

(22) WORD - CLAPPING

Children are asked to say their first name out loud in turn. The practitioner selects a name with one syllable (e.g. *Jane*) and claps once. Children are encouraged to clap once and say “Jane”.

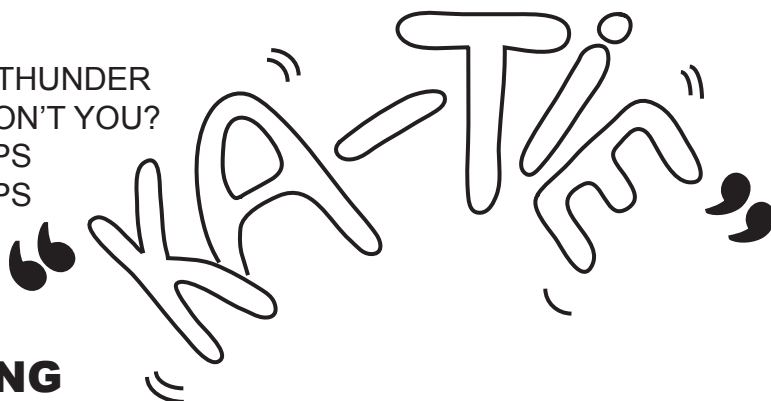
Children are asked if there are any more names which could be said to one clap (e.g. *John* etc).

The process is repeated with names of two syllables e.g., *Ka-tie* and 3 syllables if appropriate e.g., *Em-i-ly*.

The practitioner chooses a song to sing and clap with the children e.g., “I hear thunder”. Children practise and say each line in turn to identify the number of claps to each word and then finally say / sing and clap the whole rhyme with the adult.

When the song and clapping rhythms are established, children can play a “guessing game” and try to identify which lines of the song the practitioner claps.

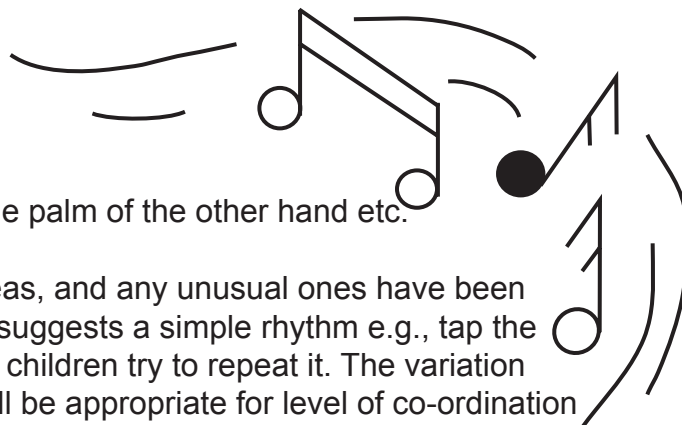
“I HEAR THUNDER, I HEAR THUNDER
HARK DON’T YOU, HARK DON’T YOU?
PITTER, PATTER RAINDROPS
PITTER, PATTER RAINDROPS
I’M WET THROUGH
SO ARE YOU!”



(23) BODY - TAPPING

As children sing a familiar song, they are asked to clap their hands to the rhythm. When they have done this, they practise, together with the adult varying the speed and volume of their clapping. Children are then encouraged to explore different ways of tapping out a rhythm using various parts of the body

e.g. slapping thighs
tapping feet
stamping feet
tapping heads
tapping two fingers on the palm of the other hand etc.



When they have explored different ideas, and any unusual ones have been demonstrated and tried out, the adult suggests a simple rhythm e.g., tap the foot then clap the hands. Once learnt, children try to repeat it. The variation and complexity of the body tapping will be appropriate for level of co-ordination of the group. (*Listening and responding to a piece of music helps children to become familiar with simple body tapping rhythm e.g TRACK 18*).