



8–10 mins

Objective and Musical Focus

Lyric writing; Playing as an ensemble; Pulse; Singing.

Instruments?

No

Accessibility

This KS1 lesson plan is suitable for pupils with mild Learning difficulties and classes that have Teacher Assistant support.



Ask one of the children to lead - shifting the point of focus to other people helps build confidence and also demonstrates that we are all a team.

1. Warm up Activity

Mirror Me

Mirror Me is a fun game to get children to focus on you. It also allows the children to explore various body percussion sounds and helps develop a collective sense of pulse. You can watch this activity in practice in the Teacher Techniques video collection.

To play the game, the children can be stood anywhere in the room, but they need to be able to see you. Explain to the children that their task is to mirror you, doing exactly what you do at exactly the same time (or as soon as possible) as you do it.

Start with simple actions using one body part, for example shaking your right hand in the air, then your right foot, left arm and so on.

Try making it a little more complicated by having two body parts moving at the same time, for example, shaking your right arm while patting your head with your left arm.

Now move onto a clap, with the aim being to get all of the children to clap at exactly the same time as you.

Tip: It is the speed of the upbeat (your hand raising before you clap) that tells the children when the clap is going to happen.

Move onto getting the children to mirror a 4 beat pattern of body percussion sounds. You can decide what these sounds are with your class, but make sure that they are not too complicated!

Appropriate body percussion actions will vary with the ability of your class but claps, thigh pats and stomps are easier to perform and visually distinct from each other.

Like before, the children ought to try to mirror you, making the same sounds as you at exactly the same time.



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



5 mins



Start by making only the first sound for beat number 1, and counting beats 2, 3, and 4 in your head.

Repeat this for a few cycles as the children begin to feel the collective pulse. Now add the second sound for beat number 2, and so on until you have added all 4 body percussion sounds.

Extension: Add more sounds to create, 5, 6, 7, or even 8 beat patterns.

2. Song: *Hands in the Air*

Listen to the song *Hands in The Air* and explain to the children that we are going to learn the chorus. In this song, the chorus is performed as a 'na' in between the lyrics.

Challenge the children to try and identify how many different melodies/tunes are there in this chorus.



Teach these two melodies to the children. Try splitting the class into two groups with one team performing the first melody and the second team answering with the second.

The *Bring the Noise: Play It!* interactive tool can play the vocals in isolation or just the instrumental to make teaching the song easier.



Extension: Perform this along with the track, and in the sections with lyrics, perform the actions.





25 mins

3. Main Activity

Body Percussion Rhythms

Teach the children this rhythm:



When teaching this rhythm:

- Practice saying it first, either by using the words above (e.g. thighs, clap, clap, clap)
- Or by using the Kodaly names for each note ('Ta' and 'Ti-Ti' - see the Teaching Rhythms teacher techniques video for more information).
- Once the children are comfortable saying the rhythm, try clapping all of it
- Finally, use all the different body percussion sounds.



When teaching rhythms, use the call and response technique. This means you would say/clap/play the rhythm first, and then the children copy. If the children are struggling to respond to a pattern, break it up into two halves.

This body percussion rhythm will replace the second melody we sang earlier.

Now split the class into small groups and challenge them to compose their own body percussion rhythms. These new rhythms should last no longer than 8 beats.

Give the children time to explore making various sounds using their bodies and when combining sounds to make a rhythm, make sure the movements/sounds aren't too complicated so they can't be played when put together!

4. Showcase

Showcase each group's new body percussion rhythm. These body percussion rhythms will replace the first melody we sang earlier.

Ask group 1 to perform their body percussion rhythm, immediately answered by everybody doing the second pattern.



- When the children are practising their rhythmic patterns, it can be useful to play the pulse on another instrument or shout out numbers 1 to 8.
- When teaching rhythms say/clap/play the rhythm first.
- If the children are struggling to respond to a pattern, break it up into two halves.

Then group 2 do their body percussion rhythm, immediately answered by everybody doing the second pattern again, and so on until all groups have had a turn at performing their own rhythm.

Try playing along to the track like before, but this time instead of singing we are using body percussion.

5. SEND Advice

Warm up Activity

- It may be necessary to start by replacing the clapped-rhythm with vocals for some of the pupils to understand.
- Add words to the clap to give an extra cue, even if the words are 'stamp' and 'clap'.
- You may need to implement a traffic light system with picture communication symbols to help visual learners and those who are not strong at counting.

Listening to the song

- Ensure that all learners are confident with clapping before introducing more body percussion. You can split the class into two groups (one of which is mixed-ability) if some find this difficult.
- Support pupils by offering physical examples for them to follow, e.g. clicking fingers, patting backs of hands or sliding shoes backwards and forwards. Some learners may find it easier to stick to one method of making sounds.

Curriculum Links

English (Songwriting)
Maths (Pattern Recognition)
Science (The Natural World)



Key words

Body Percussion: sounds made using your body.

Kodaly: Zoltan Kodaly developed a way of reading and teaching music using body movement and singing

Lyrics: the words in a song.

Melody: the primary tune of the song.

Pulse: a steady beat, like a ticking clock.

Rhythm: a pattern of long and short sounds.