



BODY PERCUSSION



Main Purpose of Aspect 3:

- To develop awareness of sounds and rhythms
- To distinguish between sounds and to remember patterns of sound
- To talk about sounds we make with our bodies and what the sounds mean.



Activity 1: Noisy or Quiet? -

Adult is to ask the child "Is it a time to be noisy or quiet?" as you present scenarios such as when the children are:

At the swimming pool;

At the library;

At a party;

Around someone who is sleeping;

In the park;

At a friend's house when the friend is poorly;

Playing hide and seek.



Activity 2: Action Songs -

Singing songs and action rhymes is a vital part of Phase One activities and should be an everyday event. Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which the children have to add claps, knee pats and foot stamps or move in a particular way. Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence. Encourage the children to be attentive and to know when to add sounds, when to move and when to be still.



Activity 3: Words about Sounds -

It is important that adults engage with children in their freely chosen activities and introduce vocabulary that helps them to discriminate and contrast sounds. For example, slow : fast, quiet : loud, long : short, type of sound (clic, stamp etc) type of movement (rock, march, skip etc) Start with simple opposites that are obviously different (e.g. loud : quiet) Listen to what the children have to say about the sounds they hear and then build on and expand their contributions and ideas.





Activity 4: The Pied Piper –

Tell the story of The Pied Piper of Hamelin. Use different instruments for the piper to play, with children moving in different ways in response. At first, the adult at the front decides on the movement and the rest of the group move in the same way. They follow the leader around the indoor or outdoor space, marching, skipping and hopping – vary the pace and describe the action: fast, faster, slow, slower. Introduce and model new words by acting them out (e.g. briskly, rapidly, lazily, sluggishly and energetically) for the children to copy and explore by acting them out in different ways.



Activity 5: Roly Poly –

Rehearse the rhyme with the actions (rotating hand over hand as in the song ‘Wind the Bobbin up’)

Ro...ly po...ly..... everso..... slowly

Ro...ly poly faster. (Increase the speed of the action as you increase the speed of the rhyme.)

Now add in new verses, such as:

Stamp... Your....feet....ever....so.....slowly

Stamp..... your feet faster.

Ask the children to suggest sounds and movements to be incorporated into the song.

Say hello ever so quietly

Say HELLO LOUDER!



Considerations:

* It might be necessary to demonstrate the sounds to the children before each activity starts in order to ‘tune them in’; and to encourage them to describe the sounds they hear.

* Be aware that some children may have difficulty coordinating the movements or actions to accompany songs and games. Give children plenty of time and space to practise large-scale movements every day.

* Some children may find it difficult to monitor their own volume without adult support.

