

Clapping, One, Two, Three - Levels F-3

PLAY

To strengthen rhythm, listening, and group cooperation through playful clapping and tapping patterns that build in challenge.



Learning Intentions

Develop Rhythm and Sequencing:



Students practise clapping and tapping in rhythm while following increasingly complex number patterns.

Enhance Focus and Listening Skills:

Students respond to teacher prompts and track the order of claps and taps.

Encourage Collaboration and Leadership:

Students take turns leading patterns and working together to stay in rhythm.



Success Criteria

I can follow along with one, two, or three sequences.



I can join in with the group rhythm and stay on task.

I can take a turn leading or copying a classmate's rhythm pattern.



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Duration: 8–10 minutes

Objective

To strengthen rhythm, listening, and group cooperation through playful clapping and tapping patterns that build in challenge.

Players

6 or more (whole class friendly)

Materials

None (optional: number cards 1, 2, 3 for visual support)

Setup

- Students sit in a circle or stand where they can see the leader.
- The teacher or student leader calls out the numbers.
- Everyone joins in the rhythm together.

Gameplay

Teach the Movements (Recap from C–D):

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

Practice Together:

- The teacher calls out numbers in random order.
- Students copy each one accurately.

Sequence Challenge:

- The teacher gives a sequence: e.g., “One, Two” → do “one” then “two.”
- Increase the challenge to 3–4 number sequences in a row.

Leader Turn:

- A student comes to the front, calls out numbers, and the group follows.
- Rotate so several students have a chance to lead.

Memory Challenge (Extension):

- The teacher or leader claps/taps silently for one round. Students must continue the rhythm without hearing the verbal cue.



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Winning the Game

No winners or losers, the aim is to stay together as a group, practise rhythm, and celebrate participation.

Variations

- **Speed Challenge:** Start slow, then gradually increase the tempo.
- **Silent Play:** Leader only shows the numbers with fingers, students copy without verbal cues.
- **Partner Play:** In pairs, one student creates a short pattern (e.g., "One, Three"), and their partner copies the pattern.

For Wheelchair Users / Accessibility

- Replace knee taps with tapping the chest, shoulders, or the side of the wheelchair.
- Students may clap overhead, on a table, or tap their bodies to join in comfortably.
- Ensure pairs and groups adapt together so all students can follow the same rhythm movements.

Notes for Inclusion

- Use number cards or visual symbols to support sequencing for students who need visual reinforcement.
- Offer slower practice rounds before moving into fast-paced play.
- Pair students who require support with a rhythm buddy.
- Reinforce effort over accuracy, celebrate when students try, even if their rhythm is different.
- Please encourage students to choose their body movements to ensure participation is comfortable for everyone.

