



10 mins

Objective and Musical Focus

Pitch; Playing as an ensemble; Reading music; Singing

Instruments?

Yes, Toned percussion (e.g. Glockenspiel)

Accessibility

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

1. Warm up Activity

One, Two, Three

This is a great warm up activity to develop childrens' sense of pulse and improve their co-ordination and focus skills. In order to play this game the children need to be sitting in pairs facing towards each other.

The game has four rounds:

Round 1

In pairs the children count to three repeatedly, taking it in turns to say one number each. When one person says 'Three', it is the next person's turn to start the cycle again by saying 'One'. How long can you go until someone makes a mistake?

Round 2

The rules of Round 1 are the same, but instead of saying 'One', the child must clap, with the players continuing to say 'Two' and 'Three'.

Round 3

In addition to a clap replacing 'One', replace saying 'Two' with another non-verbal action, like a stomp.

Round 4

Replace saying 'Three' with another non-verbal action, so none of the numbers are said aloud.





10 mins

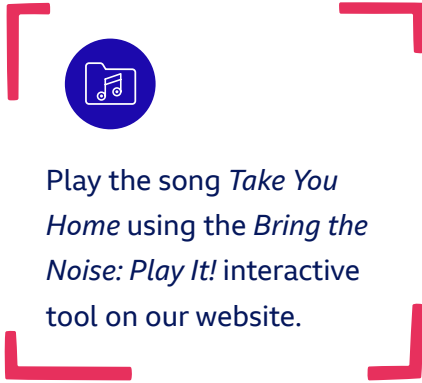
2. Song: *Take You Home*

Listen to the song *Take You Home*.

Teach your class the pre-chorus section of the song:

**If you're somebody who loves,
Then you're somebody my friend.
Oh, won't you sing it again?**

Try composing some actions for this section of the song and if you have taught lesson 2, rehearse both the verse and pre-chorus sections together.



Play the song *Take You Home* using the *Bring the Noise: Play It!* interactive tool on our website.

3. Main Activity

Sing it Again



25 mins

For this activity you will need to use pitched instruments and specifically the notes D, E, G and A. Instruments such as chime bars or a glockenspiel would be perfect.



Distribute the instruments you have to your class. With larger groups you may feel it is preferable to have one instrument between two or three children and allow them to take turns when it is time to play.

Firstly, you need to get the children to identify the four different notes we are using for this exercise: D, E, G and A.

Shout out one of the note letter names and without using the beaters, challenge the children to see how quickly they can put their finger on the note you have called.

Now, using the 'call and response technique', practice playing some simple rhythms on each note. You play the rhythm first, and the children play it back immediately. When playing, call out the name of the note at the same time.



Teach the children the following rhythm:

too - oo too - oo ta ta ta too - oo too - oo ta ta ta



When teaching this rhythm, break it up into two halves and remember to say the rhythm out loud together first, then clap or play the rhythm using other body percussion sounds and finally play the rhythm using one of the notes D, E, G or A.

Once the rhythm is secure, now teach the melody:

G D E E D G D A A A

Like before, when teaching the melody, break the phrase up into two halves and sing the notes first before applying them to the instruments.

When practising, you may want to split the melody up into 4 sections (or 4 bars). So group one play the first 'G-D-' section, group two play the 'E E D' section and so on until everybody can play the whole melody.

Practice playing this along to the final chorus section of the track (from 1'20" to the end).



Watch the 'Teaching Rhythm' and 'Teaching Melody' videos in the Teacher Techniques section of the website for additional tips and tricks.



4. Troubleshooting



If you have completed Lessons 1 and 2 for this song, try putting all the ideas together to create a complete performance of *Take You Home*.

When playing 'One, Two, Three', encourage the children to try and keep a regular pulse as they move from one number to the next. Challenge them to see how fast they can go while maintaining the pulse.

When playing the rhythm or melody above, make sure you are keeping a regular pulse and at the same tempo as the song. The *Bring the Noise: Play It!* interactive tool has a 'Feel the Beat' mode that displays the tempo of the song visually.

Curriculum Links

Science



Key words

Body Percussion: sounds made using your body.

Melody: the primary tune of the song.

Pitched instruments: instruments that can play a variety of different pitches.

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.