

Music Activities

Group activities for higher Levels

Rhythm and beat

1. Rhythm claps

Teacher claps a 4-beat rhythm pattern and students echo it, (clap the same pattern back).

2. Alternating percussion patterns

Preparation: make or find 4 different types of percussion instruments, e.g. rice/bottle top shakers (plastic bottles with lids); sticks or pieces of wood; metal spoons or pencils tapped together

Divide students into groups, each group having a different percussion instrument, e.g. sticks, rice shakers, bottle top shakers, spoons or pencils

Different groups can play different rhythm cards, e.g.

Sticks or blocks	Rice shakers
	

Sticks and rice shakers can alternate, not missing a beat.

Add more rhythms, e.g.

Pens	Pencils
	

Extension: ask each group to make up their own 4-beat pattern and perform as a whole group, each individual group playing in turn.

3. Change the rhythm

Students sit in a circle. The teacher places a marker at every 5th student, (e.g. a stick on the floor in front of them.) One person who has a stick in front of them starts clapping a 4-beat rhythm. The next student (going clockwise around the circle) copies, then the next, then the next – all without missing a beat. When the student with the next stick marker is reached, that person has to change the 4-beat rhythm pattern and so on.

Play again and put the markers in front of different students.

4. Rhythm patterns using body or mouth sounds

e.g. slap knees, clap hands, click fingers, stamp feet, say “sh”

Divide students into groups as for Activity 2. Each group can practice their part and perform one after the other.

Examples:

slap, slap, clap-clap slap



clap clap clap clap slap, slap



sh clap clap slap



Click clap clap click click



5. Using percussion instruments to accompany a song

Students keep the beat to a song using their percussion instruments.

Using the same percussion instruments as in Activity 2, the teacher, (or a student) can conduct the percussion band by holding up signs as to when each percussion group plays, e.g. when the sign “sticks” is held up, only those with sticks play.

Melody activities

1. Students can learn to read music through playing an instrument, e.g. the recorder
2. Find you partner
Once the students have learned 4 or 5 notes or more, they can match cards - musical note matched to letter name.

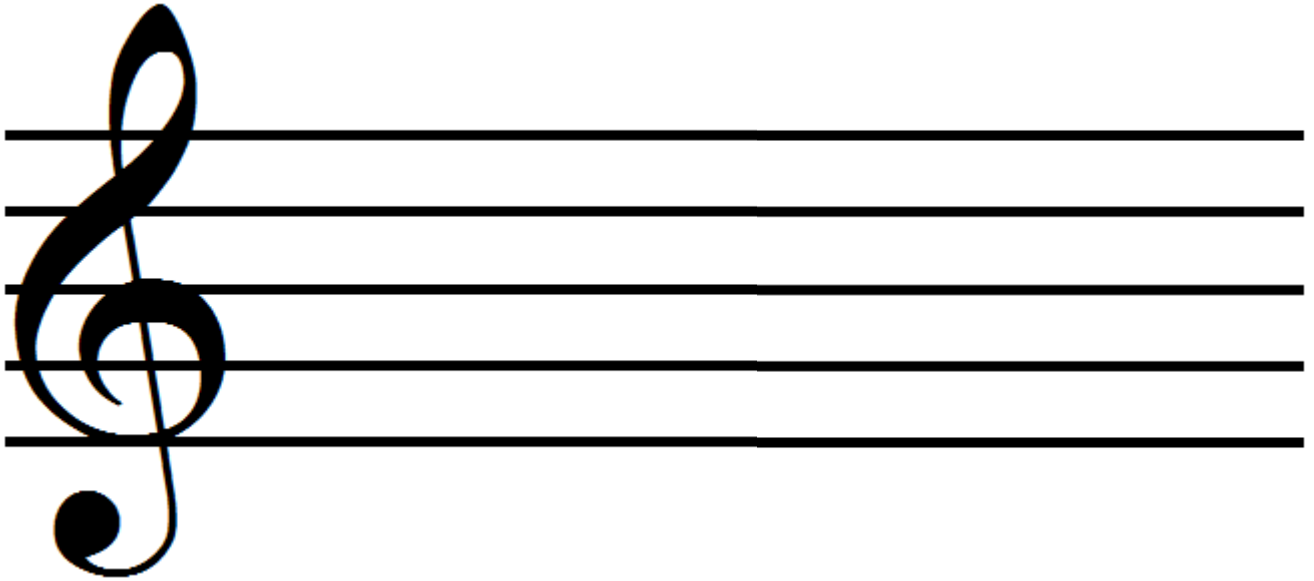
Notes and letters can be made into individual cards.

Note matching cards: to be enlarged and cut up



3. Singing rounds
4. Learning chord structure through learning Ukulele, guitar or keyboard

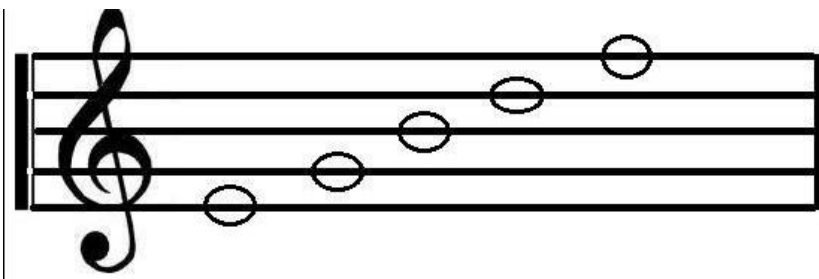
Give students a giant music manuscript and ask them to make music words with bottle tops.



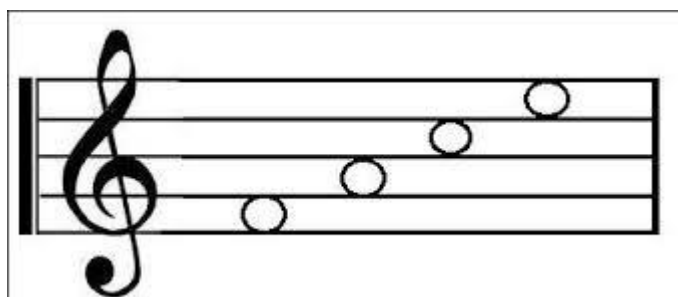
Words: begged, cab, add, added, beef, age, deaf, baggage, cabbage, fade, faded, egg, Dad, deed, decade, badge, feed, bed, fed, edge, bead, beaded, dab, be, beg, face, babe, bag, cage, dead, bee

Lines and spaces

Lines – climb the ladder from bottom up – Every, Good, Boy, Deserves, Fruit



Spaces – climb the ladder from bottom up – F A C E



Action songs

Here comes a blue bird

Here Comes a Bluebird Traditional

Here comes a blue - bird in through my win - dow.
Hey did - dle did - dle dum dum day

The image shows two staves of musical notation in G major (one sharp) and 2/4 time. The first staff contains the melody for the first line of the song, with lyrics 'Here comes a blue - bird in through my win - dow.' The second staff contains the melody for the second line, with lyrics 'Hey did - dle did - dle dum dum day'. The melody is simple and suitable for children's singing.

Children form a circle by standing and joining hands with the person on each side of them. They stretch out joined hands to make a large circle.

One child is chosen to be the bluebird. The bluebird is to walk in and out of the 'windows' that the children in the circle make by holding up joined hands in the air, when the bluebird approaches.

On 'take a little partner', the blue bird chooses a child from the circle and walks behind the bluebird, in and out of the windows. Keep this going until there is a line of about 5 children going in and out of the windows. Then start again.

William

Wil - liam he had sev - en friends,
sev - en friends, sev - en friends,
Wil - liam he had sev - en friends, And
this is how they walked.

The image shows four staves of musical notation in F major (two flats) and 2/4 time. The melody is simple and suitable for children's singing. The lyrics are: 'Wil - liam he had sev - en friends, sev - en friends, sev - en friends, Wil - liam he had sev - en friends, And this is how they walked.'

Children form a circle and walk to the beat, dramatizing various walking styles according to these verses:

- Mr. Lin was very thin
- Mrs. Hall was very tall
- Mrs. Mort was very short
- Mr. Ho was very slow
- Mr. Dent was very bent
- Mrs. Bate was very straight
- Mr. Last was not so fast

Who's that?

Two staves of musical notation in 2/4 time, G major. The first staff has the lyrics: "Who's that tap-ping at my win - dow ?". The second staff has the lyrics: "Who's that knock-ing at my door ?".

Children sit in a circle. One child is chosen to sit in the centre of the circle, eyes closed. Another is chosen to sing the response: "It's me, tapping at your window. It's me, tapping at your door." The child with eyes closed tries to guess who sang the response.

Word chant

Flee

Flee fly

Flee fly flo

Vista

Coomalah, coomalah, coomalah vista

Oh no no no, not the vista

Eeny meeny decimeeny, oo-ah la wala meeny

Beat Billie oten doten bo bo ba ditten dotten

Shhhhhhh!