



10–15 mins

Objective and Musical Focus

Lyric writing; Playing as an ensemble; Pulse; Singing

Instruments?

No

Accessibility

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

1. Warm up Activity

Mexican Clap

Mexican Clap is a great game for improving childrens' concentration and co-ordination while also introducing the idea of a pulse. You can watch this activity demonstrated in the Teacher Techniques video collection.

It's really important that everyone can see one another in order to play this game so arrange your class so they are sat in a circle. The aim of this game is to work together as a team, or ensemble, to pass a sound from one person to the next while maintaining a steady pulse/beat.

The game starts with the teacher clapping once, then the person on the left of the teacher claps once, then the next person, and so on around the circle until the clap returns to the teacher. The only rule is that you can't clap until the person before you has clapped.

Once you've tried this a few times, play the game again but using different body percussion sounds, or instruments if you have them.

Extension: When the Mexican clap gets half way around the circle, the teacher sets off a new wave so now there are two Mexican claps going round the circle.

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! (If you haven't already done so in *Be In The Band* Lesson 1).

Repeat the Mexican Clap game, however this time in smaller band groups.

Finally, play the song *Be In The Band* and challenge the band groups to play Mexican Clap along to the pulse of the song.



If waves of clapping break down, stop and ask the children what solutions can they come up with to improve their success rate.



5 mins



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



25 mins

2. Song: *Be in the Band*

Have a listen to the song *Be in the Band*.

Teach your class the first verse from the song:

**Hey everybody have you heard the news?
The band's gettin' ready can you feel the groove
Come on, clap along, you can join the fun
Jump out your seat, move your feet, to the beat of the drum**

Practice singing along to the song.

3. Main Activity

Lyric Writing

Explain to your class that they are going to be writing some lyrics that will describe the people and/or instruments in their band and these will replace the lyrics from the pre-chorus:

**PLAY! Smooth grooves on the saxophone
SING! Like a star on the microphone
MOVE! Your funky fingers on the bass guitar
You can join in whoever you are**



Split the class into their band groups and challenge them to write a short sentence about every member of their band while following these 3 rules:

- Each sentence must start with the first name of the band member(s) the sentence is describing.
- Each sentence can only be a maximum of 9 words.
- Each sentence should describe what that band member contributes to the band: what are they playing; how do they make their sound; describe the sound etc.

For example:

**Rory plays the tambourine, he shakes it all around
Mia plays the drum and bangs it very loud
Ibrahim pats his thighs to the beat**

Assist the children in building their new lyrics into four lines.



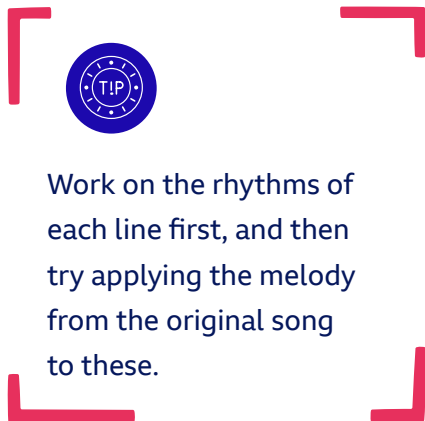


In the original song, lines 1 and 2 rhyme and lines 3 and 4 rhyme – if your sentences allow, follow this rhyming structure, but don't worry if not, the song doesn't have to rhyme.

It is important however, to make sure that every child's name is in the song.

If you have band groups of more than 4 children, you may want to consider: writing two pre-choruses (both consisting of 4 lines but with different children written about in each); or you may include 2 names before the description on any particular line:

**Abdul plays the tambourine, he shakes it around
Mia plays the drum and bangs it very loud
Sienna plays chime bars, ting, ting, ting
Amelia and Harry love to sing...**



Work on the rhythms of each line first, and then try applying the melody from the original song to these.



Once you have a set of lyrics for each band, their next challenge is to practice singing them along to the song.

These new lyrics will replace the lyrics from the pre-chorus in the original version of the song.

Finally, invite each band group to perform their new pre-choruses in front of one another.

**Extension: Encourage the bands to think of other things they could do in this section to enhance the performance.
When someone's name is called, do they play their instrument or dance?**



4. Troubleshooting



Remember, you can use the *Bring the Noise: Play It!* interactive tool to play the song and isolate only the vocals.

When practising singing your new lyrics, you may find that there are too many words in a particular line, if this is the case edit and remove any unnecessary words.

If the bands are struggling to sing their new lyrics, remove the song and try clapping a pulse a little slower than the tempo of the song.

Encourage the band to say each line rhythmically, like a rap. Perhaps one band member could have a go at doing the first line, and everyone copies, then another band member does the second line and so on until all lines have rhythms.

In order to apply the melody from the original song to these new lyrics you may need to listen to the original version a few times to find where in each line the pitch changes.

Curriculum Links

Literacy (Songwriting)



Key words

Body Percussion: sounds made using your body.

Lyrics: words to a song.

Melody: the primary tune of the song.

Pitch: how high or low a sound is.

Pre-chorus: the section of a song immediately before a chorus.

Pulse: a steady beat, like a ticking clock.

Rhythm: a pattern of long and short sounds.

Tempo: the speed of the music.