



12 mins

Objective and Musical Focus

Playing instruments;
Pitch; Pulse; Rhythm;
Reading music;
Singing

Instruments?

Yes, tuned
instruments

Accessibility

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

1. Warm up Activity

'Call & Response'

This game is great for developing a child's sense of **pulse** and their co-ordination. Explain to the children that 'Call & Response' is when a leader performs a 'call', and the rest of the ensemble 'respond' with something different immediately after.

The teacher will do the first call which will be 2 stamps, and the children respond immediately after with 2 claps:

CALL		RESPONSE	
stamp	stamp	clap	clap
1	2	3	4

However, in reverse, if you do 2 claps, the class have to respond with 2 stamps.

Practice these 2 versions for a couple of minutes.

Now along with your class, come up with some more 'calls' and 'responses' using different **body percussion**/vocal sounds.

Play the game again using all the different calls and responses, while trying to maintain a steady **pulse**.

Extension: Initially, the teacher ought to be the leader and once the children get the hang of the game, they can lead instead.





5-8 mins

2. Song: *Far*



Have a listen to the song *Far*.

Teach your class the chorus from the song:

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.



20 mins

3. Main Activity

Performing Together

The aim of this activity is to get your class **improvising** and playing along to the track, using **pitched instruments** (a xylophone or chime bars would be perfect). You only need to use the notes C, D, E, G, and A - if you are using chime bars, so you can remove the ones you don't need.



Distribute the instruments you have to your class. With larger groups you may feel it is preferable to have one instrument between 2 or 3 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, C, D, E, G, and A.

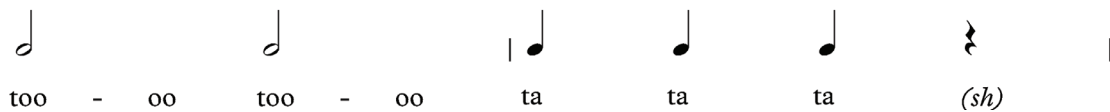
Shout out one of the note letter names and without using the beaters, challenge the children to see how quickly they can put their finger on the note you have called.



Now, using the 'call & 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.



Using the **Kodály** approach and using the 'Teaching Melody' teacher techniques video for additional guidance, teach your class how to play this rhythm:



When teaching this rhythm, practice saying the note sounds out loud first, then clap or play them using a variety of body percussion sounds and finally transfer them onto your instruments, playing the whole phrase on one note.

Once the children have mastered this rhythm, apply these notes to them:



Practice playing this tune along to the verse sections of the track (0' 38" - 0' 51" and 1' 16" - 1' 42").



When teaching this rhythm, practice saying the note sounds out loud first, then clap or play them using a variety of body percussion sounds

Now challenge the children to make up their own melodies using the same rhythm as above, but using any of the notes C, D, E, G, and A.



Play along to the track again but this time with one child improvising their melody, immediately responded by everybody playing the melody above. Then another child plays their melody, immediately responded by everybody else playing the melody above, and so on until you reach a chorus.



Check out the Teacher Technique films on the Bring the Noise website for more tips and activities around pulse and rhythm.

Perform the whole track, singing the choruses and playing instruments during the verses.

4. Troubleshooting

When playing 'call & response', make sure there is a steady pulse running throughout the game, and especially between calls and responses.

You should be able to count 1, 2, 3, 4 between the various calls and responses.



Key words

Body Percussion: sounds made using your body.

Lyrics: words to a song.

Improvise: making up sounds on the spot, in the moment.

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

Melody: the tune.

Rhythm: a pattern of long and short sounds.

Pulse: a steady beat, like a ticking clock

Notation: symbols used to represent music.

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

Unpitched percussion: percussion instruments that don't have pitches, for example a drum or wood block.