

Barnsley Museums

MUSIC RESOURCES FOR SCHOOLS

Rhythm, Voice and Body percussion warm-ups and games

Teaching aids:

Backing tracks.

Focus of Lesson

- Exploring the voice
- Melody
- Rapping
- Rhythm, Pulse and Tempo
- Body percussion
- Recall sounds with aural memory
- Improvisation
- Composition
- Leadership

Curriculum goals:

- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory

Learning Outcomes:

- Understanding how to make rhythm patterns from words
- Understanding the concept of pitch
- Learning what is a vocal round
- Understanding how your body works in a musical concept
- Learning how to listen carefully to imitate sounds heard.



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

BARNSELY MUSEUMS



BARNSELY
Metropolitan Borough Council

Barnsley Museums

MUSIC RESOURCES FOR SCHOOLS

Key Vocabulary:

Pulse:

A regular beat

Rhythm:

A strong repeated pattern of movement and sound - on top of the pulse

Tempo:

The speed or given pace of a piece

Pitch:

How high or low the note is

Pitching:

Set one's voice or a piece of music at a particular pitch

Melody:

A sequence of single notes that is musically satisfying; a tune

Canon:

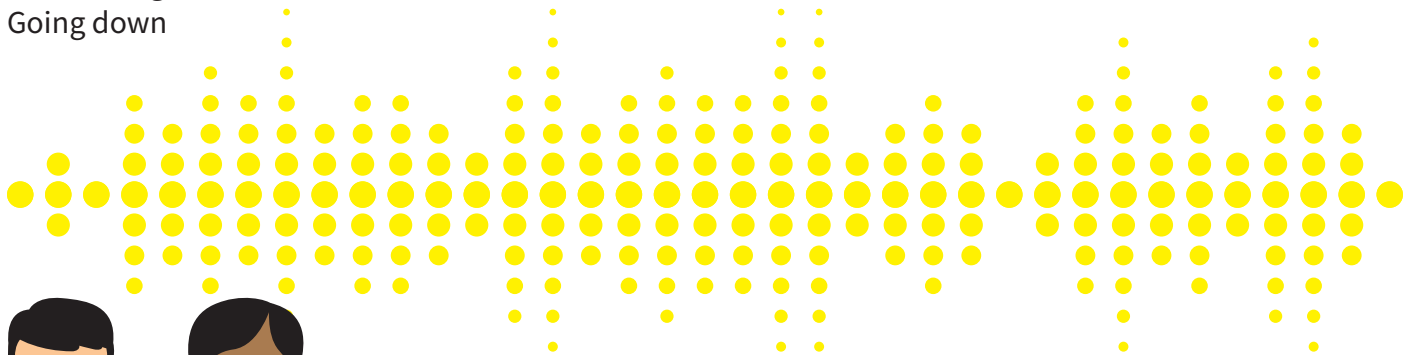
A piece in which the same melody is begun in different parts successively

Ascending:

Going up

Descending:

Going down



Barnsley Museums

MUSIC RESOURCES FOR SCHOOLS

Backing track 1

Pass a Rumble, SSSShh, sound. Body, Breath and Vocal:

1. Pass a Rumble around the room, keep it continuous, quiet, loud, fast, slow - Exploring tempo (speed) and dynamics (loud and quiet)
2. Pass a SSSSHHHH - around the circle - keep it continuous - explore tempo and dynamics
3. One person passes a Rumble in one direction around the circle, another person passes a SSSSHHHH in the opposite direction - keep it continuous
4. Ask everyone to think of a vocal sound, one person throws their sound to a person across the circle, they catch it and throw their sound to another person etc.

Backing track 2

Roll Your Hands around backing track.

Call and Response - Vocal and body warm up.

Leader - (Whisper)-Roll your hands around

Leader - (Loud)-And Bang them on the ground

Leader - (Sliding up with voice)-Reach them way up high

Leader - (High voice)-Fingers in the Sky

Leader - (Sliding down with voice)-Run them down your body.

Leader - (Low)-Right down to your toes

Leader - (Bouncy)- Jump and Jump them up again.

Leader - (Squeaky)- And land them on your nose.

Group - Roll your hands around

Group - And Bang them on the ground

Group - Reach them way up high

Group - Fingers in the sky

Group - Run them down your body

Group - Right down to your toes

Group - Jump and Jump them up again

Group - And Land them on your nose



Barnsley Museums

MUSIC RESOURCES FOR SCHOOLS

Backing track 3

Pulse and Voice.

Voice, pulse improvisation:

Listen to instruction track for the warm up and ideas then use Hiphop backing track 1 to lead the exercise

Everyone steps on the spot or walking around the room to the Hiphop track - Counting 1 2 3 4
Use our thinking voice to count the 1 2 3 4 whilst stepping on the spot or walking around the room

Everyone claps on one and says hey at the same time x 4
Everyone claps on one and three says hey at the same time x 4
Everyone claps on three and says hey at the same time x 4
Everyone claps on two and four and says hey at the same time x 4

Exercise – play the HipHop backing track 1 for the children to improvise over
Divide group - one group claps on 1 and 3
The other group claps on 2 and 4
Choose a sound of your choice - Hey, Oi, Yo Hoo, etc to accompany the claps
Listen to the song/piece emerge

Backing track 4

Shake it off.

Rapping, composition, improvisation:

Teach the students the shake it off rap:

If you're feeling down
Turn your life around
Shake it off
Shake it off

If you wear a frown
Turn it upside down
Shake it off
Shake it off

Ask the students to shake their bodies on 'Shake it off' shaking away any unwanted feelings such as sadness or frustration

Can the students make a short rap up about how they are feeling? Give everyone 3/4 mins to write two, three, four short lines.

Ask the students who feel confident to rap their short composition to the group
Ask students to teach their rap to the rest of the group.
You can use the rest of the backing track to do this.



Barnsley Museums

MUSIC RESOURCES FOR SCHOOLS

Backing track 5

Gratitude rap. Vocal and rhythm.
Learning to clap syllables and make up own rhythms.

All stand in a circle

Ask the students what they are grateful for in their lives? Do they know what the word gratitude means? It could be their pet, their favourite thing for tea, playing computer games, going to the park, Grandma's home made cookies etc.

Listen to the backing track – start off by rapping:

What are we grateful for x 3
I'm feeling the gratitude x 1 - everyone raps this rhyme.

Having pizza and chips for tea - Student raps x 1, everyone claps 'having pizza and chips for tea x 3

What are we grateful for x 3
Feeling the gratitude x 1 – everyone raps this rhyme.

Playing my computer game – student raps x 1, everyone raps and repeats x 3

Now pupils make up their own – a pupil raps their favourite thing and the others repeat it back 3 times.

Backing track 6

What's for tea today.
Vocal and rhythms. Learning to clap syllables and make up own rhythms.

Every one claps 'What's for tea today' x 4

Choose your favourite thing for tea – rap and clap this out in syllables x 1
The rest of the group rap and clap back the person's choice x 3
Between each person
Everyone claps 'What's for tea today' x 4

Example: one person - claps - Baked potato and beans
Group claps: Baked potato and beans x 3
What's for tea today x 4 - everyone claps.
Take it in turns



Barnsley Museums

MUSIC RESOURCES FOR SCHOOLS

Backing track 8

TUM TUM PA TIKI

Body percussion and voice.
Simple Canon.

TUM = STOMP

PA = CLAP

TI/KI = THIGH (2 SOUNDS)

TUM TUM PA - TUM TUM PA - TUM TUM PA TI/KI - TUM TUM PA

Teach the different sounds on the body, using the voice and the body action - TUM (STOMP) - PA (CLAP) - TI/KI - (THIGH)
When confident with movement and song/melody, divide the group into two.

One group starts the song, bring the second group in after the TUM TUM

Creates a simple Canon, Vocal round.

‘Two in a Row’

Use Hiphop backing track 1 for time keeping.

Learning objective: To listen with attention to detail and recall sounds with increasing aural memory.

How to Play: The teacher claps a rhythm. The children copy. This continues until the teacher claps the same rhythm twice in succession. The object of the game for these children is to spot repeated rhythmic phrases and not copy the teacher when these occur.

Use some of the rhythms from previous exercises - ‘what’s for tea today’, ‘I’m feeling the gratitude’, ‘Cold fish fingers’, ‘Chicken and chips’, ‘Baked Potato and Beans’ etc.

‘Don’t Clap This One Back’

Use Hiphop backing track 1 for time keeping.

Learning objective: To listen with attention to detail and recall sounds with increasing aural memory.

How to Play: The teacher claps a rhythm and the children (in unison or individually) copy the rhythm. If the teacher plays the agreed ‘forbidden rhythm’ however, the children must not copy the teacher.

Example forbidden rhythm: We Will rock you

After you have finished the activities, give your pupils time to record their thoughts and feelings about the lesson in their journals.

