



5 mins

Objective and Musical Focus

Body percussion;
Exploring sounds;
Pulse and Rhythm;
Reading music;
Singing

Instruments?

No - untuned
percussion optional

1. Warm up Activity

'Ha!'

'Ha!' is a great warm up game to get everyone focussed and develop a sense of ensemble. You can also see this activity by visiting the Teacher Techniques section of this website.

Arrange the class so they are all stood up and can see one another, ideally in a circle. For the first round, explain that after a count of 1, 2, 3, everybody at exactly the time, is going to shout 'ha!' while putting their hands out in front of them.

You should count out loud, '1, 2, 3' and see if everybody is doing the 'ha!' at the same time. Repeat five or six times. Ask some of the children to be the leader and count everybody in.

For the second round, explain that we are still all aiming to do the 'ha!' together at exactly the same time. However, for this round nobody is going to count us in.

Instead the children have to be watching the leader carefully and judging through their body language when to do the 'ha!'. Like above, play this round a few times with teacher being the leader, and then invite different children to lead.

For the final round, the aim remains the same, everybody doing the 'ha!' at exactly the same time as one another.

As the twist this time, you will ask everybody to close their eyes and while they are doing so, the teacher walks around the circle to pat somebody on the shoulder. The person the teacher has patted will be the leader but nobody will know who this is because they had their eyes closed.

Ask the children to open their eyes and the round begins. The children must be extremely focussed and use their looking and listening skills to not only work out who is the leader but also to do the 'ha!' at the same time as them!





5–8 mins



2. Song: *Far*

Have a listen to the song *Far*.

Teach your class the chorus:

**If we bring our hearts together then
we can make the world much better
We will learn, together we'll go far**

**Colours of the pretty rainbow
Red, gold, green and even indigo
We will learn, together we'll go far**

Extension: Try composing some actions to perform along with these lyrics.



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



25 mins

3. Main Activity

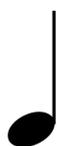
Performing Together

The aim of this activity is to teach the children how to read simple rhythmic **notation** and play it using musical instruments and/or **body percussion** sounds.

Using the **Kodály** approach and the ‘Teaching Rhythms’ video for guidance, teach the children these three musical symbols and sounds:



You can find the Teaching Rhythms video in the Teacher Techniques section of our website.



ta - 1 beat



ti-ti - 1/2 beat each



'sh' - 1 beat rest

See if your class can work out how to say, clap and play the following **rhythms** (or make up your own rhythms):

1. ta ti - ti ta (sh)
2. ta ta ti - ti ta
3. (sh) (sh) ta ta
4. (sh) ti - ti (sh) ta
5. ti - ti ti - ti ta (sh)
6. ta (sh) (sh) ta



Split your class into 3 teams and distribute one of the above rhythms to each group. Give the teams a few minutes to work out how to play their rhythm.



Encourage the children to practice saying their rhythms first, then playing them using body percussion sounds and finally transferring onto unpitched percussion instruments if you have them.



Over a steady pulse led by the teacher, get one team to play their rhythm a couple of times (either using their instruments or body percussion sounds) and the other teams have to guess which rhythm they heard.

If they get it right they get a point. Repeat the process so that all teams have an opportunity to play their rhythms.

Decide on an order for the teams to play their rhythms, and perform them along to the verse sections of the track following this structure:

**Team 1's rhythm - Team 2's rhythm -
Team 3's rhythm - All rhythms together**



Springboard ideas about body percussion in class with the 'This is Me' Thunder Jam animation on our website.



4. Troubleshooting

When playing 'Ha!' make sure the sound is very short, not a long 'haaaaaaaaaaaaaa'!

Also when playing 'Ha!', once a round has begun, try to keep the momentum by not speaking or giving further instructions, even if the class aren't quite getting it at first.

Repeating the activity without interruption helps build the sense of ensemble and you will find the children begin to focus more and solve any problems collectively.

When the children are working out how to play the different rhythms, support them by clapping, playing a steady pulse out loud.

When selecting musical instruments for these activities, use only unpitched percussion.

Curriculum Links

Maths



Key words

Body Percussion: sounds made using your body.

Lyrics: words to a song.

Kodály: a Hungarian composer and music educator, Zoltán Kodály.

Pulse: a steady beat, like a ticking clock.

Notation: symbols used to represent music.

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.