



1. Warm up Activity

'Bounce-Bounce-Shoot'



10 mins

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.

If you have performed this activity as part of the first lesson plan, remind the class of the activity and move straight into call and response patterns.

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 'Weather' your call and response could be:

Pulse/ Beat	1	2	3	4
Teacher	windy	day		
Children			whoosh	whoosh



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 verse from the song:

**Some days are hard,
And some days are easy.
I'll always win,
If I just believe in,
Me, myself and I,
My friends by my side
I'll never have to hide.
Who I am truly.**

Try performing this along to the track.



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



20 mins

3. Main Activity

'Secret Handshake'

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

Explain to the children that their challenge is to create a secret handshake with another person in the class. If your class are unfamiliar with 'secret/personalised handshakes', demonstrate with another teacher/teaching assistant or take a look at some online. Ask the children if there are any particular movements (not full handshakes) they like, and practise these with a partner.

Ask the children to come up with their first action, for example a fist pump. Now, you count continually from 1 to 8, keeping a steady pulse/beat and the pairs perform their first action on beat number 1. When counting start slowly, gradually increasing the tempo as the children get more and more confident.

Pulse/Beat	1	2	3	4	5	6	7	8
Action	Fist pump							

Show the children the table above and challenge them to fill up to and including box number 4. Encourage the children to repeat some actions, not all boxes have to be different.

Pulse/Beat	1	2	3	4	5	6	7	8
Action	Fist pump	Fist pump	High five	Handshake				



Share what has been created so far. While one pair are performing their handshake, the rest of the class could be helping you with the pulse, by patting their thighs and/or counting out the numbers. See if you can move from one pair to the next without any breaks in the pulse.

Now challenge each pair to finish off their handshake by creating actions for boxes 5 to 8. Again, encourage the repetition of some actions, you don't want it to be too complicated so that they can't do it!

Pulse/ Beat	1	2	3	4	5	6	7	8
Action	Fist pump	Fist pump	High five	Handshake	Fist pump	Fist pump	High five	Dab

At around 26 seconds, you hear the singer count “1, 2, 3, 4” - this is the pulse. After this count in, the pairs perform their ‘secret handshake.’ Once they have finished, they have 8 counts to march on the spot. After marching, perform the handshake again with their partner, and so on until the end of the chorus (around 1’07”).

Now put what you have learnt together along to the track, singing the verse and performing the secret handshakes during the chorus.



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 bring everybody together.

Children may create handshakes that involve lots of different movements, if this is the case encourage them to repeat some actions and/or make actions along to the pulse/beat.



Key words

Body Percussion: sounds made using your body.

Pulse: a steady beat, like a ticking clock.

Tempo: the speed of the music.

Curriculum Links

PSHE