



7–10 mins

### Objective and Musical Focus

Lyric writing; Pulse

### Instruments?

No

### Accessibility

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.

## 1. Warm up Activity

### 'Pat, Pat, Gap'

Pat, Pat, Gap is a great game for developing children's understanding of pulse, co-ordination and can also be used as a way of seeing what the children have learned about a particular topic. You can watch this activity demonstrated in the Teacher Techniques video collection.

Arrange the children in a circle, this is important as it creates a sense of ensemble. Ask the children to copy you, doing two pats on your thighs followed by two gaps of the same length, repeatedly.

In the gaps, explain that the children are going to take it in turns to say their first name and give a demonstration using your name. While everybody is performing the pat, pat, gap, give the children time to think how their names would fit in the gaps. This is important as some children may not want to be put on the spot!

To start the game, you say your name in the first gap, and everybody says the name back to you in the next gap. Then, the person to your left says their name in the next gap, and everyone shouts that back, and so on until everybody has had a turn at saying their names.

Make sure you don't go too fast and keep a steady pulse. You can also physicalise the gaps by showing open palms, so the children can feel how long the gaps should last.

Play the game again but this time instead of shouting out their names in the gaps, the children ought to shout out one word they associate with 'holidays'. This could be a word to describe what they see, how they feel, where they go, what they do etc while on holiday.

Give the class some thinking time before starting the game and as words are shouted out, write them down so by the end you have a big word bank all on the theme of holiday.





5 mins

## 2. Song: *I am a Robot*

Have a listen to the song *Summertime* and teach your class the chorus, this is the 'la' section; this is repeated several times.



This chorus is just one melody/tune, repeated 4 times.

**La-La-La La La La La-La-La [That's 9 'La's]**  
**La-La-La La La La La-La-La**  
**La-La-La La La La La-La-La**  
**La-La-La La La La La-La-La**



20–25 mins

## 3. Main Activity

### Lyric Writing

This activity can be done with the whole class, in smaller groups or individually.

Firstly, make sure everybody can see the list of words you have created from the 'pat, pat, gap' game earlier. Hopefully you have something like this:

sun beach sea sandcastles ice cream  
 train fun hot family friends plane  
 suncream travel pool food swim play  
 hotel chill summer caravan music waves  
 excited sand happy boats airport warm



Challenge the children to play a word association game. To do this, they have to choose one word from the list and think of a new word that is associated/linked to it in some way.

For example, if my chosen word was 'ice cream', my new word could be 'yummy'. Write the new word onto the word bank and continue to play the game for a few minutes, choosing new starter words each time.

Now challenge the children to play a rhyme association game. This follows the same process as above but this time the children are thinking new words that rhyme with their chosen ones, for example 'pool' and 'cool'. Write these new words onto the word bank also.

After playing all of these games, you should aim to have a word bank containing at least 50 words.

The last activity is to turn these words into lyrics. To do this, the children need to look at the word bank and combine some of the words to make four sentences. When forming these sentences, there are 3 rules:

1. The children are only allowed to use words from the word bank and conjunctions.
2. Each sentence may contain a maximum of 7 words.
3. Think about opportunities to have rhyming words at the end of lines

For example:

**Summer holiday with family and friends,  
Sun, sea, playing in the pool.  
Summer holiday with family and friends.  
Yummy ice cream and lots of food!**



## 4. Troubleshooting

When teaching your class the chorus to *Summertime*, try teaching the rhythm first by clapping it, patting on thighs and other forms of body percussion. Once the rhythm is secure, then move onto teaching the melody.

When teaching the melody to *Summertime*, try using your hands to show the changes in pitch. The children can do this with you at first, and this visual aid will help them to learn the melody quicker.

### Curriculum Links

English (Songwriting)  
Geography



### Key words

**Body Percussion:** sounds made using your body.

**Lyrics:** words to a song.

**Melody:** a sequence of notes that are the tune of a song.

**Pulse:** a steady beat, like a ticking clock.