

RHYTHM AND MOVEMENT

NATURAL MOVEMENT

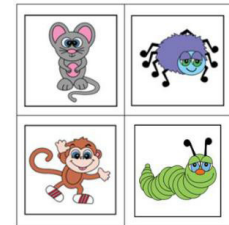
L.I. - To demonstrate an appropriate physical response to a variety of aural cues. To respond creatively to a selection of recorded music.

30min

- ♪ Seat and settle the children.
- ♪ Play a few seconds of each of the audio tracks and after each track, ask the children which rhythm animal they think features most prominently in the track.
- ♪ Once you have reached a class consensus, play the track again and see if the children can clap and say their chosen animals in time with the music. Hopefully this will allow them to make any corrections, if necessary.
- ♪ If you have space, ask the children to find a space in the room. Play the tracks again and this time ask the children to follow each track with their feet.
- ♪ After you have experimented for a few moments, stop the game and discuss (either as a class or in partners) the kind of movement that each track elicited.
- ♪ Hopefully they will conclude that the mouse is a longer sound and therefore a longer step (or stride), that spider is a quick step (or march), caterpillar is a fast (or running) movement and that monkey is a skipping movement.

RESOURCES

- ♪ Large room for movement.
- ♪ Natural movement audio tracks 6, 7, 8, 9.



TEACHER'S NOTES / Date

- ♪ Try not to insist on 'right' or 'wrong' answers in this exercise, rather invite the children to draw their own conclusions. You will probably find that they will come to the 'correct' conclusions in the end.

Assessment / Extension / Links

- ♪ Comment on how creatively and accurately the children are moving to the musical extracts.