



10–12 mins

Objective and Musical Focus

Pulse and rhythm; Singing; Experimenting with sounds

Instruments?

No

Accessibility

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

1. Warm up Activity

Pat, Pat, Gap...

Sit your class in a circle making sure that everybody can see each other. To start the game, the teacher ought to gently pat their thighs twice, followed by two gaps of the same length. Make sure you keep a steady pulse so the time between the pats and the gaps remains the same. Invite the children to join in with you.

Once you feel the pulse is secure (ie. has a regular **tempo**) and everybody knows what they are doing, tell the children that they are going to take it in turns to say their first name in the gap. Give them a few seconds to practise this.

The teacher starts by saying their name first, with the class copying in the next gap, and then continue round the circle until everybody has had a turn at saying their name:

Pat	Pat	Mrs	Jones
Pat	Pat	Mrs	Jones (children copy)
Pat	Pat	Ka-	tie
Pat	Pat	Ka-	tie (children copy)
Pat	Pat	Ib-ra-	him
Pat	Pat	Ib-ra-	him (children copy)

Next, instead of saying their name, this time the children need to think of their favourite animal and say that name in the gap, again with everyone copying.

Extension: Try doing the two pats on other parts of the body, for example clapping, tapping shoulders, stamping etc.



You can find a video demonstrating Pat, Pat, Gap on the Teacher Techniques section of our website.



10 mins



2. Song: *Funky Elephant Walk*

Have a listen to the song *Funky Elephant Walk*.

Using Gareth Malone's 'How to teach a song' video guide to help you, teach your class the chorus from *Funky Elephant Walk*:

Do the funky elephant walk
Do the funky elephant walk with me
Do the funky elephant walk
Do the funky elephant 1, 2, 3

Extension: Try asking the children to come up with some actions to go with this chorus. Remember to keep them simple and not have a negative impact on the quality of the singing.



Watch YolanDa perform *Funky Elephant Walk* in the Classroom Resources section on our website.





20–25 mins



Use Gareth Malone's 'How to teach a song' video guide on our website to help you teach singing techniques.

3. Main Activity

Experimenting With Sounds

Have a class discussion about 'elephants': Where do they come from? What do they look like? What do they eat? What sounds do they make? How do they move?

Give the children 30 seconds to move like an elephant! Try using two different sounds (using your body/voice or musical instruments) to trigger the starting and stopping of the movement.

Challenge the children to think about how they would use music and sound to describe an elephant: What instruments would they use? How would they play them? Would the music be loud (**forte**) or quiet (**piano**)? Would it be fast or slow music?

In pairs or small groups, ask the children to compose a short piece of music (around 30 secs) using the instruments you have available together with their bodies and voices to describe an elephant.

Finally, give the children the opportunity to perform their new compositions and share feedback on their musical decisions.

Performance idea: half the group could move like an elephant while the other half are accompanying with their new music.

4. Troubleshooting

Don't worry if you don't have any musical instruments, the above activities can easily be achieved using your body and/or voice.



Always give the children the opportunity to plan what they are going to do first, rather than going straight into experimenting with the musical instruments.



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If the children are working in small groups, it can sometimes be challenging to bring their ideas together. If this is the case, try turning their ideas into a story or journey.

For example: an elephant is walking slowly, trying to find her friends, crunching the twigs and leaves as she stomps through the jungle. She finally finds her friends, but they are on the other side of the river! She calls over to them, they call back. There's only one way she's going to reach them... SPLASH!

5. What next?

Now you have described elephants using words, physicalised their movements and made music to represent them, try repeating the exercise thinking about different animals and create your own classroom safari!

Curriculum Links

Science (Animals)
Physical Education



Key words

Body Percussion: sounds made using your body.

Forte: a direction to play loudly.

Piano: a direction to play quietly.

Tempo: the speed of the music.