

#BODYPERCUSSIONCHALLENGES

THEME
OUR NEW
WORLD

CLASSROOM
HIP-HOP

COVID
FRIENDLY
ACTIVITY

Is designed to be used by classroom teachers with or without musical knowledge. The pack consists of this pdf and three main videos or backing tracks whichever you prefer to use. For you to make the most of this pack, we recommend using the videos with the animated visual aids to help guide your students through the song structure. The main propose of this project is to encourage students to express themselves through music, rhythm and lyrics. As inspiration for writing poems and lyrics, we are suggesting the theme 'Our New World'.

There is a part for every student in this Body Percussion Challenge and plenty of scope for creativity. Some students will be happy playing a body percussion part A or B, others can write and sing/rap the lyrics for the three verses and if you're more comfortable with dance moves you can have a solo or help the groups refining their dance moves.

Learning Outcomes:

Reflect on a theme and write about it
Rhythm awareness and sense of pulse
Sense of musical structure (2 and 4 bar phrases)
Play and create music as a group
Understanding Question and Answer in a musical context
Coordination

Pack contains:

This explanatory PDF and these links to the 5 videos
1 - Performance Video (Demo)
2 - Performance Video - No Backing / For confident classes
3 - Performance Video - With Backing / For less confident classes
4 - Practice Video for Body Percussion Part A
5 - Practice Video for Body Percussion Part B

Resources needed:

Big TV screen or Projector - Optional although ideal
Speakers
Microphone - Optional although ideal
Carpet or Rug
Smartphone with Metronome app (Link below for free versions)



Health and safety

Please ensure that students stomping their feet on the floor (Part A) have a soft surface underneath. This can be a carpeted room or extra carpets/mats soft material on the floor.

Watch out for students using excess force when doing the moves, specifically when clapping and stomping the feet, all moves should be done effortlessly and without strain.

Have in mind the sound balance between the backing track, microphone and live body percussion, if any is too loud it will make it harder for everyone.

Please follow local Covid guidelines

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Please note:
Use both practice videos to better understand the individual parts and how Call and Response makes them work together.

How to use

Call and response is a commonly found building block in most types of music. This pack has a very clear call and response between the different parts that will hopefully allow you and your students to be confident they are playing the correct pattern in the correct place. You can break down the learning of the two body percussion parts into one main learning point Question and Answer or Call and Response.

Both body percussion parts revolve around two counts of eight beats, the first eight beats are the call and the remaining eight beats are the response. The videos also highlight this by using two different colours for both the Call and Response.

Divide your class into two groups, Group A and B. Using the practice videos provided get the groups to copy the moves and rhythms as in the practice video A first. Spot those students that find it easy and move them between groups so that both are balanced. After a few attempts try the same with video B and repeat the process. By moving those more confident evenly between the groups it should allow and encourage those having more difficulties to catch up and learn the pattern, ideally everyone learns both patterns.

At the end of the process you can ask who would like to play Part A or Part B, ideally the groups remain even in both numbers and ability, though it is possible that you might have to move some around. At this point you can introduce the lyrics challenge and establish the writing team, note that not all writers have to deliver their rap or spoken word but they should all have a part in the performance.

Warm up exercise (10min)

(0-5min) The idea of this warm up exercise is to support your class in both getting comfortable with the tempo for this song as well as understanding clearly the concept of musical Call and Response, Group A responding to Group B and vice-versa.

Divide the class into two groups, A and B. Set the metronome app to 78 beats per minute (BPM) and ask students to step on that pulse starting with the right foot on beat one after you count up to 8. Count out loud along with the metronome up to 8 so that the groups have a clear start all together.

At this point both groups should be counting out loud up to 8 in a loop, you can switch off the metronome although refer to it if you feel the tempo is not steady, to stop the group aim to stop all together on beat 8. It might help to plug the phone into a speaker so that the volume of the beat is louder.

(5-10min) After students are comfortable with the pulse and counting up to 8 you can now start the work on 'Call and Response' by having group A first counting up to 8, followed by Group B replying with another count of 8. Obviously while Group A is counting Group B is simply stepping on the pulse. Repeat the process four times around and this is the frame work in which the body percussion parts fit. Do this a couple of times also with Group B starting the counting and you should be ready to learn the body percussion patterns, Good Luck!

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CLASSROOM HIP-HOP

Sounds for Part A

- Stomp Feet
- Hand Clap
- Two Fingers Clap

Words to help learn the patters

Part A

- Feet, Feet, Clap, Feet, Feet, Clap
- Clap, Clap, Clap, Clap, Clap, Clap, Clap, Clap

Part B

- Sh, Sh, Wait, Wait, Click, Sh, Sh, Wait, Wait, Click
- I, Can, Play, Hip, Hop, Now, I, Can, Play, Hip, Hop, Now

Sounds for Part B

- Rub Hands and Vocal Sound "Sh" unison
- Wait = Rest
- Click Fingers
- Hand Clap

The score below should help you understand the two individual parts and therefore support you and your class.

Part A notation: A 4/4 measure with a tempo of 78. The first two measures show 'FEET' (R R L L) and 'CLAP'. The next two measures show 'TWO FINGERS CLAP'. Part B notation: A 4/4 measure with a tempo of 78. The first two measures show 'RUB HANDS + VOICE SOUND "SH"' and 'FINGERS CLICK'. The next two measures show 'HANDS CLAP' and the lyrics 'I CAN PLAY HIP HOP NOW'.

Helpful tips:

Music

Why not ask if someone in the class can read music and be the star that helps out the group.

You can also ask your school music teacher or another teacher with musical knowledge to get involved.

Enjoy the creative process, the final result is not the only aim.

Moving

Allow each student to find the way they move in space and encourage them to have their own identity, if some are struggling to find moves, they can take inspiration from those who are more confident.

You can also encourage breakdance solos if you have skilful movers in your class.

On part A notation above the R and L are suggestions for Right and Left foot.