

1. Clapping: call and response

eg. Ta ta titi ta



- Call and response saying rhythm words
- Call and response clapping of rhythms, one bar at a time.
- Write some of the rhythms and try the same thing. Students can pat the beat in between clapping, as an extension.
- If there are rests, show with your hands moving apart
- ❖ Clapping while saying the beat syllables connects and activates kinesthetic and phonological cognitive process, leading more quickly to deeper understanding.

2. Popsicle sticks notation

eg. ta ta titi Z

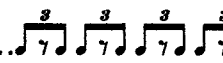


- Notate with popsicle sticks the rhythms as spoken, clapped, or written (in words)
- Create a rhythm with a partner, then move over and clap your neighbour's !
- Play all the rhythms together as a group composition, while patting
- ❖ Using manipulatives for this notation activity activates kinesthetic and visual areas, and allows students to make the connection between symbol and meaning more easily and effectively.
- ❖ Allowing creativity during rhythmic and musical exploration helps students to feel that music-making is accessible and fun

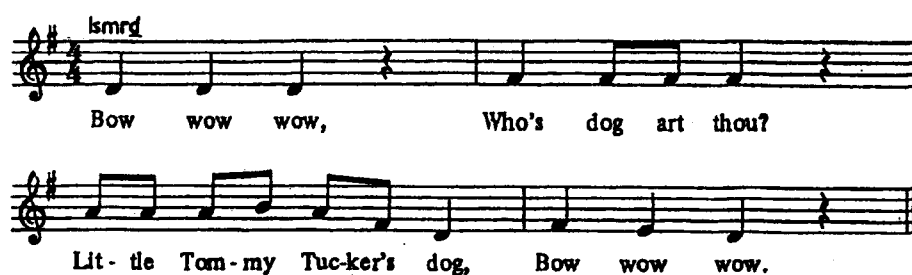
3. Walking in a circle

- Walking to the beat in a circle while clapping rhythms together
- Walking to the beat in a circle while clapping rhythms in a round
- ❖ Walking to the beat requires automation of a complex range of skills and cognitive activity.
- ❖ Clapping and singing of rounds is an excellent way to introduce polyrhythms and harmony to young children
- ❖ Singing and talking while marching/walking to the beat aids in automation of beat induction processes, since the main focus is on the vocalization. Work on walking first, then walking with clapping, then talking, then singing.
- Let's take a walk – augment with drama/imagination activities (what do you see?)



- ❖ Engaging imagination while walking rhythmically as a group encourages a playful atmosphere conducive to learning. All of these games should be fun most of all.
- Walk walk walk when the sticks say walk, when the sticks say stop we stop ♪♪♪
- Run run run when the sticks say run, when the sticks say stop we stop ♪♪♪♪♪
- Gallop gallop gallop when the sticks say gallop when the sticks say stop ... 
- Students listen and change gait when the rhythm changes
- ❖ Children are attentive and reacting to changes in rhythm, and feeling that rhythm deeply in their body. Rhythm is a powerful tool, rhythmic locomotion is even more powerful.

4. Song – Tommy Tucker's Dog



Bow wow wow, Who's dog art thou?
 Lit-tle Tom-my Tuc-ker's dog, Bow wow wow.

5. Choco-choco-la-te!

| | | | |
|-------|-------|-------|----|
| Choco | choco | la | la |
| ♪ ♪ | ♪ ♪ | ♪ | ♪ |
| Choco | choco | te | te |
| ♪ ♪ | ♪ ♪ | ♪ | ♪ |
| Choco | la | Choco | te |
| ♪ ♪ | ♪ | ♪ ♪ | ♪ |
| Choco | la | te | |
| ♪ ♪ | ♪ | ♪ | ♪ |

- Inner and outer circles, in partners, clapping game with words
- After last “te”, on rest, everyone move one partner to the right (or left)
- ❖ Clapping while saying words helps to increase phonemic awareness
- ❖ Rhythmic activation of language centres is beneficial to cognitive development
- ❖ This game is fun, speeding up is a challenge, students want to be successful so they are motivated to play. Repeated playing encourages rhythmic and phonemic awareness, psychomotor coordination, and develops the proprioceptive system.