



10–12 mins

# 1. Warm up Activity

## Pat Pat Gap

Pat, Pat, Gap is a great game for developing children's understanding of pulse, co-ordination and can also be used as a way of seeing what the children have learned about a particular topic. You can watch this activity demonstrated in the Teacher Techniques video collection.

Arrange the children in a circle – this is important as it creates a sense of ensemble. Ask the children to copy you, doing two pats on your thighs follow by two gaps of the same length, repeatedly so they adjust to the rhythm and tempo.

In the gaps, explain that the children are going to take it in turns to say their first name and give a demonstration using your name. While everybody is performing the 'Pat, Pat, Gap', give the children time to think how their names would fit in the gaps. This is important as some children may not want to be put on the spot!

To start the game, you say your name in the first gap, and everybody says the name back to you in the next gap. Then, the person to your left says their name in the next gap, and everyone shouts that back, and so on until everybody has had a turn at saying their names.

Next, let's add a twist - the children are not going to say their own names. Instead, they will choose a classmate's name, for example Mrs Jones may say 'Katie'. Give the children some thinking time to make sure they have a classmate's name in mind ready for when it is their turn.

Also, rather than going around the circle in a fixed order, if Mrs Jones chooses Katie, it is now Katie's turn to say another classmate's name in the next gap, for example 'Oliver', and now Oliver's turn, and so on.

**Extension: Try doing the two pats using musical instruments.**



### Objective and Musical Focus

Pulse and rhythm;  
Reading music;  
Singing

### Instruments?

No, Unpitched percussion optional.

### Accessibility

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



10 mins



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

## 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 play along to the pulse of the chorus using their bodies or unpitched musical instruments to make the sounds.

## 3. Main Activity

### Reading Music

In *Funky Elephant Walk* there are two main rhythms that YolanDa uses when playing her saxophone. These are 'stomp' and 'stom-py'.

Thinking about the number of syllables in 'stomp' and 'stom-py', can the children work out how many times they ought to clap in order to play the rhythm for each word? Can the children clap the syllables to their own names?

Using the call and response technique and using your body to make the sounds, play the two different rhythms, with the children copying immediately after each one (for the first few rhythms, say the words as well playing them on your body). Now repeat the exercise this time using unpitched musical instruments.

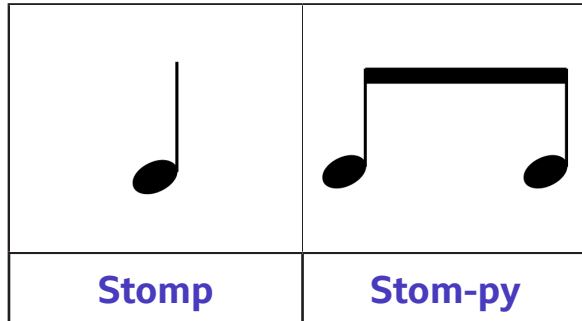
**Extension:** Ask the children if one of them wants to be the leader and make the 'calls' with the rest of the class responding.



20–25 mins




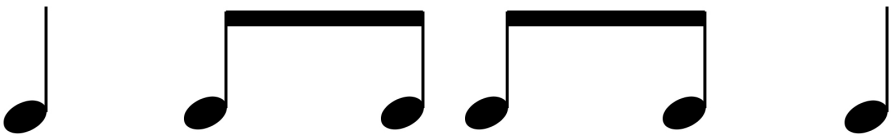


Explain that in music, there are lots of different ways of using symbols to represent the sounds being made. In traditional western music, the two rhythms would look like this:



Split your class into small groups and using the rhythms below, challenge them to work out how to play one of the rhythm rows A, B, C, or D. They can do this using their bodies or unpitched musical instruments to make the sounds.



When one group performs their rhythm, the rest of the class have to listen carefully and guess which rhythm row it is.

<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	



## 4. Troubleshooting

In the 'Pat, Pat, Gap' game, try to encourage the children to keep the pats going at a regular speed and if a child forgets to say a name when it is their turn, give them the opportunity to say the name in the next gap.

If singing the chorus to *Funky Elephant Walk* and playing along to the pulse at the same time is too challenging at this stage, split your class in half and take it in turns for each group to be responsible for the singing and the playing of the pulse separately.

One of the most effective ways of learning rhythms is to use the 'say, clap, play' approach. Rather than trying to play the rhythms on your instrument straight away, this approach means that you would say the rhythm out loud first (using the words 'stomp' or 'stom-py' in this case). For example, Rhythm Row A would be:

**Stomp, Stomp, Stom-py, Stomp**

Once you have mastered this try clapping the rhythm, while saying the words in your head. Finally, play it using your musical instrument.

### Curriculum Links

Science (Animals)

Art

English



### Key words

**Body Percussion:** sounds made using your body.

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

**Lyrics:** words to a song.

**Pulse:** a steady beat, like a ticking clock.

**Rhythm:** a pattern of long and short sounds.