



LESSON PLAN

TITLE: *A body percussion activity for “Healthy body and healthy mind”*

DURATION: about 4 lessons of 45 minutes

GRADES: 4th and 5th grade of Primary School

TEACHING- LEARNING OBJECTIVES:

- To Create body percussion sounds
- To Understand and compose sounds
- To Identify and recognize sounds
- To Imitate / Explore / Experiment
- To Describe sounds using: language, movement symbols (pictures, drawings, notation)
- To gain control of own body and movements

OTHER SKILLS: Collaboration

KEY WORDS: rhythm, timbre, ensemble, composition, percussion, parts of the body, voice, instruments

MEANS AND MATERIALS: PC, tablet, smartphone and bluetooth case.

LOCATION: the school yard, multipurpose classroom, gym.



STEP 1- WARM UP ACTIVITY:

Activity 1(duration 20 minutes)

The teacher proposes a sound – clapping hands, clicking fingers, slapping knees, stamping feet, children repeat that sound. When all of the children are performing the first sound, the teacher suggests another one, children do the same. When the children have experienced a wide variety of sounds, one child can be chosen to be the one who goes on leading the all class.

Possible sounds – varying the volume

- Clapping Hands – loudly
- Clapping hands – quietly
- Tapping palm with two fingers
- Clapping cupped hands
- Clapping flat hands
- Rubbing hands together cupped
- Rubbing arms or legs
- Rubbing backs of hands together
- Slapping knees Clicking fingers
- Tapping finger nails
- Tapping finger tips together
- Tapping knuckles
- Tapping backs of hands together
- Flicking fingers in the air
- Flicking on the other palm
- Rubbing backs of hands
- Stroking arm or legs
- Popping air filled cheeks gently
- Popping inside of cheek
- Tapping feet Stamping feet
- Tapping toes on floor



- Clicking heels On table or floor
- Tapping fingertips on table or floor
- Tapping fingernails on table or floor
- Tapping knuckles on table or floor
- Tapping whole fingers on table or floor
- Tapping whole hands on table or floor
- Rubbing fingers on table or floor
- Rubbing hands on table or floor
- Slapping fingers on table or floor
- Slapping hands on table or floor
- Banging fists on table or floor
- Knocking knees together etc.....

Activity 2: Body percussion songs (duration 25 minutes)

These songs are all performed with sounds and actions.

This is the way Tune: Here we go round the Mulberry Bush

This is the way we clap our hands

Clap our hands , clap our hands.

This is the way we clap our hands.

Clap our hands

Stamp our feet

Click our fingers

Rub our hands

Slap our knees etc....

Stamp and Clap Tune: London Bridge

Stamp your feet and clap your hands

Stamp your feet, clap your hands

Stamp your feet and clap your hands

We'll stamp and clap



Other suggestions

Click your fingers, touch your head, tap your knees, rub your hands etc

Make your sound the same as mine Tune: “Mary had a little lamb”

Teacher performs sound with body percussion and children do the sound.

Perform your sound the same as mine

Same as mine, same as mine.

Perform your sound the same as mine

And perform it after me 1..... 2..... 3..... 4..... (sounds are made during the 4 pulse beats after the song)

Perform your sound the same as Ciara’s.... choose different children to perform the sounds.

STEP 2: duration 45 minutes

Activity 3: Perform as many sounds as you can with your.....

The teacher challenges children to perform as many sounds as they can do with different parts of their bodies. This activity can be done in pairs or small groups. Children could try to create loud or quiet sounds and long or short sounds.

Activity 4: Sounds in a circle – using Body percussion

Children sit in a circle. The first one suggests a body percussion sound such as a clap and all of the other children repeat that sound in turn. When the sound travels around the entire circle till to come back to the starting point, next child suggests a new sound such as clicking fingers and the new sound travels around the circle till to come back again to him/her. Next child goes on suggesting another one and so on.



Activity 5: Sounds in a circle – choose your body percussion sound

Children sit in a circle. They choose one body percussion sound that they perform. The teacher or a conductor of the class stands in the centre of the circle with hand outstretched. They turn slowly and as they pass by, each child performs his/her chosen sound. When all the children become familiar with the activity, the conductor can turn faster and faster.

Activity 6: Sounds in a circle – yours and mine

Children sit in a circle, The first child performs a body percussion sound. Next child imitates that sound and adds his/her own. The third child imitates the second child's body percussion sound and adds his/her own sound and so on.

STEP 3: (duration 45 minutes)

Activity 7: Sounds in a circle – pass two claps.

Children sit in a circle. The first child makes a body percussion sound such as a clap and all of the other children repeat that sound in turn. They perform this sound till it travels fully around the circle. The teacher explains to children that a second clap has to be added when the first clap is about half way the circle. They play the game till the two claps make three full rotations of the circle.

Variations:

- use a different body percussion
- try three claps or clicks

Activity 8: Sounds in a circle- remember them all

Children sit in a circle, The first child performs a body percussion sound. Next child imitates that sound and adds his /her own. The third child repeats the first and second sounds



and adds a new one . This continues until someone forgets the sound. Next child starts the game again.

Activity 9: Sound your Name Game

Children sit or stand in a circle. In turn, each child says his/her name and joins it a body percussion sound in order to match to its syllables. For example: Sinéad – clap, rub arm, Jonathan – click, slap, stamp. All of the other children repeat the names and the sounds. The activity continues until every child performs it .

Variations

- The first child says his/her name and sounds it.
- The second child repeats the first child's name and sounds and adds his/her own.
- As a child takes his/her turn, the others try to remember all of the children's names and sounds before theirs.

Activity10: Name that rhyme!

Saying or chanting some nursery rhymes emphasising the rhythm patterns for example:

- Baa baa black sheep
- Hickory dickory dock
- Humpty Dumpty
- Mary had a little lamb

The teacher parts the class into four groups and assigns a nursery rhyme to each group. Then the teacher asks to children to clap or tap the rhythms instead of saying words. The teacher suggests them to experiment with as many different body percussion sounds as they can. They might choose a different sound for each line of the rhyme. After some practice, each group can perform their body percussion nursery rhyme for the rest of the class.



STEP 4: (duration 45 minutes)

Activity 11: Name that rhyme! – in rounds

The teacher challenges children to try the name of the rhyme. This activity needs a more extensive selection of rhymes, songs or poems that the children are familiar with. The teacher parts children into two groups: children tries clapping the rhythm of a nursery rhyme as a round, with one group starting and the other group coming in at the appropriate place. **Variations:**

- A variety of the dynamics as they go through the round.
- An agreement on a dynamics plan beforehand
- The round in three parts
- A different body percussion

Activity 12: Laps Clap Click

This body percussion sequence should be practiced one verse at a time with a strong steady four beat pulse. When the children have mastered the two verses, they can be performed as a two verse sequence. It works very well as a sequence performed to any music with a strong four beat pulse. Sequences can also be performed simultaneously by one group starting from the first verse while the other group starts from the second verse. The teacher wants children identify a variety of ways of making sounds using body percussion in pairs and in small and large groups tapping, clapping, slapping, clicking creating more complex sequences involving slapping, clapping, clicking and so on alternating left and right hands or feet.

The teacher challenges children working in small groups to create a third verse using a variety of body percussion.

Activity 13: Body Percussion Grid

Children work in pairs or small groups. They draw a 4 X 4 grid on a piece of paper and then put one or two body percussion

sounds in each square. They can use a word, picture or symbol to represent each sound. They then practice and perform their body percussion sequence to the rest of the class.

For example:

clap	slap/slap	stamp	stamp
flick, flick	pop	tap,tap	pop
slap	knock	rub/rub	(rest)
click/click	tap	stamp	clap

Variations:

- Rhythm grids can be extended
- Rhythm grids can be swapped so the groups perform eachothers grids

Interdisciplinary Connections

EnglishScience

Music and Physical Education

Music and Mathematics

Assessment:

- Evaluation of the process through systematic observationgrids.
- Product evaluation and correct execution of tasks
- Self-assessment

Photo Gallery:





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