

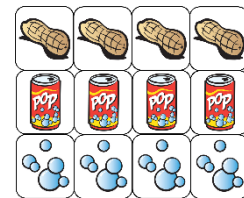
Covid has necessitated changes in how we teach and learn. F-U-N 'n Games is very user friendly and may be adapted to any teaching circumstance.

- Social distancing may be a consideration when in circle formation. Sit spots in self space are ready alternatives.
- All pieces may be performed as strictly movement, body percussion, non-pitched percussion and/or found sound. Individually assigned instrumentation and/or kits work well, rather than sharing of resources.
- If pitched percussion is available, students use their own 'mallets' whether they be dowels, pencils to minimize the touching of shared surfaces.
- Partnering activities (**Tickle, I'se the B'y**) may be performed individually.
- Rotation games may be played without rotating (**Pop/Peanut, Gonna Roll, Row, Row, Row**).
- All songs may be performed as chant OR accompaniment tracks with singing are available to augment the experience.
- Passing games (**Cola Challenge, Funky Chicken**) have been modified to minimize touching and touched surfaces.
- Modification to some pieces are listed to below.

Pop/Peanut:

Set Up: Students seated in large circle or in self-space with individual packages.

- ♪ Instead of shared Pop/Peanut Cards, consider photocopying individual cards for students to cut out and have as their own.



I'se the B'y:

Set Up: Students standing self-space.

- ♪ **Chorus:** Instead of partnering, students devise a repeated 4 beat Body Percussion pattern for mm. 1-5 of the chorus and 'turn themselves around' on mm. 6 & 7.
- ♪ **Game:** Select students come to the front of the room to take a turn leading the group in performing a boat building, sailing the boat or fishing action during the verse section.

Tickle:

Set Up: Students are in self-space.

- ♪ **A Section:** Performed individually in Self Space using only Body Percussion or a selection of assigned Non-Pitched or related Found sound for each student (kits are perfect for this).
- ♪ **B Section:** Students take a walk in general space and return to their own 'spot' at the end.
- ♪ If instrumentation is possible: After B section, students select a different instrument to accompany subsequent A sections.

Race Car:

Set Up: Students seated in a socially distanced circle, tempo sticks mark their 'parking stalls'

- ♪ Instead of all 'motorists' moving at the same time, avoid a traffic jam and have only one student (motorist) and 'It' moving in opposite directions outside of the circle ala Duck, Duck, Goose.
- ♪ 'It' will have to point at the players as they go around the circle instead of tapping heads.

Funky Chicken:

Set Up: Number cups 1-6 and distribute. Solo cups work well. Students are seated in a large circle or in self-space (In this formation, **C** order of play will have to be predetermined).

Students generate a list of ways to move: Funky Chicken, Wiggly Worm, Crazy Cowboy, Sprinkler, Dreadful Dab etc.

- ♪ **A Section** as written, except teacher rolls die or dice on the final rest to determine who moves on subsequent B Sections.

- ♪ **B Section:** Students with the cup matching the number rolled, move in the manner chosen.

- ♪ **C Section:** alternate cup pattern. On the rest, teacher or selected student chooses the movement for the following A section **Extension:** Consider using cup pattern as a stand-alone activity. Works well as a 2 or 4 part canon, 2 or 4 beats apart.

Musical notation for Funky Chicken in 4/4 time. The notation includes the following actions and rhythms:

- Speech:** Pat Clap Grab Slide | Clap Tap Tap Tap Clap | Pat Clap Grab Slide | Switch Hit Slam
- Tap Cup Slam:** Tap Tap Tap
- Grab/Slide:** RH Slide Grab R | LH Slide Grab L | Grab/Lift with RH
- Clap:** (Rhythmic pattern)
- Patschen:** Hit open end of cup with L Hand

4 Corners:

Set Up: Students in self-space with selected instrumentation and/or kits at their spot (optional). Corner cards for every student.



- ♪ **A section:** One student is 'IT'. Instead of hiding in the corners ala 4 Corners, students are eliminated by holding up the same 'Corner' card number as 'IT' on the final beat.

- ♪ **B section:** Acts as a transition for students to accompany subsequent A sections.

Musical notation for 4 Corners in 6/8 time. The notation includes the following lyrics and actions:

- System 1:**
 - Voice:** Oh, here we are to - ge - ther, we're hav - ing fun with friends, It's
 - BP/NPP:** Blue-ber-ry Pie (Claps-Woods) | Blue-ber-ry Pie (Patschen-Shaker/Scrapers)
- System 2:**
 - Voice:** time to pick a num - ber, the song's a - bout to end!
 - BP/NPP:** Blue-ber-ry Pie (Snaps-Metals) | Blue-ber-ry Pie (Stamps/Skins)

Cola Challenge:

Set Up: Students stand in a socially distanced circle, Found sound kits or Non-Pitched Percussion placed at each spot is optional.

- A Section:** Eliminated students provide accompaniment.
- B Section:** Perform modified text. In a predetermined order, individual students speak consecutive words of the text including final rest (indicated by arms crossed over the chest). If students rush the beat, say the wrong word or show the rest in the wrong place - the game stops and that student is eliminated. part) to accompany following B sections.
- Play continues until all but one student is eliminated.

A

Speech: Di - et co - la, caf-feine free, it mat - ters not to me! Let's see Sprite!

Snap: Sprite!

Clap: Pop So - da Pop!

Palm Slides: Doc-tor Pep-per 1 Doc-tor Pep-per 2

Patschen: LH RH Cross RH LH RH LH

Play Top of RH against Palm of LH

Speech: which is the best one? Coke or Pep - si?

Snap: Sprite!

Clap: Pop So - da Pop!

Palm Slides: Doc-tor Pep-per 3 Doc-tor Pep-per 4

Patschen: LH RH Cross RH LH RH LH

Play Top of RH against Palm of LH

Speech: Coke Pep - si Coke Pep - si Coke Se - ven Up!

