

Name _____

BODY PERCUSSION

Responding to rhythm is an integral part of learning to read music. Our bodies can produce rhythmical sounds to enhance musical performance and enjoyment when instruments are not available or another timbre is needed. These sounds are called **body percussion** and are categorized in four levels: **snapping, clapping, patting (patschen), and stamping**. Other unusual sounds are also often effective such as tongue clicking and chest thumping.



snap



clap



patsch



stamp

Practice and perform this example in $\frac{6}{8}$ meter, going from top to bottom, then in reverse. Next, divide the class into four equal groups and perform the example as a **rhythm canon** with each group getting one measure head start. Repeat the exercise several times in the process.

Snap	$\frac{6}{8}$	
Clap		
Patschen		
Stamp		

SPEECH PIECE WITH BODY PERCUSSION

Rhythm gets inside my head and won't let go!

Even when I try to stop, it just says "no"!

So I'm drumming with my fingers and tapping with my toes.

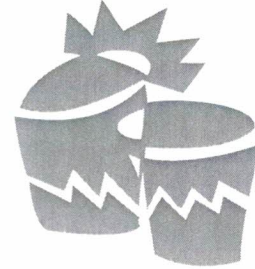
Rhythm is a part of me, but why? I just don't know!

Read the speech piece together from the previous page in $\frac{4}{4}$ meter, while patting a steady beat. Perform the poem using body percussion as suggested:

- clap all eighth notes
- pat all quarter notes
- snap all rests
- stamp the last words, "I just don't know!"

As the class repeats the poem with body percussion, have selected volunteers add an unpitched instrument as suggested:

- play a woodblock on eighth notes
- play a drum on quarter notes
- play finger cymbals on rests



CREATE A RONDO WITH BODY PERCUSSION

Using the **rondo** form of **ABACADA**, have the class decide upon a four-measure body percussion rhythm pattern to repeat as the A section. Write the class pattern on the board or transparency for reference, such as the one below:

Ex.

	▬			▬			▬				
patsch	clap	clap	patsch	clap	clap		clap	snap	snap	patsch	clap
				▬		▬					
stamp	clap	stamp	clap	clap	clap	clap	clap	clap	clap	patsch	snap

Divide the class into three small groups, one to create the **B** section, one to do the **C** section and another to make up a **D** section. These alternating sections may only be two measures in length. After these alternating patterns are composed and practiced several times, put the rondo together this way:

A	B	A	C	A	D	A
class	group	class	group	class	group	class

Repeat the rondo, using individual volunteers to perform the **B**, **C** and **D** sections in contrast to the class perform **A** section. Repeat several times with new volunteers.

BONUS ACTIVITY

Create rhythm patterns using body percussion to accompany one of your favorite songs, writing the patterns out for sharing with the class.