

EduTrend Contents

G4C · DANCE AND RHYTHMIC GAMES · PRIMARY

Tempo Train

A train that speeds up and slows down with a drumbeat, building listening and control of speed

Ages 4–7	Level: Foundation	25 minutes	Whole class or family in one line · up to 30	Activity 01

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

ACTIVITY 01 · AT A GLANCE

Tempo Train

Children stand in a line holding the shoulders of the child in front. The adult beats a drum, tambourine or two saucepan lids, and the train moves one step per beat. When the beat slows, the train slows; when it speeds up, the train speeds up. Two sharp beats mean the train stops at a station and the driver moves to the back, so everyone gets a turn at the front.

Learning outcomes

By the end of the session pupils can:

- move one step per beat;
- change speed with the music;
- stop on a signal;
- take turns leading.

KEY WORDS

beat · tempo · fast · slow · stop · signal

CURRICULUM LINKS

Music: pulse and tempo. PE: movement control. PSHE: taking turns.

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 (whole group)

- Drum, tambourine or two saucepan lids
- Open floor space
- Worksheets 1, 2 and 3

Before the session

- Clear the floor.
- Practise the beat patterns.
- Agree the stop signal.
- Plan a calm cool-down.

SAFETY

Walking pace only, even when the beat is fast. Keep the line short in small spaces.

ACTIVITY 01 · SESSION PLAN

Step by step

Offer a drummer role to children who feel shy about moving.

Time	What happens	Say or ask
0–5 min **Warm up**	March on the spot to the beat.	*"Can you step on every beat?"*
5–8 min **Explain**	Train rules and stop signal.	*"What do two beats mean?"*
8–20 min **Play**	Rounds with changing tempo.	*"Is the train getting faster or slower?"*
20–25 min **Cool down**	Sink slowly to the floor over eight counts.	*"What was your favourite speed?"*

CHALLENGE CARD (print or copy onto the board)

Keep the whole train stepping together on every beat, even when the speed changes.

ACTIVITY 01 · FACILITATOR NOTES

The game know-how in brief

Tempo is how fast the beat is. Moving one step per beat helps children feel the pulse of music in their bodies.

Stop-and-start signals train listening and self-control, skills children use in all group activities.

Common ideas to listen for

- “Fast music means running.” Keep to steps.
- “The front person decides.” The beat decides.
- “Stopping is losing.” Stations are part of the journey.

Adapting the activity

Support

Keep to two speeds only: slow and medium.

Stretch

Add a rattle signal for tiptoeing through a tunnel.

WORKSHEET 1

Train speeds

Name: _____ Class: _____ Date: _____

Tick the speeds you managed.

Train speeds

Speed	We did it
Slow	
Medium	
Fast	
Stop at station	

WORKSHEET 2

Drivers

Who drove the train?

Drivers

Driver	Speed they liked

WORKSHEET 3

My train drawing

Draw the train.

Our train went... and stopped at...

FOR THE TEACHER

Assessment checklist

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

Pupil	Steps to the beat	Changes speed	Stops on signal

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

ABOUT THIS ACTIVITY

Tempo Train is a sample activity from the EduTrend Contents G4C Dance and Rhythmic Games programme (primary, level: foundation). 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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