

EduTrend Contents

G4C · DANCE AND RHYTHMIC GAMES · MIDDLE SCHOOL

Body Percussion Relay

Groups compose eight-count body percussion patterns and pass them round the class in a rhythm relay

Ages 11–13	Level: Intermediate	45 minutes	Groups of 4–5 · up to 30	Activity 03

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

ACTIVITY 03 · AT A GLANCE

Body Percussion Relay

Groups create an eight-count pattern using body percussion: claps, stamps, pats, clicks and rests. They write it on a simple grid and practise until it is steady at one tempo. Each group then teaches its pattern to the next group. Finally the class performs a relay, each group playing its pattern in turn without losing the beat, then layers two patterns together.

Learning outcomes

By the end of the session students can:

- compose an eight-count rhythm;
- notate a pattern on a grid;
- keep a steady tempo;
- teach and learn patterns.

KEY WORDS

body percussion · count · pattern · tempo · rest · layer

CURRICULUM LINKS

Music: rhythm and notation. Maths: patterns and counting. PE: coordination.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**ADAPT**	**TALK**	**COOL DOWN**
Get moving safely	One rule at a time	Short rounds	Easier or harder	What helped?	Calm and review

Materials (per group)

- Rhythm grid sheets
- Metronome or steady drumbeat
- Pencils
- Worksheets 1, 2 and 3

Before the session

- Prepare eight-count grids.
- Demonstrate sounds.
- Set a steady tempo.
- Plan groups.

SAFETY

Stamp gently. Keep space between groups.

ACTIVITY 03 · SESSION PLAN

Step by step

Include at least one rest in every pattern; silence is part of rhythm.

Time	What happens	Say or ask
0–8 min Warm up	Copy-me body percussion.	*"Can you keep the beat?"*
8–25 min Compose	Groups write and practise patterns.	*"Where is your rest?"*
25–35 min Teach	Groups teach the next group.	*"Did they learn it exactly?"*
35–45 min Relay	Class relay and layering.	*"Did we keep the beat?"*

CHALLENGE CARD (print or copy onto the board)

Compose a pattern clear enough for another group to learn it, then keep the class relay on the beat.

ACTIVITY 03 · FACILITATOR NOTES

The game know-how in brief

A steady beat (pulse) underlies the pattern; rhythm is how sounds and rests are arranged over those beats.

Writing patterns on a grid is a simple form of notation that lets others read and perform the music.

Common ideas to listen for

- “Rhythm is just the beat.” Rhythm sits on the beat.
- “Rests are gaps.” Rests are part of the music.
- “Faster is better.” Steady is better.

Adapting the activity

Support

Use four counts instead of eight.

Stretch

Add a second layer that fits with the first.

WORKSHEET 1

Our pattern

Name: _____ Class: _____ Date: _____

Write one sound per count.

Our pattern

Count	1	2	3	4	5	6	7	8
Sound								

WORKSHEET 2

Teaching check

Did the next group learn it?

Teaching check

Step	Yes/No	Note
Learned the order		
Kept the tempo		
Included rests		

WORKSHEET 3

What makes a good pattern

Reflect.

A good pattern is easy to learn because...

FOR THE TEACHER

Assessment checklist

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

Student	Composes a pattern	Keeps tempo	Teaches clearly

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

ABOUT THIS ACTIVITY

Body Percussion Relay is a sample activity from the EduTrend Contents G4C Dance and Rhythmic Games programme (middle school, level: intermediate). 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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