



10–15 mins

## 1. Warm up Game

### Clap, Clap, Clap Your Hands

Start a steady pulse by clapping your hands. Don't worry about going quickly, just focus on keeping your timing steady.

Then, say the rhyme below inviting the class to join in with the actions:

**Clap, clap, clap your hands, clap your hands together**  
**Tap tap, tap your head, tap your head together**  
**Stomp, stomp, stomp along, stomp along together**

♩ = 120

Clap Clap Clap your hands Clap your hands to - ge - ther

Get further suggestions from the children and make up other verses. Actions that can be performed to keep a steady beat in particular work best for this game.



5 mins

## 2. Main activity

### Elephant Footsteps

#### Objective and Musical Focus

Rhythm; Pulse

#### Instruments?

Untuned percussion optional

#### Accessibility

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

Watch the *Funky Elephant Walk* episode of YolanDa's Band Jam.

Sit with your class and ask them to imagine themselves as elephants. Children may benefit from having a visual reference. How do elephants move? Do they walk quickly or slowly? Do they have light or heavy footsteps?

Ask them to think about how an elephant might walk. Mirroring the Band Jam video, invite the children to stomp with heavy firm steps in a circle around the room, encouraging everyone to stomp together with a steady beat.



You can help keep the beat by saying “Stomp, stomp, stomp stomp” out loud with the beat. Split the class into groups, and play *Funky Elephant Walk* again; this time the class stomps along with the song. Call to groups in the class to have their own stomping solos!



If you have instruments available, use a drum to play along with the class’ stomping performance, then invite children to take turns keeping the beat on the drum.

### 3. Ending the session

Wind down with the class singing one of the following songs, repeating several times until the class settles. Don’t worry if you’re not an expert singer, focus on clearly vocalising the lyrics.



To the tune of *Farmer’s in the Den*:

**It’s time to tidy up, it’s time to tidy up,  
Music time is ending now, it’s time to tidy up**

To the tune of Frere Jacques:

**Time to stop now / Time to stop now  
All sit down / All sit down  
Music time has ended / Music time has ended  
Calm and still / Calm and still**

#### Curriculum Links

Maths  
Art

### 4. Troubleshooting

Some children will find it hard to keep a steady beat and it may take time to settle into it. Keep reinforcing and encouraging.

Encourage the children to speak as they move, saying “Stomp, stomp, stomp, stomp” in time with the beat, following your lead.

