



15 mins

Objective and Musical Focus

Listen and respond to music;
Feel and move in rhythm

Instruments?

No

Accessibility

This lesson plan is suitable for all pupils. However, you may need to modify the activities to consider pupils who have mild learning difficulties and specific learning difficulties.

1. Put your hands in the air!

Please encourage the children to be creative and feel free to adapt the ideas as you wish!

Stand in a circle, or in a space where they can all clearly see the teacher.

Listen to the song *Hands in the Air* and encourage the children to watch the teacher carefully and try to copy his/her actions. You can use the *Bring the Noise: Play It!* interactive tool on the website to play the song.

1. Introduction

Walk 'on the spot' and swing your arms to the steady beat encouraging the children to join in with the whistling melody by either humming/la la-ing or whistling (if they can!).

2. "Put your hands in the air, like you don't care"

Wave both hands high in the air, moving them in time to the steady beat.

3. Interlude – same as Introduction

Walk 'on the spot' and swing your arms to the steady beat encouraging the children to join in with the whistling melody by either humming/la la-ing or whistling.

4. Shake your body to the left, feel the best; now shake your body to the right and you'll feel alright

Shake in time with the music – a good opportunity for working out left and right!

(NB Remember, it depends where the children are standing in relation to your actions as to whether they get left and right sides correct!)





5. Interlude – same as Introduction

Walk 'on the spot' and swing your arms to the steady beat encouraging the children to join in with the whistling melody by either humming/la la-ing or whistling.

6. Clap your hands, clap your hands

Children clap hands and stop when the final interlude starts.

7. Final Interlude – same as Introduction

Walk 'on the spot' and swing your arms to the steady beat; encourage the children to join in with the whistling melody by either humming/la la-ing or whistling.

The words and actions could be chanted rather than sung if the children want to join in with the words whilst doing the actions.



Once this activity is taught and known, add it to part of your class' daily diet of favourite action songs.



2. Writing New Verses



15–20 mins

Objective and Musical Focus

Listening and responding;
Rhyme and rhythm

Instruments?

No

Accessibility

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

Make sure you know the song and rhythm of words before starting the activity with the children. You can use the *Bring the Noise: Play It!* interactive tool on the website to play the song.

- Recap and join in with the actions of the original song (see Activity 1).
- Explain to the children you are going to make up new words and actions to the song. Instead of singing they are going to use their chanting voices.
- Practise the new chants and actions, reinforcing the rhyming words and making sure the children get the ‘feel’ of the rhythmic chanting.

The following are examples to use but be creative and make up your own versions with the children.

**Put your hands in the air and tap your toes;
Put your hands in the air now tap your nose.
Stamp your feet on the ground then turn around;
Stamp your feet on the ground don't make a sound.
Jump up tall to the sky and try to fly;
Jump up tall to the sky and wave good bye.**

Once the children are confident, perform your new chant/song using the backing track.

1. Introduction

Walking on the spot, joining in with the whistling melody by either humming, la-la-ing or whistling.

2. Chant (rather than sing) the following verse

Put your hands in the air and tap your toes; Put your hands in the air now tap your nose.

3. Interlude

Tapping nose to the beat, joining in with the humming/ la-la-ing of the melody.



4. Chant the following verse

Stamp your feet on the ground then turn around; Stamp your feet on the ground don't make a sound.

5. Interlude

Tip-toeing to the beat, joining in with the humming/, la-la-ing of the melody.

6. Chant the following verse

Jump up tall to the sky and try to fly; jump up tall to the sky and wave goodbye.

7. Interlude

Wave to the beat, joining in with the humming/ la-la-ing of the melody.

Make up other 'verses' with the children and invent your own actions.



3. Rhythms & Call and Response

Sing the song *Hands in the Air*. Demonstrate clapping and saying the rhythm *Hands in the Air* to the pattern below.

Hands	In the	Air	(Rest)
X	XX	X	

Explain to the children when they hear this musical pattern they have to wave their hands in the air and be silent.

Play call and response using different rhythm patterns. Invent your own but some examples are:

CALL (Teacher clap)				RESPONSE (Children clap)			
1	2	3	4	1	2	3	4
X	X	X	X	X	X	X	X
XX	X	XX	X	XX	X	XX	X
X	XX	XX	X	X	XX	XX	X
X		X		X		X	

Whenever they hear *Hands in the Air* rhythm remember not to clap back but wave their hands in the air.

Vary the call and response by:

- Using different body percussion e.g. tap knees, stamp feet, drum fingers.
- Using classroom percussion instruments.

Objective and Musical Focus

Call and response;
Rhythm and pulse;
Active listening

Instruments?

No, Percussion optional

Accessibility

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



You can watch a video of this activity in the Teacher Techniques section - Forbidden Rhythm.



4. SEND Advice

Activity 2: Writing New Verses

- Before using the example choreography, some children may need support to understand what is required. Use a drum to beat a simple rhythm and add simple phrasing, such as ‘time for dinner’, ‘going out to play’. Encourage the children to beat in time with you.

Activity 3: Call and Response

- Some pupils may need additional vocal examples to help them understand the exercise before following the clapping rhythms. Use a simple phrase for them to follow, like the examples given in Activities 1 or 2.

Curriculum Links

Communication & Language (listening and attention, understanding)

Physical (moving and handling)

PSED (self-confidence & self-esteem, making relationships)

Expressive Arts (exploring and being imaginative)

Literacy (writing)

Maths – (shape and space: patterning)