

PATTERNS AND SEQUENCES

MYSTERY RHYTHMS – (Body Percussion)

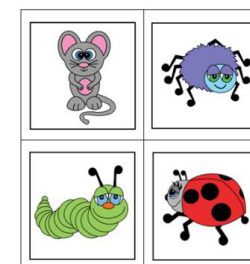
L.I. - To be able to interpret and reproduce a variety of short, rhythmic sequences using body percussion and visual symbols.

20 min

- ♪ Take a simple four-beat rhythm e.g. mouse-mouse-spider-mouse and perform the same rhythm on different parts of the body, asking the children to echo. Use as many different actions as possible. You might wish to tap your head, stamp your feet, clap, tap, click your tongue, pat your knees, pat the tummy. Have fun experimenting with different parts of the body.
- ♪ Remind the children that they have just heard FOUR animals. Can they tell you which four animals made up the rhythm?
- ♪ When they've got the right answer, place the corresponding picture cards onto the board.
- ♪ Now repeat the rhythm, clapping and saying the animals.
- ♪ Repeat the rhythm and try stepping the rhythm. Which animal is most difficult to step?*
- ♪ Try again, clapping, stepping and saying, all at the same time.
- ♪ Once the children have absorbed the concept, ask a child to choose a new four-beat rhythm and repeat the exercise.

RESOURCES

- ♪ Animal picture cards.
- ♪ Space to move freely.
- ♪ Notation cards.



TEACHER'S NOTES / Date _____

- ♪ *Hopefully the children will conclude that 'ladybird' is the most difficult to step, since it has an irregular beat pattern.

Assessment / Extension / Links

- ♪ Extend the exercise by using notation cards instead of picture cards.