



5–7 mins

### Objective and Musical Focus

Experimenting with your voice; pulse; rhythm

### Instruments?

No

### Accessibility

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

## 1. Warm up Activity

### 'Magic Finger'

This is a very simple vocal warm up activity where the children aim to change the **pitch** of a sound they are making, in response to a **conductor's** finger movements.

Initially, demonstrate the activity to the class as a whole. Explain that after a count of 4, the children are going to hum. While humming, they must watch you, the conductor, who has a 'magic finger,' and the children ought to match the pitch they are humming with the movements of the conductor's finger, i.e. if you move up, they hum higher in pitch.

When the children run out of breath, they just start again until the conductor has finished.

Try getting a child to be the conductor, and encourage them to imagine the shape of a rollercoaster as they move their 'magic finger.'

This game can be played with the whole class, in small groups or even pairs.





10 mins

## 2. Song: *Anything*

Have a listen to the song *Anything*.



Using simple phonics, play a call and response activity where you call out different phonemes to a simple **rhythm**, and the children copy immediately after. Try and keep a steady **pulse** throughout the activity.



Play the song *Anything* using *Bring the Noise: Play It!* interactive tool on our website.

Now, while using the drums and bass stems from *Anything* for accompaniment, try making phoneme sounds to the pulse of the music. You ought to make the sounds first, with the children responding immediately after, just like in the call and response activity. Use your hands to gesture when it is your turn and when it is the children's turn to make the sounds.

Now ask a child to be the leader.



**Extension:** To make the activity more advanced, instead of making sounds to the pulse/beat of the music, try applying different rhythms to the vocal sounds and again encourage the children to lead.

## 3. Main Activity

### Alphabet Soup



20 mins

This is a really fun activity that will help children with phonics as well as their pulse and rhythm skills.

Arrange the children so they are sat in a circle and begin patting your thighs to a slow and steady pulse/beat. Encourage the children to join in, making sure that they are going at the same tempo as you. To ensure the children are focusing on you, keep changing the way you are playing the pulse, for example, you could pat your shoulders, tap your head etc.



Once you have their attention, ask the children to stop, while you chant this phrase in rhythm:



For more examples of call and response games, try the Forbidden Rhythm activity in the Teacher Techniques section on the Bring the Noise website.

### **Alphabet soup, it tastes good**

Encourage the children to say it back to you immediately, copying exactly how you did it. Repeat the phrase a few times until you feel the children are confident chanting the phrase in rhythm. You can help show whose turn it is to chant the phrase by pointing to yourself when it is your turn, and to the children when it is their turn.

Repeat the exercise, teaching the children the rest of the song, one line at a time:

**I'd eat it everyday if I could.  
Alphabet soup, help us grow,  
Let's add more food to the bowl!**



Don't be afraid of taking your time and repeating each phrase several times until the children can chant all four lines one after the other accurately and with confidence.

After chanting the four lines, you now chant different foods to put into the alphabet soup, for example, an 'apple'. When suggesting a food, chant the sound of the first letter and follow this pattern:

**a for apple, a - a - apple**  
*or*  
**c for cake, c - c - cake**  
*or*  
**m for melon, m - m - melon**

Then ask the the class to copy it back.



After this, experiment making different 'phoneme rhythms' using the first sound of your food word (if your word is 'apple' the sound to create rhythms with is 'a'). The children copy whichever rhythms you come up with. Try and keep the pulse throughout the activity as rhythms pass from you to the children.



After a few turns with you being the leader, and once the children understand the structure of the activity, repeat the exercise but with the children taking it in turns to lead by suggesting different foods/phoneme rhythms.

## 4. Troubleshooting

When children are being the conductor in ‘Magic Finger,’ encourage them to not only change direction but also move at different speeds, not just super fast!

When playing ‘Alphabet Soup,’ it is best to keep a steady pulse running throughout the activity, even when you’re giving instructions.

By doing this you will keep the children engaged and give them a solid base from which they can chant and create rhythms.

You may also find that you need to prompt the children, or remind the class of what is being asked of them. This is fine, it isn’t a performance!

However, when you explain, keep your instructions short and simple and try to keep the pulse going.

### Curriculum Links

English (Phonics)

PHSE

Science



### Key words

**Conductor:** person who directs an ensemble.

**Pitch:** whether a note sounds high or low.

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

**Rhythm:** a pattern of long and short sounds.

**Tempo:** the speed of the music.