



5–8 mins

Objective and Musical Focus:

Pulse; Playing as an ensemble; singing.

Instruments?

Untuned percussion or body percussion

Accessibility:

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

1. Warm up Activity

Ten seconds to...

This is a game used to get everyone working together as one team. The aim of the game is for the class to have formed themselves into a line based on certain criteria called out by the teacher. For example, the teacher may call out, 'ten seconds to...':

- Get in a line from tallest to shortest.
- Get in a line, in alphabetical order of your first name.

Ask the children to come up with new criteria, for example shoe size, size of their favourite animal etc.

To make the game more tricky, once the countdown has begun, the children aren't allowed to speak. Let them discuss the challenge for a minute, and then start the countdown.

2. Song: *Be in the Band*



5–8 mins

Have a listen to the song *Be in the Band*. You can use the Bring the Noise: PlayIt! interactive to listen to the song with or without vocals.

Teach your class the chorus from the song:

**We're gonna be in the band
We're gonna be in the band
We're gonna be in the band
So clap your hands.**



Notice how the word 'band' is sung differently each time.



20 mins



This activity can be done with any combination of body percussion and instruments. Why not try using instruments the class previously made?

3. Main Activity

Building a Band

Have a class discussion about bands:

- What bands do the children know?
- How many people are in these bands?
- Are they a mixture of boys and girls?
- Do they play any musical instruments?
- What do they look like?
- How would you describe their music?

Now split your class into 'band' groups (of around 4-6 children in each) and challenge them to come up with their own, unique band name!



Extension: Challenge the bands to create their own band logo!



If you have instruments, distribute them to your band groups. You may want to have a mixture of instruments in each band for example: 1 drum, 1 woodblock, 1 tambourine, 1 shaker, 1 güiro. If you don't have instruments, you can still complete the next activity using body percussion sounds.

Recap the chorus from earlier. Now altogether as one class, practise clapping along to the pulse of that chorus, without singing. The *Bring the Noise: Play It!* interactive tool has a mode that displays the pulse of songs to aid in this activity.

Try using other body percussion sounds (patting thighs, tapping shoulders, stamping etc) so the children are literally feeling the pulse of the music.

Now turn this into a game where throughout the chorus, you occasionally change the sounds you are making and see if the children can change with you. This will challenge them to focus while also keeping the pulse. If successful, ask a child to lead the rest of the class with new sounds.





Once you feel like the children are secure with the pulse, transfer this onto unpitched percussion instruments.

Now teach your class this rhythm, which can be heard as clapping in the chorus of the song.



Practice playing this rhythm along to the chorus section of the song.

Try splitting your class into two groups with one half responsible for singing the chorus and the other half playing the above rhythm on instruments/using body percussion. Swap jobs to give each group a turn at both singing and playing.

Finally, split the class back into their band groups and give them time to practice playing this rhythm once after the first line of the chorus and twice after the last line.

4. Troubleshooting

When teaching the rhythm in the 'Building a Band' section, practice saying the rhythm first, then move onto playing it using a variety of body percussion sounds and then finally transfer onto instruments.

Make sure that when you are practising this rhythm you are keeping a steady pulse and the tempo remains the same throughout.

Curriculum Links:
PSHE



Key words

Body Percussion: sounds made using your body.

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

Rhythm: a pattern of long and short sounds.

Tempo: the speed of the music.

Unpitched Percussion: percussion instruments that don't have pitches, for example a drum or wood block.