think other people would write – the more different, the better!

AND... we want to REALLY be as different as possible, not just from each other, but from what we wrote before!

Do not repeat any adjectives.

Do not repeat verbs.

Do not repeat any adverbs.

Do not repeat any nouns.

9. We could go through steps 3 to 7 choosing so many different things we could put in a poem about our name. As I say, there's no need to think too much about how each thing connects to your name, just choose stuff you like. But different from what you think other people would write – and not repeating what you have written before!

You could repeat steps 3 to 7 with...

a drink
a place
a type of weather
a sound
a smell
a material
a musical instrument
an emotion
... or what else?

An **emotion** is a good one on which to end the poem, for example:

Super bouncy excitement filling the heart with joy.

Your poem can have as many or as few lines as you like, you don't have to use all the things I put in my list – or maybe you'll think of even more, but the best thing is to ALWAYS keep trying to be **different** – from each other, and from words you have used before.

10. Add the title ... **My Name Is** ... so, all of these things now imaginatively describe... your name!

My Name Is...

The burning red lava of a volcano blasting down a rocky mountain.

An elegant eagle swooping and soaring in silent skies.

A succulent burger dripping with sweet, sugary sauce.

Super bouncy excitement filling the heart with joy.

Can you share your poem about your name.....?

11. It is OK to **edit!** 'Edit' means make changes. You might realise you accidentally repeated a word.....

Burning red lava of a volcano blasting down a rocky mountain.

An eagle swooping and blasting through the skies.

That would be more imaginative if I did not repeat the verb... can you see the word that was repeated?

Editing is what I normally have to do. I usually do not get a poem as good as it can be first time. That's OK! I keep thinking how can I make this writing even better, even more imaginative. So changing a bit doesn't mean I 'got it wrong' or did anything 'bad' ... it's a good thing to look at your words and really think about ways in which they could be even better, even more imaginative.

What could I change the word 'blast' to in the previous example? Is there anything in YOUR poem which you could edit to make your poem even better and even more imaginative...?

and finally

PERFORM your poem!

There is a whole workshop earlier in this activity pack (**Part 5: Key Stage 1 and 2: Moving, moving, moving with feelings!**)



How will you perform YOUR poem?

Happy writing and happy performing! I hope you enjoy being creative!

Dommy B



Get in touch – share your photos with us or express an interest in a Spark Festival 2026 performance

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