



10 mins

1. Warm up Activity

'Bounce-Bounce-Shoot!'

Bounce-Bounce-Shoot! is a fun call and response game to get children experimenting with sounds using their bodies and voice while also developing their sense of **pulse**. You will need your class to be stood up and facing you in order to play this game.

Objective and Musical Focus

Body percussion; experimenting with your voice; pulse

Instruments?

No

Accessibility

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

Firstly, explain to the class that this is a call and response game. This means that you will do something (the call), and the class will reply with something different (the response). For example, if you do 2 foot stamps one after the other, the class reply with 2 claps. Make sure that you and the class are making your sounds to the same pulse/beat:

Pulse/Beat	1	2	3	4
Teacher	stamp	stamp		
Children			clap	clap

Repeat this a few times with as few breaks in the pulse as possible; as soon as the children have done their 2 claps, it's back to you for the stamps. This will help the children feel the pulse, and understand when it is your turn and when it is their turn.

Now, explain that if you change and do 2 claps for the call, they must respond with... 2 foot stamps! By changing the calls, you are making the game less predictable and this will focus the children.

Once the class have got the hang of this, add another rule: when you make the sound 'bounce, bounce' (while pretending to bounce a basketball), the class respond with 'shoooooot' (while pretending to shoot the ball in the net). The 'shoooooot' response can only last 2 beats. Like before, if you change your call to 'shoooooot', the class respond with 'bounce, bounce.'





Now create some new calls and responses with your class.

Remember that a call and response must only last 2 beats each and try to put some actions/movement with your sounds. You could create these related to various topics you are learning about, for example if your topic is 'The Ocean' your call and response could be:

Pulse/ Beat	1	2	3	4
Teacher	big	waves		
Children			splish	splash



10 mins

2. Song: *Golden*

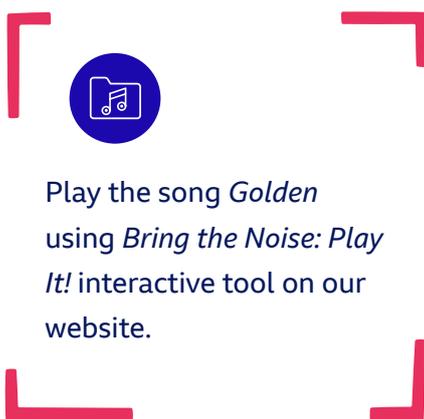
Have a listen to the song 'Golden' using the *Play It!* interactive tool on the Bring the Noise website.



Teach your class the chorus from the song:

**La la-la la, la-la la la la,
We're feeling golden.
La la-la la, la-la la la la,
We'll never be broken.
La la-la la, la-la la la la,
No matter the weather.
La la-la la, la-la la la la,
We'll be winning together.**

**Together, together, ooo yeh yeh!
Together, together, ooo yeh yeh!
Together, together, ooo yeh yeh!
Together, together, ooo yeh yeh!**



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

Try creating some actions to go with the words: 'golden,' 'broken,' 'weather,' 'together' and perform this along to the track.



20 mins

3. Main Activity

Class Handshake

The aim of this activity is to get the children to perform their own class handshake with a partner and perform them along to the music from *Golden*.

Firstly, put the children in pairs and teach them this handshake pattern:

Pulse/ Beat	1	2	3	4
Action	handshake tap	backhand tap	fist pump	high five

When teaching the children, introduce one action at a time while continually counting the pulse out loud. Start slow and steady and gradually increase the **tempo** until the children can perform the pattern with their partner along to the pulse of the track *Golden*.



At around 26 seconds, you hear the singer count “1, 2, 3, 4” - this is the pulse. After this count in, the pairs perform the class handshake together. Once they have finished, they have four counts to find another partner and perform the handshake with them. Once they’ve finished the handshake with that partner they have four counts to find another partner, and so on until the end of the chorus (around 1’07”).

Performance Tip: rather than children moving around to find a new partner, you could have the children in rows and they perform the handshake with the person to their right for the first time, then have four counts to turn to the person on their left and perform the handshake with them next.



4. Troubleshooting



Putting simple, big body movements to the sounds helps physicalise the pulse and brings everybody together.

When playing 'Bounce-Bounce-Shoot' you may find that the children are doing their responses at a different speed to the pulse you set out in the call.

If this is the case, often putting simple, big body movements to the sounds helps physicalise the pulse and brings everybody together.

You may find that 4 counts is not long enough for the children to find a new partner, if this is the case extend this to 8 counts.

Curriculum Links

PSHE



Key words

Body Percussion: sounds made using your body.

Pulse: a steady beat, like a ticking clock.

Tempo: the speed of the music.