

10 mins

Objective and Musical Focus

Composing; Body percussion; Playing as an ensemble; Rhythm

Instruments?

No, unpitched percussion optional

Accessibility

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

1. Warm up Activity

8-4-2-1

This is a quick game to warm everybody up and increase co-ordination and pulse skills. You can watch this activity played in the Teacher Techniques video collection on the website.

Over a steady pulse, invite your pupils to pat their heads 8 times, then without stopping pat their shoulders 8 times, then pat their knees 8 times and finally pat their toes 8 times.

As soon as you have finished patting your toes, go straight back up to your head and repeat the process again but this time patting each body part four times, and then twice and finally once.

When you get to the end ask everyone to jump up in the air and shout out their first name (or the name of a musical instrument/a word associated with the topic you're currently studying).

2. Song: Take You Home



10 mins

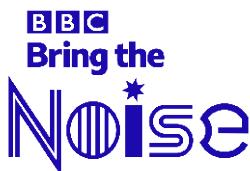
Listen to the song *Take You Home*.



It is not a race! Everybody should be patting at exactly the same time.

**All around the world, hear the clashing of the drums,
Ready for the show, the trumpets they become
Alive in the moment, captured in a song
What a time to be alive, everybody we are one.**

Try composing some actions for this section of the song.



25 mins

3. Main Activity

Captured in a Song

Have a class discussion about what everyday sounds we hear around us. Challenge the children to not only say the sound they hear, for example ‘cars’ or ‘birds’ but to use more extensive vocabulary to describe that sound. For example, ‘cars chugging’ or ‘birds tweeting softly’ etc.

Split your class into small groups of around 4-6 children. Ask each group to choose one of the descriptions from *Take You Home*.

Now over a steady pulse (around the same tempo as the song *Take You Home*), ask the children to try saying their sentence in a rhythm. This rhythm ought to last no more than 4 beats of pulse. For example:

1	2	3	4
cars	(sh)	chugg-ing	(sh)
birds	twee-ting	soft-	-ly



Once all groups have composed a rhythm for their phrase, challenge the children to practice clapping their rhythm without saying the words. Then move onto playing the rhythm using other body percussion sounds, for example stamping, patting shoulders etc.



If you have instruments available, select only the unpitched percussion instruments and distribute them amongst the groups, preferably with one group playing all wooden sounds, another group playing all metal sounds, another group all shakers, etc.

Give the groups time to practice playing their rhythm along to a steady pulse, using the instruments.





Find out more about creative rhythms with your class in the ‘Composing Rhythms’ video in our Teacher Techniques section.

Try conducting your class, gesturing for when it is a new group's turn to play their rhythm, then moving onto the next group and so on.

Remember to use big gestures to help support the children in their understanding of when to start and stop playing.

Finally, structure an order and play the various rhythms along to the chorus section of the track *Take You Home* (around 1'20" to the end).

4. Troubleshooting

In the warm up activity ‘8-4-2-1’, although it feels like you are speeding up, the pulse and tempo should remain the same.

When the children are composing rhythms for their descriptive sentence, you may need to play the pulse out loud by clapping yourself, or using a wood block if you have one.

If you find that children are only saying each syllable on the pulse, encourage them to play with the duration, perhaps by putting gaps in between certain syllables to make some sounds longer/shorter than others.

Curriculum Links

Literacy
Geography

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..