

Activity	Body Percussion Rondo		Level: Grade 4-6	Sue Harvie
Learning Intentions	<ul style="list-style-type: none"> <li>♪ The human body can produce percussive sounds through Snapping, Clapping, Patschen and Stamping.</li> <li>♪ Read and perform rhythm patterns through body percussion.</li> <li>♪ Create percussion (body) accompaniments for poems.</li> <li>♪ Music can be organized into sections.</li> <li>♪ Experience with Rondo form.</li> </ul>			
Materials Needed	<ul style="list-style-type: none"> <li>♪ Visual of the text of the poem (colour coded)</li> <li>♪ Couplet sections notated on the board or on paper distributable to students.</li> <li>♪ Form icons, Body Percussion Icons (optional)</li> </ul>			
Process	<p><b><u>A Section POEM:</u></b></p> <ul style="list-style-type: none"> <li>♪ Prepare poem through echo process</li> <li>♪ Revisit the human body as an instrument.</li> <li>♪ Referring to colour coding isolate patschen parts ('Will you; then you go to town'); similarly prepare other parts until poem can be performed in its entirety. Note: The last line always needs a bit of extra rehearsal. Swallow the words and perform to ensure secure performance.</li> </ul> <p><b><u>COUPLET SECTIONS:</u></b></p> <ul style="list-style-type: none"> <li>♪ Introduce sample rhythm pattern and have students read and speak pattern. Solicit any connections students might make (mm 1 &amp; 3 are the same).</li> <li>♪ Present body percussion icons and indicate that in this example (and for the ones that they will be orchestrating), only 2 may be chosen.</li> <li>♪ Show notated example and demo performance. Have students learn associated body percussion measure for measure. Hopefully they notice that mm. 1 &amp; 3 are notated the very same.</li> <li>♪ Put it together: Create an ABA performance of material covered.</li> </ul> <p><b><u>Next steps:</u></b></p> <ul style="list-style-type: none"> <li>♪ Present other rhythm patterns and corporately read and speak patterns.</li> <li>♪ Group students and each group will choose the pattern they would like to orchestrate. (Parameters: Choose only 2 bp and that like measures are orchestrated the same). Distribute copy of chosen rhythm to each group. They can notate their orchestration using abbreviations (as in the example) or another way of their choosing. Once they have notated their orchestration, and everyone is in agreement, groups may begin to practice their piece.</li> <li>♪ Groups perform their orchestration for the class. Students should be open to any suggestions to refine their orchestration.</li> </ul> <p><b><u>RONDO FORM:</u></b></p> <p>Determine order of performance within the framework of a Rondo. Rehearse and perform.</p>			
Extensions	<ul style="list-style-type: none"> <li>♪ The Body Percussion Poem can be performed as a 4 or 2 beat/ 4 or 2 part canon.</li> <li>♪ Can the Couplet sections be performed as canons?</li> <li>♪ Students create and orchestrate their own 16 beat rhythm pattern.</li> </ul>			

	Skills:	All the time trouble	Sometimes	I have
Assessment	I can: perform the Body Percussion poem with rhythmic accuracy.			
	I can: Read and speak rhythm patterns			
	We (my group) can: create and perform our own body percussion orchestration.			



**A**

Will you just clap with me?  
Say Hoo-ray!

It's up, down, then you go to town  
And stamp and say a YAY!

Will you just clap with me? Say Hoo-ray! It's up, down, then you go to town and stamp and say a YAY!

Snap  
Clap  
Patschen  
Stamp

just clap  
Say  
Will you  
with me? Hoo ray

It's up,  
down,  
then you go to town  
and stamp  
a YAY!

Couplet Example:



Cl Pt(R) Pt(L) Cl Pt(R) Pt(L) Cl Pt(R) Pt(L) Cl Pt(R) Pt(L) Cl Pt(R) Pt(L) Cl Pt(R) Pt(L) Cl Pt(R) Pt(L)

**B**

Musical staff B: A single-line staff with a treble clef. It contains four measures of music. The first measure has two quarter notes with accents. The second measure has four quarter notes. The third measure has two quarter notes with accents. The fourth measure has four quarter notes. The staff ends with a double bar line.

**C**

Musical staff C: A single-line staff with a treble clef. It contains four measures of music. The first measure has four quarter notes with accents. The second measure has four eighth notes. The third measure has four eighth notes. The fourth measure has four quarter notes with accents. The staff ends with a double bar line.

**D**

Musical staff D: A single-line staff with a treble clef. It contains four measures of music. The first measure has four eighth notes. The second measure has four eighth notes. The third measure has four eighth notes. The fourth measure has four quarter notes with accents. The staff ends with a double bar line.

**E**

Musical staff E: A single-line staff with a treble clef. It contains four measures of music. The first measure has a dotted quarter note followed by eighth notes. The second measure has a dotted quarter note followed by eighth notes. The third measure has a dotted quarter note followed by eighth notes. The fourth measure has a quarter note, an eighth note, and a quarter note with an accent. The staff ends with a double bar line.

