



5–7 mins

### Objective and Musical Focus

Rhythm; Exploring Sounds; Composing; Playing musical instruments

**Instruments?** Yes, Untuned instruments; Body percussion optional

### Accessibility

This lesson plan is suitable for pupils with mild learning difficulties and classes that have Teacher Assistant support.

## 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.

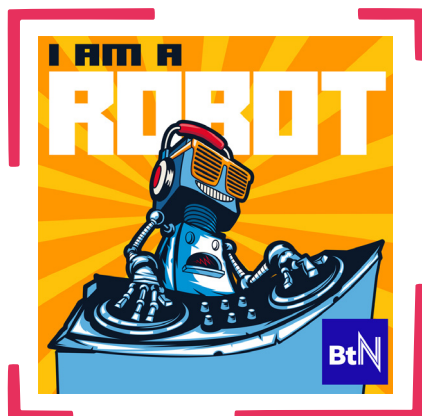
Arrange the children in a circle – this is important as it creates a sense of ensemble. Ask the children to copy you, doing two pats on your thighs follow by two gaps of the same length, repeatedly so they adjust to the rhythm and tempo.

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.

Make sure you don't go too fast and keep a steady pulse. You can also physicalise the gaps by showing open palms, so the children can feel how long the gaps should last.

If you have instruments available, distribute them to the children and repeat the game. However, this time the pats will be played on the instruments and instead of shouting their names in the gaps, the children shout the name of the instrument they are playing, how they play it or what it's made of.





5 mins

## 2. Song: *I am a Robot*



Have a listen to the song *I am a Robot*.

Teach your class this repeated line from *I am a Robot*:

**I am a robot**

**I go beep-beep-beep beep-bop**



Play the song *I am a Robot* on the *Bring the Noise: Play It!* interactive tool on our website.

If you have a variety of instruments available, split the children into groups of instrument type (e.g. drums, shakers, bells). Practice clapping the rhythm to the sentence you have just been singing:



If you don't have any instruments available, split the class up into different groups named after a certain way of making sounds using their bodies, for example stamping, clapping, patting thighs etc. After singing the phrase twice, the children play the rhythm using body percussion twice.



Invite each instrument family group to perform the robot rhythms, with each section taking it in turns to sing the phrase twice and then play the rhythm on their instruments twice. At the 'This is how I dance' lyric, the instrument sections that have just sung/played can improvise!



Play the track again and invite the children to play along.

Some children find it is helpful to have a visual guide of the sounds they are playing; you may want to have the notation display throughout the robot rhythm activity.



20 mins

## 3. Main Activity

### Composing Rhythms



Divide the class into instrument family groups like before. Ask the groups to have a discussion about their family of instruments and feedback everyone's ideas:

- What are they made of?
- How do you play those instruments (or make the sound if using body percussion)?
- How do our family of instruments sound?
- What could be the name of that section of instruments?



Now challenge the groups to turn their ideas into lyrics and replace the phrase 'I am a robot, I go beep-beep-beep beep-bop,' from the song, with something that is relevant to their family of instruments. For example:

**'We are the shakers, the shaking, shaking, shakers'**

**'We're made of metal, shiny, tingly metal.'**

**'We are the stamper, the stomping, stamping, stamper'**

Make groups of mixed ability so all of the children are engaged and are involved in the discussion.

Once the groups have created their new lyrics, allow the children time to practice saying, clapping and playing them.

Perform the new compositions along to the track with each section singing their new lyrics twice, followed by playing their instruments twice. After the lyric 'This is how I dance', the instrument sections that have just sung/played can improvise!



Refer to the 'Composing Rhythms' Teacher Techniques film for more tips and advice.



## 4. SEND Advice

### Warm up Activity

- Pupils may well say their name on a pat rather than on the intended rest. They should be encouraged to take part as not everyone will get this right.
- Make use of red and green traffic-light picture communication symbols because they will help the children understand when and when not to play.

### Listening to the Song

- You can use giraffe and cheetah picture symbols to help pupils understand how quickly they should say each word.

### Main Activity

- Give pupils word and picture cards to help count them in. An extension exercise could be to pair instrument cards with the appropriate word cards.

### Curriculum Links

Science



### 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.