



**Fun 'n Fabulous Holiday Times!**  
**Live Zoom Session**  
**Presented by: Allison Tipler**  
Diwali Chant

**Focus**

- Creating and presenting movement and body percussion
- Rhythm: Tam- ti, ti-ti, ta
- Ternary Form (ABA)

**Materials Required**

- FWC Yoga Cards
- Orff Schulwerk, Music for Children, Margaret Murray. Volume 1, p.62, #2
- Visuals of a) body percussion chart, b) lyrics and c) form
- Binny's Diwali by: Thirty Umrigar and Illustrated by: Nidhi Chanani, from: Scholastic Press, 2020. ISBN: 10-1338364480
- Lummy sticks

**Process**

Formation: Students are standing in their own bubble space in rows

**Warm up**

- 1) Display a yoga card, one at a time and have students perform the pose as shown.
- 2) Ask students if anyone celebrates Diwali. If so, have them share about the holiday. Talk about how it is a festival of light and different aspects of the celebration (e.g., fireworks, diyas, Rangoli, and sweets). For further information and connection to the holiday, read "Binny's Diwali".
- 3) In a standing position as students to show how a firework explosion would look like in their body. Each student "explodes" one at a time around the circle. How fast can they do it? Set a timer.
- 4) Finally, students begin in a yoga pose starting position and explode from the yoga pose.

**Diwali Chant**

- 5) Display body percussion chart and teach through imitation.
- 6) Display the lyrics and teach the A section by rote. Refer to Orff Schulwerk, Music for Children, Margaret Murray. Volume 1, p.62, #2
- 7) B section, ask students to listen for how many times you say the word "lights" (five). Ask students to begin in a yoga pose and say and explode on the word "lights" while the teacher performs the star (\*) /clapping part. When secure, ask students to perform the star(\*)/clapping part.
- 8) Discuss the term "accent". Ask students to add a special emphasis on the word lights so it is strong. An accent means to stress, or have special emphasis on a beat to add musical interest.

On another Day (Diwali Chant continued),

- 1) Repeat warm up from previous day
- 2) Ask students to choose two yoga poses. Yoga pose 1 (e.g. Reverse Warrior) and Yoga pose 2 (eg.pyramid).

Play a game of "BOSS".

The leader says: Yoga Pose One, Attention! (the students perform the pose)  
Yoga Pose Two Attention! (students perform pose two)

Students pick new bosses" to come to the front to be the leader. Students can pick new yoga poses each time

- 3) Review the body percussion ostinato and chant from previous day.
- 4) During the b section, students recall the poses they used from "The Game of Boss" and can switch from pose to pose on the word "lights". Encourage students to explode from one yoga pose to the next
- 5) Perform the chant in three groups:  
Group 1: Body Percussion Ostinato  
Group 2: Perform A section (clap) and B section – yoga poses  
Group 3: Perform A section (clap) and B section- perform star(\*)/clapping

Rotate so each group can have an opportunity to perform each part

Extentions:

- 1) Add lummy sticks
- 2) Students can create their own body percussion ostinati
- 3) Display the rhythm of the Diwali chant and introduce new rhythm: tam-ti. Then play Secret Agent Game from Sue Harvie's "FUN 'n Games Galore".

### Primary Adaptations

- Teacher can perform the body percussion part and star(\*) clapping part.

Lyrics:



Fireworks are shooting through the sky.  
Diwali, Diwali is here! X2

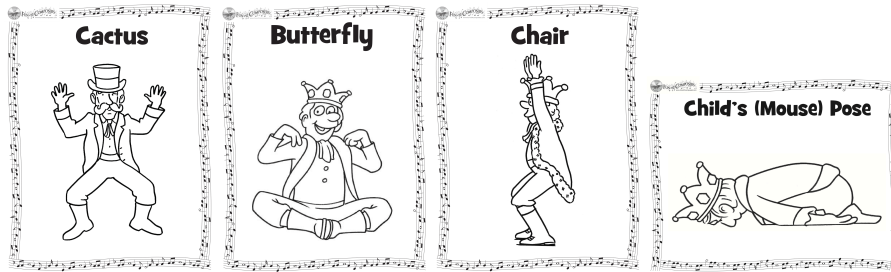


Lights \* \* \* \* \* the lights! \* \* \* \* \*  
the lights! \* \* the lights! \* \*  
The festival of lights! \*







Form:



## Yoga Pose samples:



## Assessment:

	<b>Skills:</b>	All the time	Sometimes	I have trouble
	I can perform the body percussion part on the beat			
	I know that an accent means that there is stress or special emphasis on a certain beat			
	I can recognize and perform the tam-ti rhythm	