



EduTrend Contents

G4C · MUSIC AND MOVEMENT GAMES · HIGH SCHOOL

Music Game Leaders

Plan, rehearse and evaluate a rhythm and movement games session for children aged 4 to 10

Ages 14–18

Level: Advanced

75 minutes

Teams of 3–4 · up to 24

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Music Game Leaders

Teams plan a 15-minute session for children aged 4 to 10 using games such as Echo Rhythms and Freeze and Shape. Plans agree a clear stop signal, check the space, include seated versions of each game, keep volume comfortable and end with slow music and stretching. Teams rehearse with peers and critique plans. Real sessions need staff approval and supervision.

Learning outcomes

By the end of the session students can:

- plan an age-appropriate music session;
- manage energy with signals;
- include every child;
- evaluate a plan with evidence.

KEY WORDS

lead · signal · seated version · cool down · rehearse · evaluate

CURRICULUM LINKS

Music. Leadership and volunteering programmes.

1

WARM UP

Bodies and ears ready

2

EXPLAIN

One game, clear signal

3

PLAY

Listen, copy, create

4

PERFORM

Share the sound

5

TALK

What did you hear?

6

COOL DOWN

Slow and calm

Materials (whole class)

- Session plan template
- Music and card sets
- Inclusion and safety checklist
- Worksheets 1, 2 and 3

Before the session

- Print templates and checklists.
- Form teams.
- Brief on safeguarding.
- Arrange rehearsal space.

SAFETY

Clear space, comfortable volume and seated options. Sessions with children need staff approval and supervision.

ACTIVITY 05 · SESSION PLAN

Step by step

Movement games work well between seated lessons, when children need to use energy and then settle.

Time	What happens	Say or ask
0–10 min Warm up	Recall music games.	<i>“What do rhythm games build?”</i>
10–35 min Plan	Draft a 15-minute session.	<i>“How will seated children join?”</i>
35–60 min Rehearse	Run with peers acting as children.	<i>“Did the stop signal work?”</i>
60–75 min Evaluate	Checklist critique and revision.	<i>“What will you change?”</i>

CHALLENGE CARD (print or copy onto the board)

Produce a safe, inclusive 15-minute music session plan and improve it after rehearsal.

ACTIVITY 05 · FACILITATOR NOTES

The music game know-how in brief

Stopping and starting on a signal trains impulse control.

Ending with slow music and stretching helps children settle.

Common ideas to listen for

- “Louder music means more fun.” Comfortable volume matters.
- “Everyone must stand.” Seated versions include everyone.
- “Leaders handle every problem.” Concerns go to supervising staff.

Adapting the activity

Support

Provide a partly completed plan and track list.

Stretch

Adapt the plan for two age groups, 4–6 and 8–10.

WORKSHEET 1

Session plan

Name: _____

Class: _____ Date: _____

Plan your 15 minutes.

Plan

Time	Activity	Leader

WORKSHEET 2

Inclusion and safety checklist

Tick and note evidence.

Checklist

Check	Evidence
Clear stop signal	
Space checked	
Seated versions	
Calm cool-down	

WORKSHEET 3

Evaluation

Reflect after rehearsal.

Our strengths and next steps are...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Plans age-appropriately	Includes every child	Evaluates with evidence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Music Game Leaders is a sample activity from the EduTrend Contents G4C Music and Movement Games programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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