

Clapping, One, Two, Three (Levels C & D)

PLAY

A playful rhythm activity that builds coordination, listening skills, and group connection through clapping and knee tapping.



Learning Intentions

Build Rhythm Awareness:



Students practise clapping and tapping their knees in time with the teacher and their peers.

Encourage Turn-Taking and Group Participation:

Students work together to follow simple rhythm patterns in a group setting.

Have Fun and Stay Engaged:

Students enjoy being part of a group rhythm game that feels playful and interactive.



Success Criteria

Students copy the claps and taps with the group.



Students join in enthusiastically and try their best to keep the rhythm.

Students listen carefully to the teacher and follow along with each number.



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Duration: 5 minutes

Objective

A playful rhythm activity that builds coordination, listening skills, and group connection through clapping and knee tapping.

Players

6 or more (whole class friendly)

Materials

None

Setup

- Students sit in chairs in a circle (or stand if appropriate).
- The teacher stands in the middle or front as the rhythm leader.
- Everyone watches and copies the teacher.

Gameplay

Teach the Movements:

- *One* = Clap once, tap knees once
- *Two* = Clap twice, tap knees twice
- *Three* = Clap three times, tap knees three times

Practice Together:

- The teacher calls out “one,” “two,” or “three,” and students copy.
- Repeat several times until students are confident.

Simple Sequences:

- “Two, One” → do “two” then “one.”
- “One, Two” → do “one” then “two.”

Grand Sequence:

- “One, Two, Three” → students complete all three patterns in order.
- Finish with a group celebration clap.

Winning the Game

There is no winner. The aim is for everyone to play together, stay in time, and have fun.



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Variations

- **Go Slower or Faster:** Start slow, then increase the pace once the group is confident.
- **Add Sounds:** Students can say “one, two, three” aloud while clapping to help memory.
- **Leader Change:** A student can be the rhythm leader, calling out the numbers for the group.

For Wheelchair Users / Accessibility

- Replace knee taps with tapping the side of the wheelchair, chest, or table in front.
- Encourage all students (standing or seated) to mirror these adapted movements so the group stays inclusive.
- Ensure enough space for safe movement and rhythm participation.

Notes for Inclusion

- Encourage students of all abilities to join in at their own pace—accuracy is less important than participation and fun.
- Use visual supports (e.g., number cards with “1, 2, 3”) for students who benefit from cues.
- Pair students who need extra support with a buddy who can model the movements.
- Emphasise that mistakes are part of the game and can be celebrated with laughter.
- Allow flexibility in movements so students can choose actions that are comfortable for them (e.g., clapping on the chest instead of the knees).

