

# Facilitation Guide



## Rhythm of the Day: Interactive Body Percussion

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### Why the Arts:

Using this art helps establish a positive learning environment for all students. Music and rhythm is a fun and engaging way for students to learn new concepts. Also, this art provides a sense of community.

### Assessment:

**Formative:** Teachers will be able to observe students' body language, level of engagement, rhythm tempos, facial expression, and four basic body percussion sounds in order to effectively create their rhythm of the day patterns.

### Lesson Connections: Grade 7, Module 2

**Chapter 2** – Ned is creating a positive environment with some of the other Navajo children who also spoke the same language. This created a happier and more peaceful environment.

### Student Prerequisites:

Students will only need their bodies for these activities.

### Connection to Module Goals/EOM Task:

The rhythm of the day routine will help teachers create a positive and fun environment. Students will be able to use rhythm/patterns, chants and whole body movement to connect how it feels to have a positive environment and experiences like Ned had to his culture greeting. Also, the rhythm of the day chants will help students connect with the way Neds family celebrates "Ways" in the text. With this information students will be able to complete their EOM task.

### Teacher Background:

Teachers should have a basic idea about rhythm and body percussion. Use the guided graph charts and backing tracks to lead students with activities. Teachers can also use instruments or classroom objects that makes sound as a substitute for the rhythm of the day patterns.

### Accessibility Notes:

Open classroom space. Sitting or standing is optional.

### Standards Alignment:

Arts:

**Anchor Standard 11** – Synthesize and relate knowledge and personal experiences to make art.

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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## **Brain Targeted Teaching Considerations:**

### *BT1 – Emotional Climate:*

Use a visual aid graphic chart for students to express how they feel. Have positive uplifting music playing as students enter the space.

### *BT2 – Physical Environment:*

Have students sit or stand in an open space in a circle. Spaces with windows that have sunlight helps create a positive environment.

### *Other Considerations:*

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### **Purpose:** What kind of thinking does this routine encourage?

A rhythm of the day or rhythmic check-in can help students arrive and reset their nervous systems for learning. Consider using rhythm to set a positive emotional tone — claps, snaps, pats, stomps or a simple chant can become a ritual for your students to look forward to.

Why Body Percussion? It's a fun and accessible way to engage with music, develop rhythm and coordination, and enhance cognitive and social-emotional skills. It can be used in various settings, from music education to therapeutic interventions, and offers a unique way to connect with music and movement.

### **Application:** When and where can I use it?

Introduce this daily routine for the start of the day or the beginning of a class period, connect back to affect naming. This lets the teacher know where students currently are and allows them to make connections, and possibly share it, that by the end of the class students is feeling uplifted and filled with joy.

### **Launch:** What are some tips for starting and using this routine?

Body percussion can be used with chants, call and response, temperature check and can be led by the instructor first couple times, then students can lead.

Body Percussion may be performed on its own or as an accompaniment to music and dance. Traditionally the four main body percussion sounds are: **Stomping, Patting, Clapping and Snapping.**

Key Terms:

**Dynamics:** How quietly or loudly a piece of music should be played. Dynamics is an important way of conveying the mood of a piece.

**Tempo:** The speed or pace of the music.

**Beat:** The underlying pulse in the music.