

Facilitation Guide

Body Percussion



EXPERIENCE OVERVIEW

Students will explore pitch, dynamics, and rhythm by experimenting with body percussion.

Getting Ready

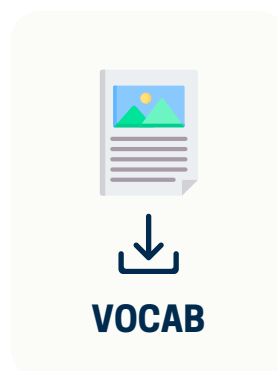
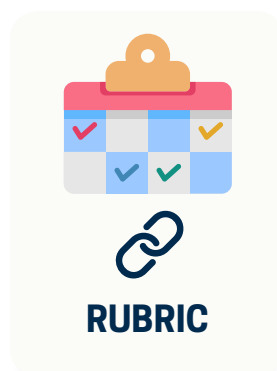
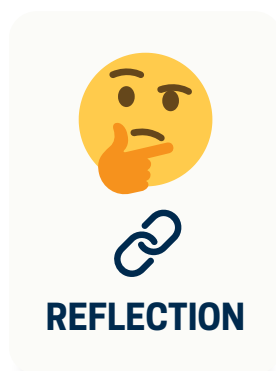
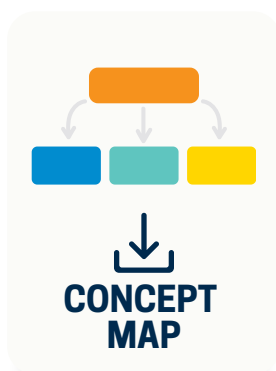
Duration: Approximately 15 minutes

Materials:

- ["We Will Rock You" Body Percussion](#)
- ["Believer" Body Percussion](#)
- ["Can't Stop The Feeling" Body Percussion](#)
- [General backing track \(Hip Hop Drum Track\)](#)

Considerations: Space for movement

ARTS INTEGRATION MATERIALS



TEACH

Introduction (5 minutes)

1. Introduce Body Percussion
 - Explain: "Percussion means striking something to make a sound. Now imagine your body as the instrument! When you clap, stomp, or snap, you're making music with movement—like dancing with sound."
2. Activate Prior Knowledge
 - Have students turn and talk to explain what dynamics and pitch mean.
 - Dynamics: how soft or loud a sound is
 - Pitch: how high or low a sound is (not loudness)
3. Teach the 5 Key Sounds
 - Demonstrate and define each:
 - Clap – hands together
 - Pat – hands on thighs or chest
 - Snap – fingers
 - Stomp – feet
 - Rest – pause/silence
 - (Show or play one of the short example videos if possible).

Body Percussion Practice (10 minutes)

1. Call-and-response
 - Lead students through short call-and-response rhythms using the five sounds.
 - Wait for the whole class to echo before creating a new pattern.
 - Optional: Backing Track Jam – Play another one of the sample body percussion tracks and have students follow along.

Assessment: Check for Understanding of Science Content Connections (2 minutes)

1. Discuss:
 - Which sounds are louder or softer?
 - Which are higher or lower in pitch?
 - Why might these differences occur?

Extensions:

- Experiment with dynamics: Play one of the example songs again and guide students to switch between piano (soft) and forte (loud) dynamics.
- Encourage creativity: Ask students to create their own rhythms using body percussion. This can be done independently or in small groups.
 - It may be helpful to introduce the concept of tempo here: *The speed at which a piece of music is performed. It's usually indicated by terms like "adagio" (slow), "moderato" (moderate), or "allegro" (fast).*



VIDEO



SLIDES

NOTE: introduce and include **music vocabulary**

Forte = loud
Piano = soft



VOCAB