



**Body Percussion Schemes of Work
Key Stages 1-4 / K-10th Grade**



www.beatgoeson.co.uk

Hello and welcome to what will hopefully be a fun and useful resource. This collection of ideas is aimed at developing your use of body percussion in the classroom. Some of the resources come from my body percussion tutorial 'Body Beats' and I've also included links to other videos and rhythm grids. Some of the samba phrases were devised by Inspire Works.

If you don't teach all ages from KS1 (starting at 5 years) - KS4 (ending at 16 years), then you can jump straight to the ages which apply to you.

These ideas incorporate many of the elements you'd wish to involve in a creative music education curriculum, wherever you are in the world - listening & watching, composition, improvisation, performing, learning rhythms through vocal elements and generally having fun!

These ideas can be used as complete schemes of work or you can take elements from them to add to your existing plans. Either way I'd always recommend adapting things to make them work for you and your pupils / students. While some activities are used from one key stage / grade to another, there are suggestions for development - use of syncopation, movement etc. allowing for a clear sense of progression in both skills and ideas.

BB-p.01 - refers to pages from 'Body Beats'

V - refers to Videos (see the Videos page below)

RG - refers to Rhythm Grids (see the Rhythm Grids below)

Dr Elizabeth Stafford of Music Education Solutions© has also contributed some thoughts on incorporating elements of the Model Music Curriculum (England).

Beat Goes On

Beat Goes On is a percussion workshop company specialising in STOMP-style Body Percussion and Afro-Brazilian Percussion. The team includes a number of ex-STOMP cast members and qualified teachers. They deliver workshops and CPD/PD sessions throughout the UK including at the Music & Drama Education EXPO, the Music Mark and Music Teachers Association annual conferences and for music education hubs throughout the UK.

Beat Goes On also work internationally. This has included keynote presentations at the 'Latin American Heads Conference' in São Paulo, 'Saskatchewan Music Conference' in Canada, BSME (British Schools in the Middle East)'s inaugural 'Music & Drama Conference' in Dubai, the '798 International Children's Art Festival' (ICAF) in Beijing, Musical Futures Australia's 'Big Gig' in Melbourne, a residency at North London Collegiate School Jeju in South Korea, Music Will (formerly Little Kids Rock)'s 'Modern Band Summit' in Colorado, USA, and numerous events throughout Europe.

Our sessions are adaptable for any age and group size, and can include -

- STOMP-style Body Percussion
- Afro-Brazilian Percussion including Samba

- Body Percussion with Literacy (based on our collaborations with Pie Corbett of Talk4Writing)
- STOMP-style Basketballs
- Junk Percussion
- Boomwhackers and Bamboo Tamboo
- BBC Ten Pieces

For all workshop / CPD / PD enquiries and to buy 'Body Beats', please visit www.beatgoeson.co.uk and follow us @BeatGoesOnUK.

Many thanks for your interest - keep in touch.

Ollie Tunmer - Director, Beat Goes On

KS1 (ages 5-7)

	Starter	Main Activity		Watching / Listening	Extension activities
		Performing	Composing		
Brazil	Call & Response (BB-p.15) Rainstorm (V)	Hi, Lo, Hi, agogo (RG) 1, 2, play the samba (RG) I can play the tamborim (RG)	Create a BP routine based on a 'Brazil' themed sentence (BB-p. 32)	BBC Bitesize 'Samba' (V) Barbatuques (V)	Make carnival costumes and flags Junk Percussion instruments - see the section below Learn some Afro-Brazilian dance (V)
STOMP	Call & Response (BB-p.15)	1-8 sequence (BB-p.16) A&B (BB-p.18) Manamana (BB-p.18)	Theme & Variation (BB-p. 31) 'My name's..' (V) BP Sound Sequence (BB-p. 16)	STOMP - Hands and Feet (V) STOMP- Pipes (V from 3.40)	Junk Percussion instruments - see the section below
West Africa	Slap, clap x 3 (BB-p. 16)	1, 2, play the djembe (RG) Play the djembe and here we go (RG)	Create a BP routine based on a 'West Africa' themed sentence (BB-p. 32)	Djembe lesson (V)	Make carnival costumes and flags Junk Percussion instruments - see the section below West African dance (V)

Connect It

Call & Response (BB-
p.15)
Rainstorm (V)

Sumo, Rainbow
(BB-p,19)

'My name's...' (V)

Connect It (V)

Research - Anna Meredith,
composer

KS2 (ages 7-11)

	Starter	Main Activity	Watching / Listening	Extension activities
		Performing	Composing	
Brazil	Call & Response, developed from KS1. (BB-p.15)	3/2 son clavé (BB-p.20) SR beat (BB-p.23) Maracatu agogo (BB-p.27) Marcação (BB-p.22)	Polyrhythmic arrangement inc all elements in warm up and composing sections	BBC Bitesize 'Samba' (V) Barbatuques (V) Make carnival costumes and flags Junk Percussion instruments - see the section below Learn Afro-Brazilian dance (V)
STOMP	Ons & offs / singles & doubles (BB-p.14) 1,2, 4 (BB-p.17)	1-8 sequence (BB-p.16) A&B (BB-p.18) Manamana (BB-p.18)	Theme & Variation (BB-p.31) Solos over 4/8/16 pulse beats 4 x 1 bar small group routine 'My name's..' (V)	STOMP - Hands and Feet (V) STOMP - Pipes (V) Manamana - (V) Junk Percussion instruments - see the section below STOMP-style Percussion with Props - see the section below

West Africa	Slap, clap x 3 Slap, clap, slap, clap - click (both BB-p.16)	Fanga (V) Bintin (V) Dennadon (V)	Polyrhythmic arrangement inc all elements in warm up and composing sections	Djembe lesson (V)	Make carnival costumes and flags Junk Percussion instruments - see the section below West African dance (V)
Stepping	C&R - different calls to responses	3 routines (V)	Small group routine into whole class piece	Stepping performance (V)	Compose a class chant to add to your stepping routine
Hambone	Hand-jive (V)	Hambone (V)	Small group compositions based on hambone and hand jive	Hambone performance (V)	Hambone song - a capella - including vocal C&R - about your daily life Research - hambone
Connect It	1-8 sequence (BB-p.16)	Sumo, Rainbow, Twist (BB-p.19)	Small group 'Connect' themed 4 x 1 bar routine	Connect It (V)	Research - Anna Meredith, composer

KS3 (ages 11-14)

	Starter	Main Activity	Watching / Listening	Extension activities
		Performing	Composing	
Brazil	<p>C&R - developed from KS2</p> <p>- syncopation</p> <p>- combination of duple and triplet time rhythms</p>	<p>3/2 son clavé (BB-p.20)</p> <p>Afoxé (V)</p> <p>Partido alto (BB-p. 22)</p> <p>Baião chest beat (BB-p.24)</p>	<p>Polyrhythmic arrangement inc all elements in warm up and composing sections</p> <p>Developed movement / choreography</p>	<p>Barbatuques (V)</p> <p>Make carnival costumes and flags</p> <p>Junk Percussion instruments - see the section below</p> <p>Learn Afro-Brazilian dance (V)</p>
STOMP	<p>Ons & offs / singles & doubles w/feet (BB-p.14)</p>	<p>Solo Grooves (BB- p28-29)</p>	<p>Theme & Variation inc development of movement (BB-p.31)</p> <p>Solos / Small Group</p>	<p>STOMP - Hands and Feet (V)</p> <p>STOMP- Pipes (V)</p> <p>Blue Man Group (V)</p> <p>Mayumana (V)</p> <p>Junk Percussion instruments - see the section below</p> <p>STOMP-style Percussion with Props - see the section below</p>








West Africa	C&R - developed from KS2 - syncopation - combination of duple and triplet time rhythms	Fanga (RG) Bintin (RG) Dennadon (RG)	Polyrhythmic arrangement inc all elements in warm up and composing sections	GCSE Bitesize - African music (V)	Make costumes and flags Junk Percussion instruments - see the section below West African dance (V)
Stepping	C&R - different calls to responses	3 routines (V)	Small group routine into whole class piece Class chant	Stepping performance (V)	Class chant Costumes / visuals based on group identity
Indian Dhol	Chaal - 3 parts (RG)	Bhangra (RG) Cadence (RG)	Polyrhythmic arrangement inc all elements in warm up and composing sections	Dhol Foundation (V)	Bhangra dance (V)
Clapping Music	Original & 1st var (BB-p.8)	All variations - - Phased - Polyrythm	Phased composition & performance	Visual representation of piece	Research - how has minimalism impact on music since?
Mambo	Unison (BB-p.25)	3 parts (BB-p. 25-26)	Small group arrangement inc all elements in warm up and composing sections	Mambo (V)	Research - Nuyorican culture inc. dance

KS4 (ages 14-16)

	Starter			Watching / Listening	Extension activities
		Performing	Composing		
Brazil	<p>C&R - developed from KS3</p> <ul style="list-style-type: none"> - syncopation - combination of duple and triplet time rhythms - combination of feet and hand sounds 	<p>Baião (BB-p.24)</p> <p>Maracatu - all parts (BB-p.27)</p>	<p>Polyrhythmic arrangement inc all elements in warm up and composing sections</p> <p>Developed movement</p> <p>Inc. vocal elements</p>	<p>BBC Bitesize 'Samba' (V)</p> <p>Barbatuques (V)</p> <p>Mas Que Nada (V)</p>	<p>Make carnival costumes and flags</p> <p>Junk Percussion instruments - see the section below</p> <p>Learn Afro-Brazilian dance (V)</p>
STOMP	<p>3s, 4s, 6s (BB-p.12)</p>	<p>Solo Grooves (BB-p.28-29)</p> <p>Canon in 7 - (BB-p.30)</p>	<p>Theme & Variation inc development of movement (BB-p. 31)</p> <p>Solos & Duets</p>	<p>STOMP - Hands and Feet (V)</p> <p>STOMP- Pipes (V)</p> <p>Blue Man Group (V)</p> <p>Mayumana (V)</p>	<p>Junk Percussion instruments - see the section below</p> <p>STOMP-style Percussion with Props - see the section below</p>

<p>West Africa</p>	<p>C&R - developed from KS3</p> <ul style="list-style-type: none"> - syncopation - combination of duple and triplet time rhythms - combination of feet and hand sounds 	<p>Fanga (V) Bintin (V) Dennadon (V)</p>	<p>Polyrhythmic arrangement inc all elements in warm up and composing sections</p>	<p>GCSE Bitesize - African music (V)</p>	<p>Make costumes and flags</p> <p>Junk Percussion instruments - see the section below</p> <p>West African dance (V)</p>
<p>Stepping</p>	<p>C&R - different calls to responses</p>	<p>3 routines (V)</p>	<p>Small group routine into whole class piece</p> <p>Class chant</p>	<p>Stepping performance (V)</p>	<p>Class chant</p> <p>Costumes / visuals based on group identity</p>
<p>Indian Dhol</p>	<p>Chaal - 3 parts (RG)</p>	<p>Bhangra (RG) Cadence (RG)</p>	<p>Polyrhythmic arrangement inc all elements in warm up and composing sections</p>	<p>Dhol Foundation (V)</p>	<p>Bhangra dance (V)</p>
<p>Clapping Music</p>	<p>Original & 1st var (BB-p.8)</p>	<p>All variations -</p> <ul style="list-style-type: none"> - Phased - Polyrhythm <p>Canon in 7 (BB-p.30)</p>	<p>Phased composition & performance</p>	<p>Visual representation of piece</p>	<p>Research - how has minimalism impact on music since?</p>







Rhythm Grids

										
clap	chest	stomp	thigh	left thigh	right thigh	accented left thigh	accented right thigh	thighs together	hips	lighter hips

High, low, high agogo

															
'High 1	e	&	a	low 2	e	&	a	high 3	e	a- &	go- a	4	go' e	&	a

1, 2, play the samba

															
'One 1	&	a	two 2	&	a	play 3	&	a	the 4	sam- &	a	ba'			

I can play the tamborim

															
'I 1	e	can &	a	play 2	e	&	the a	tam- 3	e	bo- &	a	rim' 4	e	&	a

KS1 djembe call in

TH 'play 1	e	TH the &	TH djem- a	2	TH be e	&	TH and a	TH here 3	e	TH we &	a	TH go' 4	e	&	a
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KS1 djembe groove

CH 'One 1	e	&	a	CH two 2	e	&	a	TH play 3	e	&	TH the a	TH djem- 4	e	TH be' &	a
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Chaal

Na	HIP	HIP	HIP	HIP	HIP	HIP	HIP	HIP
	1	&	2	&	3	&	4	&
Ge	CH					CH	CH	
	1	&	2	&	3	&	4	&

Paradiddle

R	L	L	R	R	L	L	R
TH	TH	TH	TH	TH	TH	TH	TH
1	&	2	&	3	&	4	&

Cadence – play over 2 bars

R	R	L	L	T		R	R	L	L	T		R	R	L	L
TH	TH	TH	TH	TH		TH	TH	TH	TH	TH		TH	TH	TH	TH
1	e	&	a	2	e	&	a	3	e	&	a	4	e	&	a
T															
1	e	&	a	2	e	&	a	3	e	&	a	4	e	&	a

Bhangra

T		R	R	R	L	L	R
TH		TH	TH	TH	TH	TH	TH
1	2	3	4	5	6	7	8

Videos

My name's ...'	https://youtu.be/tvQix5qoDLU
Rainstorm	https://www.youtube.com/watch?v=c3LjvUzxm5E
BBC Bitesize Primary - 'Samba Drumming'	https://www.bbc.co.uk/programmes/p011m9h9
Videos of 'Brazil' RGs	https://youtu.be/3vD6qeEzIps
Afoxé	https://youtu.be/DBa_vTE1dUI
Barbatuques	https://www.youtube.com/watch?v=MW6sp_AXPI0
Afro-Brazilian dance	https://www.youtube.com/watch?v=l2NaDj7o5Aw
STOMP - Hands and Feet	https://www.youtube.com/watch?v=MqFz_jmcYF0
STOMP- Pipes	https://www.youtube.com/watch?v=5-0lrHhpvGM (from 3.40)
Djembe lesson	https://www.youtube.com/watch?v=q5U8md4rZS8
Videos of 'West Africa' RGs	https://youtu.be/fHgtFVieLB4
Fanga	https://youtu.be/qvICGNk8zcA
Bintin	https://youtu.be/mPrtJSILL40
Dennadon	https://youtu.be/s7JIQHAEfT0
West African dance	https://www.youtube.com/watch?v=eBoyh1BEF_o
Stepping 1	https://fb.watch/cdosiHj_fk/
Stepping 2	https://fb.watch/dCQtknwg9y/
Stepping 3	https://fb.watch/dCQvks6HV1/

Stepping performance	https://www.youtube.com/watch?v=3JA84_TV1j0
Hambone performance	https://youtu.be/cnrlzc39edM - from 2.50
Hand jive and hambone	https://youtu.be/dtJ_rcdHyes
Videos of 'Dhol' RGs	https://youtu.be/XdDoVBJJJ64
Dhol Foundation performance	https://www.youtube.com/watch?v=m7oXkTm2Mn0
Bhangra dance tutorial	https://www.youtube.com/watch?v=uMhW--Rov_M
Connect It	https://www.bbc.co.uk/programmes/articles/1KCk7p6HMd3wyX6LqndjZbj/connect-it-by-anna-meredith
Blue Man Group	https://www.youtube.com/channel/UCuYuDPGBINREcNXy5cK02Qw
Mayumana	https://www.youtube.com/watch?v=rOj1D8gWBjY
GCSE Bitesize African Music	https://www.bbc.co.uk/programmes/p03sctp7
Mambo	https://www.youtube.com/watch?v=t0DoUpHMa2w
Mas Que Nada	https://www.youtube.com/watch?v=BrZBiqK0p9E

Suggested Assessment Methods

- Mastery statements (see below)
- Student videos
- Peer / self assessment
- 'Challenges and how we overcame them' - discussion

Glossary

Afoxé (ah-foh-shay) - Afro-Brazilian rhythm from Salvador, Bahia, NE Brazil

Agogo (ah-go-go) - two, three or four bell instrument, originally from West Africa

Baião (bai-yow) - North-Eastern Brazilian rhythm

Bintin - rhythm from Ghana

Clavé (clah-vay) - Afro-Cuban and Latin American rhythm, and a key starting point for rhythmic exploration.

Dennadon - rhythm from Guinea

Djembe (jem-bay) - hand drum from West Africa

Fanga - rhythm from Liberia

Hambone / Juba Dance - body percussive dance brought from West Africa to American plantations by enslaved people.

Maracatu - rhythmic style and dance from Pernambuco, NE Brazil

Marcação (mar-kah-sow (rhyming with 'plough')) - rhythm used in samba to 'mark' the pulse

Partido Alto - syncopated rhythm used in samba, especially samba-jazz.

Samba - an umbrella term for lots of Brazilian styles with origins in West Africa - samba batucada, samba reggae.

Tamborim - high-pitched drum, played in samba batucada (Rio-style)

Junk Percussion

Our Junk Percussion Guide can be downloaded from www.beatgoeson.co.uk/junk-percussion-guide

Sound explorations

You can also use pots & pans, cardboard boxes, plastic bottles (with different things inside) - the list goes on.

Ask yourself and your pupils / students -

- which materials make which sounds (of containers and what's inside)?
- how does the size of the instrument affect the sound it makes?
- any health & safety issues to be aware of?
- how many different ways can you play your instruments?

Instrument sections

- Hitty stuff - and within this we have 'bassy' and 'clashy' sounds
- Shaky stuff

- Twangy, if using elastic bands

Orchestrate the junk percussion orchestra like a samba band -

- parts for each 'instrument' section
- unison (all together) sections
- breaks (short rhythmic phrases that you just play once)
- C&R
- variations in dynamics, texture etc - musical leadership

You could try the following rhythms -

1	e	&	a	2	e	&	e	3	e	&	a	4	e	&	a
Hip		hop		CLAP			don't		you	stop		CLAP			
Let's				play				junk			per-	cu-		ssion	

With 'hip hop', you could have 'bassy' sounds with words and 'clashy' sounds with claps. Learn it as body percussion first.

STOMP-style BASKETBALLS

This was taught to me by fellow ex STOMPer Dave Gallagher. Say the words out loud as you play. Add chest passes, bounce passes etc as your group's confidences builds. Check out the STOMP video (see the Videos page) for more ideas.

	1	&	2	&	3	&	4	&
1	B		C		R		C	
	Bounce		catch		rest		catch	
2	R		C		B	B	C	
	Rest		catch		bounce	bounce	catch	

Mastery Statements

Body percussion – suggested stages of progress for performing

- Hands, simple pattern, in time with group
- Hands, syncopated, in time in group
- Hands and feet, simple pattern, in time with group
- Hands, syncopated, maintaining steady tempo independently
- Hands, syncopated using more than one body sound, maintaining steady tempo independently
- Hands, syncopated using more than one sound, as part of polyrhythmic piece.
- Hands and feet, syncopated, in time in group
- Hands and feet, syncopated, maintaining steady tempo independently
- Hands and feet, syncopated, hands using more than one body sound, maintaining steady tempo independently
- Hands and feet, syncopated, hands using more than one sound, as part of polyrhythmic piece.

Incorporating elements of the Model Music Curriculum and suggestions for implementing into your teaching

Dr Elizabeth Stafford - Music Education Solutions©

If you want to incorporate more of the MMC you could:

1. Add aspects of rhythmic notation (graphic and staff) to the existing activities over time to ensure coverage of the notation aspect of the Model Music Curriculum
2. Add some singing – for example, in the warm up section you could find a song which you could add body percussion to, thereby warming up both voices and bodies! You could also look for a song to represent each musical tradition that you could add to the main activity part of the lesson. The Model Music Curriculum singing repertoire list might help you with this.
3. Add instrument work – take regular opportunities to transfer something you've learnt on body percussion onto untuned instruments (West Africa – Djembe being the obvious choice, but also Brazil – samba instruments, and STOMP – junk percussion) You could also take this further to use a rhythm from an activity to transfer onto tuned percussion to make your own melody.
4. If you want to include the core listening pieces from the Model Music Curriculum, consider whether any of them could be reworked as or accompanied by Body Percussion as a way to explore their technical elements e.g. texture, structure etc.



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