



10–15 mins

Objective and Musical Focus

Composing;
Performing; Playing
as an ensemble;
Reading music;
Rhythm; Singing

Instruments?

Yes, body percussion
optional

Accessibility

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

1. Warm up Activity

One to Ten

One to Ten is a great game to improve team work skills. It's a game that helps everybody to focus and work together to achieve one collective goal. You can watch this activity demonstrated in the Teacher Techniques video collection.

The aim of the game is for the class to count from one to ten. However, only one person can say one number out loud at any time, if more than one person says a number, the class have to start again at 'One'.

The children are also not allowed to pre-plan an order or point/use physical gestures in any way.

Extension: Split the class into 'band' groups and see if winning the game is easier when played by fewer people.

2. Song: *Be in the Band*

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

Teach your class the second verse from the song:

**You can use anything to make a sound,
We can play quietly, or we can play loud!
Girls and boys bring the noise, feel the rhythm and rhyme
Come on, get your friends together now it's music time.**

Practice singing along.



5–8 mins



It's often beneficial for the teacher to start a round by saying the number one, this can help quieten everyone down and show the game has started.



25–30 mins

3. Main Activity

Compose!

The aim of this activity is to get the class to compose and perform as an ensemble. If you have instruments available you will only need unpitched percussion instruments, however, it is possible to complete this activity using body percussion sounds too.

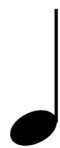


Play the song *Be in the Band* using the *Bring the Noise: Play It!* interactive tool on our website.

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* Lessons 1 or 2).

If you have instruments, distribute them to your band groups. You may want to have a different instrument for each member in a band; for example: 1 drum, 1 woodblock, 1 tambourine, 1 shaker etc. If you don’t have instruments, you can still complete the activity using body percussion sounds.

Using the Kodály approach (pronounced Ka-DIE) to teach the rhythms below to your class. Watch the video ‘Teaching Rhythms’ in the Teaching Techniques section on the website for a detailed explanation about the Kodaly method.



ta - 1 beat



ti-ti - 1/2 beat each



‘sh’ - 1 beat rest





Distribute the following grid to each band on large (minimum A3) paper:

Band Name:	1	2	3	4
Lightning Jelly				
India Wood blocks				
George Chime bars				
Freddy Shakers				
Amy Triangle				

Each band member must now fill in their row using any of the rhythms (ta, ti-ti and sh) from above:

Band Name:	1	2	3	4
Lightning Jelly				
India Wood Blocks				

Once all rows have been filled, challenge each band to practice playing their rhythms grid with all band members playing simultaneously.

Finally try playing the rhythm grid along to the final chorus section of the track (1 min 45 secs).

Encourage the bands to make sure the players within the band aren't all playing the same rhythm as each other.

Extension: Try putting the activities from lessons 1, 2 and 3 together to create a complete new band performance of *Be In The Band*.



4. Troubleshooting

Curriculum Links

Maths

When playing 'One to Ten', encourage the children to have lots of silences and not rush. Also let them know that they shouldn't be fixed on saying just one particular number.

When teaching rhythms, 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.

Also, have the rhythm on display so children who learn better from visual stimulus have something to help them.

When the bands are composing their new rhythms, encourage the children to use rests/'sh' so they are not playing the whole time.

When bands come to playing their rhythms simultaneously and along to the song, it may help if one band member or the teacher shouts out numbers '1, 2, 3, 4' for the first few times round to help keep time. Similarly you may want to gradually build up the sound by adding one band member at a time.



Key words

Body Percussion: sounds made using your body.

Kodaly: Zoltan Kodaly was a Hungarian composer who developed a new way of reading and teaching music using body movement and singing.

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.