



EduTrend Contents

W4C · PERFORMING ARTS · PRIMARY

Body Percussion Rhythms

Make music with claps, clicks, pats and stamps

Ages 8–11

Level: Developing

60 minutes

Whole class and
groups of 4

Activity 02

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

ACTIVITY 02 · AT A GLANCE

Body Percussion Rhythms

Pupils discover the difference between beat and rhythm, copy and invent body percussion patterns, and write them with simple rhythm notation. Groups layer repeated patterns called ostinatos to build a piece with a clear structure and dynamics.

Learning outcomes

By the end of the session pupils can:

- keep a steady beat and explain beat versus rhythm;
- perform and invent rhythm patterns;
- read and write simple rhythm notation;
- layer ostinatos in a group performance.

KEY WORDS

beat · rhythm · tempo · ostinato · dynamics · layer · notation · crotchet · quavers

CURRICULUM LINKS

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

1**WARM UP**

Body and voice

2**EXPLORE**

Play and try

3**CREATE**

Devise and shape

4**REHEARSE**

Practise and polish

5**PERFORM**

Share with an audience

6**REFLECT**

Feedback and improve

Materials

- A cleared space
- Rhythm cards with simple notation
- A drum or metronome app for a steady beat
- Worksheets 1, 2 and 3

Before the session

- Learn four body percussion sounds: stamp, pat, clap, click.
- Prepare rhythm cards using crotchets, quavers and rests.
- Practise a four-beat pattern to teach.
- Plan groups of 4.

SAFETY

Stamp gently to protect knees and floors. Keep space between pupils when moving arms.

ACTIVITY 02 · SESSION PLAN

Step by step

Keep the beat going on a drum throughout: pupils find rhythm much easier over a steady pulse.

Time	What happens	Say or ask
0–10 min Warm-up	Copy-back game: teacher claps a pattern, class echoes.	<i>"Can you feel the steady beat underneath?"</i>
10–20 min Beat and rhythm	Half the class keeps the beat while half claps a word rhythm.	<i>"What is the difference?"</i>
20–30 min Notation	Read rhythm cards: crotchet = ta, two quavers = ti-ti, rest = silence.	<i>"How many beats is this card?"</i>
30–50 min Compose	Groups compose a four-beat ostinato each and layer them.	<i>"Does your pattern fit with the others?"</i>
50–60 min Perform	Groups perform with a clear start, loud and quiet sections and an ending.	<i>"How did dynamics change the piece?"</i>

CHALLENGE CARD (print or copy onto the board)

Compose and perform a four-beat body percussion ostinato that fits with other groups' patterns over a steady beat.

ACTIVITY 02 · FACILITATOR NOTES

The performance craft in brief

The beat is the steady pulse of music, like a heartbeat. Rhythm is the pattern of long and short sounds played over the beat. Tempo is how fast the beat goes. Dynamics describe how loud or quiet the music is.

An ostinato is a short pattern repeated again and again. Layering different ostinatos creates texture. In staff notation, a crotchet (quarter note) usually lasts one beat and two quavers (eighth notes) share one beat. Many teachers use rhythm syllables such as ta and ti-ti to help children read rhythms.

Common ideas to listen for

- “Beat and rhythm are the same.” The beat stays steady; the rhythm changes.
- “Faster means louder.” Tempo and dynamics are separate.
- “Rests are nothing.” Silences are part of the rhythm.

Adapting the activity

Support

Use only crotchets and rests at first, with picture cards for each sound.

Stretch

Compose an 8-beat pattern with quavers and perform it in canon.

WORKSHEET 1

Beat or rhythm?

Name: _____

Class: _____ Date: _____

Sort and explain.

Beat is...

Rhythm is...

WORKSHEET 2

Our ostinato

Write your four-beat pattern.

Pattern

Beat 1	Beat 2	Beat 3	Beat 4
Notation			
Body sound			
Loud or quiet			

WORKSHEET 3

Performance review

Reflect on your group piece.

What worked well

Where we lost the beat

Next time we would...

FOR THE TEACHER

Assessment checklist

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

Pupil	Keeps a steady beat	Reads and writes rhythms	Performs a layered ostinato

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

ABOUT THIS ACTIVITY

Body Percussion Rhythms is a sample activity from the EduTrend Contents W4C Performing Arts programme (primary, level: developing). 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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