



Erasmus+



MUZICAD Autism/Music GAME IDEAS

HANDBOOK

Teacher Training Resource



About our Project

Welcome to this Parent/Teacher learning resource, designed to introduce you to the world of music led adapted learning practices and games for school-aged children with autism (ASD). This handbook offers a collection of music-based game ideas that blend key elements of education, play-based learning, socialisation, and physical activity. Beyond fostering engagement and enjoyment, these activities aim to support the development of communication and negotiation skills, teamwork, flexibility, and both critical and creative thinking.

Funded by the EU Erasmus+ programme, this handbook is intended for anyone with a professional or personal interest in adapted learning practices for children with ASD. Whether you are a teacher, student, researcher, physical or special education professional, parent, or volunteer, this resource provides valuable tools and insights to support your work.

A team of dedicated and experienced specialists has come together to share their knowledge, ensuring that you, the reader, can build upon your existing skills and expertise. The game ideas presented here are designed to be both educational and enjoyable, adaptable for various group sizes and individual settings. While most games are tailored for groups of six students—the standard class size for special education schools and autism-specific classes across Europe, they can also be modified for larger groups or one-on-one parent-child interactions.

At its core, this handbook promotes social inclusion by helping students with ASD develop their ability to communicate and engage with peers in a safe, enjoyable environment. By using this resource as a training tool, institutions and individuals working with children with ASD and other disabilities can implement effective strategies that support social, emotional, and non-verbal communication skills, as well as overall physical and mental well-being.

We hope you find this handbook as rewarding to use as we did to create it!

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Introduction

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The partners involved in this handbook and project are as follows;



Yesil Duzce Ozel Egitim Uygulama Okulu 3. kademe TURKIYE (Coordinator)

Yeşil Düzce Special Education School started education in Düzce province in 2007. Since 2007, our special education school, which has a deep-rooted history, has been carrying out education/training activities with students with special needs such as intellectual disability and autism spectrum disorder.



Judo Assist Ireland IRELAND (Partner)

Established in 2009, Judo Assist Ireland is a national and international organization dedicated to the promotion and development of inclusive judo, sport and physical activity programs for people with autism and other life challenges.



Srednja škola Centar za odgoj i obrazovanje CROATIA (Partner)

Our school is vocational school for students with special needs. Our students age is from 14-21 and at the moment we have 120 students. Most of our students are coming from disadvantaged families in economic, sociological and/or geographical way.



Des Akcabelen Kultur und Unterstützungsverein e.V GERMANY (Partner)

The organisation focuses on individuals age 13-30, particularly addressing those with special needs. Aimed at meeting the educational, healthcare and social needs of these vulnerable youth the organisation also extends comprehensive support to students, orphans and street children.



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What is Autism (ASD) - a definition

In simple terms, autism is a neurological difference which many people throughout the world regardless of ethnicity, nationality or gender are born with. Autism affects how individuals experience the world around them and how they communicate, socialise and interact with others. In other words, autism is a complex lifelong neurodevelopmental condition which affects the development of the brain in the areas of Social Interaction (how we relate to each other socially), Communication (receiving, processing and returning information) both verbal and non-verbal and Social Imagination (the ability to imagine how others may be feeling, thinking or experiencing). This is known as the “Triad of Autistic of Diagnostics” which in turn affects behaviour (words, actions and mannerisms) and how that person experiences, learns and interprets their environment. This can lead to functional limitations in social participation, and educational, sporting and occupational performance.

Autism is described as a ‘Spectrum’ disorder. This means that every person experience autism differently and appears in a range of forms and levels of severity. The autism spectrum can range from Asperger’s syndrome or High Function in Autism (HFA) considered at the mild end, to autistic disorder at the severe end.

Some individuals develop typical capabilities in terms of speech and language and develop exceptional skills, but struggle with lifelong social and behavioural differences. Others may have challenges in communication, sensory sensitivities, and behavioural issues, such as excessive tantrums, repetitive behaviours and aggression. The good news is that appropriate interventions and programs can improve outcomes for many, if not most, people diagnosed with ASD.

ASD is also found to be closely linked to sensory processing difficulties, in which a person is either hyper (over) or hypo (under) sensitive to any of the body’s information, gathering senses such as visual, auditory or tactile or indeed all of the senses. There is also a high possibility of cognitive impairment or learning disability associated with ASD (A.R, 2006)

According to the World Health Organization (WHO), ASD now affects 0.62% of the global population, as the prevalence of the disorder has increased at a rapid pace in recent years.

It is also worth noting that in some developed countries and areas (such as Hong Kong, South Korea and the US), the disorder is diagnosed at a much higher rate, while the lack of resources in many less developed countries means that the disorder tends to be under diagnosed. All of this indicates that ASD is a growing global public health concern.

Prevalence of Autism in Europe

Recent studies indicate that approximately 1 in 100 people are affected by ASD. autismeurope.org
However, prevalence rates across Europe vary, influenced by factors such as diagnostic criteria, awareness levels, and healthcare access. For instance:

- **France:** Reports indicate a prevalence of 69.3 cases per 10,000 people, equating to approximately 1 in 144 individuals.
- **Portugal:** Similar to France, with 70.5 cases per 10,000 people, or about 1 in 142 individuals.
- **Iceland:** Higher prevalence at 100 cases per 10,000 people, translating to 1 in 100 individuals.
- **Poland:** Notably higher rates with 160 cases per 10,000 people, or 1 in 62 individuals. alumacare.com
- **Ireland:** Among the highest reported, with approximately 1 in 30 individuals diagnosed with ASD.
- **Türkiye:** The prevalence of autism is reported as 286.62 per 100,000 individuals, or approximately 1 in 349 people. worldpopulationreview.com

Autism is often referred to as the ‘hidden’ disability because people who are on the autistic spectrum show no significant physical difference to their peers, rather it is their behaviours that mark them out as different. The 3 main areas of difficulty for people with autism are referred to as the ‘triad of impairments.

Social communication - Social interaction - Social imagination



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The Benefits of Music-Based Games and Music Therapy

Engaging individuals with autism spectrum disorder (ASD) in physical music-based games—activities combining music and movement—offers a multifaceted therapeutic approach.

Motor Skills Enhancement: These games promote fine and gross motor skill development by requiring synchronised movements with rhythms, improving balance and coordination. (MDPI)

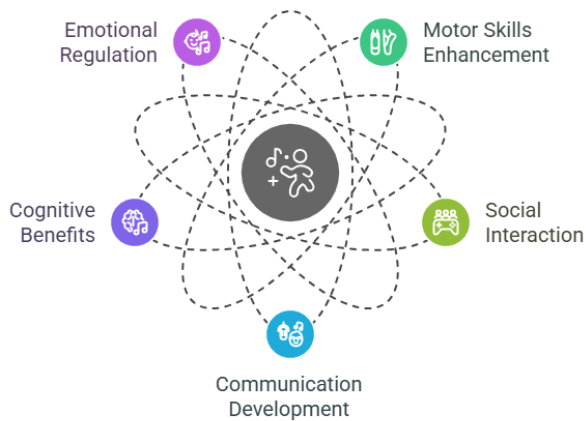
Social Interaction: Structured group activities encourage collaboration, turn-taking, and non-verbal communication, fostering social skills. (frontiersin.org)

Communication Development: Music integrated with movement stimulates brain areas associated with language, improving both verbal and non-verbal communication.

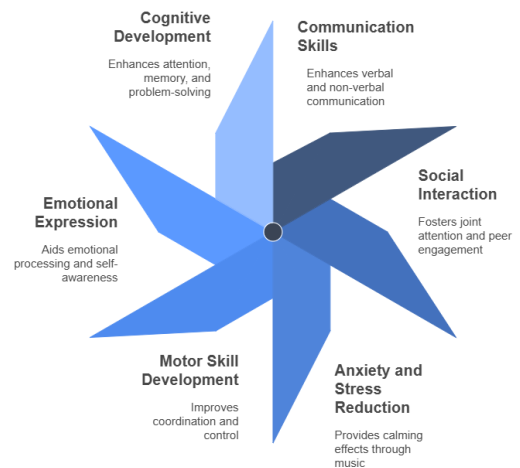
Cognitive Benefits: Rhythm-based activities enhance attention and memory, aiding cognitive skill development. (pmc.ncbi.nlm.nih.gov)

Emotional Regulation: Music engagement provides an outlet for expression and relaxation, reducing anxiety and promoting emotional well-being. (autismawarenesscentre.com)

Therapeutic Benefits of Music-Based Games for ASD



Enhancing ASD Support with Music Therapy



Music Therapy

Music therapy is a valuable intervention for individuals with ASD, addressing developmental and behavioral challenges.

Communication Skills: It provides alternative expression avenues, enhancing verbal and non-verbal communication. (Autism UK)

Social Interaction: Therapy sessions foster joint attention, turn-taking, and peer engagement within a structured environment. (pmc.ncbi.nlm.nih.gov)

Anxiety and Stress Reduction: Music's rhythmic and predictable nature has a calming effect, reducing distress. (livingautism.com)

Motor Skill Development: Playing instruments or engaging in rhythmic movements improves coordination and control. (choosingtherapy.com)

Emotional Expression: Music offers a non-verbal medium for self-expression, aiding emotional processing and self-awareness.

Cognitive Development: Engaging in structured musical tasks enhances attention, memory, and problem-solving abilities.

Incorporating music-based games and therapy into ASD support programs fosters improvements across motor, social, communicative, cognitive, and emotional domains, enhancing overall quality of life.



GAME

SECTION 1

Physical Game Ideas





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Game Name: WE WILL ROCK YOU

Group Dynamic: Physically mobile

Equipment Needed: None

How to Play:

- Players sit in a circle on the floor.
- The leader starts the rhythm, and all players follow along.

To the beat of Queen's song "We Will Rock You", players perform the following sequence:

- Tap the floor with both hands twice
- Clap hands once
- Repeat continuously to maintain the rhythm.
- The song can be played, sung, or both to help keep the tempo.

Scaling Up:

- Players can tap both feet and hands on the floor before the clap for extra coordination.
- More complex patterns can be introduced, such as clapping both hands and stomping both feet before the final clap.
- A leader can call out changes or introduce pauses to challenge the group.

Benefits of the Game:

- Enhances rhythm and coordination by synchronising movements with a beat.
- Encourages teamwork and focus, as players must stay in sync.
- Fun and engaging for all ages, making it perfect for warm-ups, icebreakers, or music-based activities.
- No equipment required, making it an easy and accessible game to play anywhere.

We Will Rock You is an exciting and interactive game that gets everyone involved in creating music together while developing rhythm and teamwork!





Game Name: DANCERS ON THE SHRINKING STAGE

Group Dynamic: Small to medium group

Equipment Needed: Newspaper sheets (one per child)

Music Needed: Boccherini's Minuetto or similar classical piece

Overview:

Dancers on the Shrinking Stage is a graceful and playful movement game that invites children to explore balance, space, and coordination. Set to elegant classical music, it encourages creative expression while challenging dancers to adapt as their "stage" gets smaller.

How to Play:

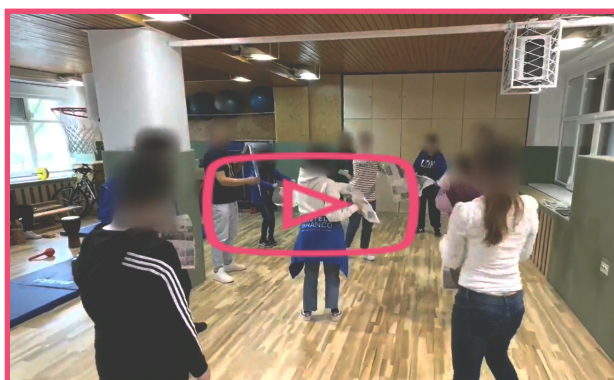
- Each child stands on a newspaper "stage" and dances like a ballerina to the music.
- When the melody changes, the newspaper is folded in half, shrinking the stage.
- Children adjust their movements to fit the smaller space with each round.
- Continue folding and dancing until only one foot fits on the paper.

Benefits of the Game:

- Builds spatial awareness, balance, and body control.
- Encourages creativity, concentration, and movement precision.
- Strengthens motor skills and adaptability to limited space.



This imaginative activity transforms dance into a delightful challenge, helping children develop fine motor control and focus while expressing themselves through music and movement - even in the smallest of spaces.





Game Name: **ACTIVITY CIRCLE**

Group Dynamic: Physically mobile

Equipment Needed: Activity/Emotion Cards

How to Play:

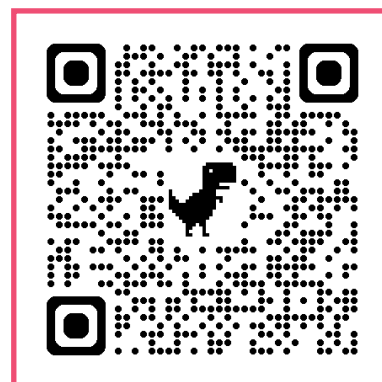
- Arrange a set of activity and emotion cards/dots in a large circle on the floor.
- Players walk, march, or dance around the outside of the circle while music plays.
- When the music stops, each player picks up the nearest card.
- Players then perform the action or express the emotion on their card/dot
- Actions should be music-related, such as playing air guitar, mimicking drumming, or dancing.

The game continues with players returning the cards and resuming movement until all players have had multiple turns.

Benefits of the Game:

- **Encourages self-expression:** Players explore emotions and movements in a fun and creative way.
- **Promotes active listening:** Players must stay engaged and react quickly when the music stops.
- **Develops coordination:** Movement-based actions improve motor skills and rhythm.
- **Adaptable gameplay:** Can be adjusted for different themes, such as acting out sports, animals, or other creative movements.

This game is a fun and engaging way to combine music, movement, and emotional expression in an interactive group setting!





Game Name: BODY PERCUSSION RHYTHM

Group Dynamic: Small to medium group

Equipment Needed: Visual cue cards (if needed)

Overview:

Body Percussion Rhythm Challenge is an energizing and interactive rhythm game that turns the body into a musical instrument. With simple movements and clear cues, children learn to listen, respond, and create music together—no equipment required!

How to Play:

- Teach children simple body percussion sounds: clap, stomp, snap, thigh pat, chest slap.
- Show visual cue cards with pictures representing each body percussion sound, or simply demonstrate each sound yourself while the children imitate.
- When a visual cue or a movement demonstration is shown, the group performs the matching body percussion sound.
- Mix up the sequence and tempo to make it fun and challenging.
- Encourage the group to stay in rhythm and move together.

Benefits of the Game:

- Builds rhythm, timing, and coordination.
- Strengthens teamwork and group focus.
- Boosts memory, body awareness, and creativity.
- A fun and energetic way to practice listening and responding to cues.



Body Percussion Rhythm Challenge combines music, movement, and memory into one dynamic activity - perfect for getting kids focused, engaged, and moving in sync with each other.





Game Name: PASS THE RHYTHM

Group Dynamic: Physically mobile

Equipment Needed: None

How to Play:

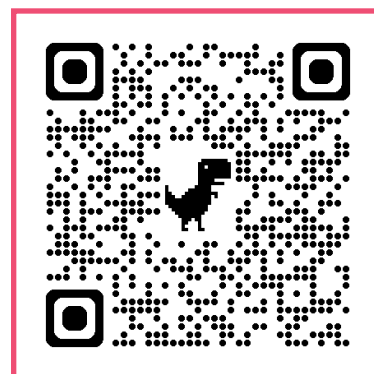
- Players stand in a circle. The leader (teacher or designated player) starts by creating a rhythm using body percussion, such as clapping hands, tapping legs, snapping fingers, or patting cheeks.
- The player to their right then repeats the rhythm as accurately as possible using a different part of the body before passing it to the next player.
- This continues around the circle until all players have copied the rhythm using a part of their body.
- Once the rhythm completes the full circle, everyone performs it together.

The leader can introduce new rhythms throughout the game, increasing complexity by adding variations or speeding up the tempo.

Benefits of the Game:

- **Enhances listening skills:** Players must focus on and replicate the rhythm accurately.
- **Develops coordination and timing:** Using different body parts for percussion promotes body awareness and fine motor skills.
- **Encourages creativity:** Players can create their own rhythms or remix existing ones.
- **Inclusive and adaptable:** Can be played at different skill levels and with any number of players.

For an extra challenge, players can take turns leading the rhythm or add vocal sounds to create a musical sequence!





Game Name: MATCH THE SOUND

Group Dynamic: Physically mobile

Equipment Needed: Musical Instruments

How to Play:

1. The teacher hides a variety of musical instruments around the play area.
2. Once the instruments are hidden, the teacher plays a short sound clip of an instrument.
3. Players must listen carefully and then search for the corresponding instrument.
4. Once a player finds the correct instrument, they play a short tune or simple rhythm before returning to the group.

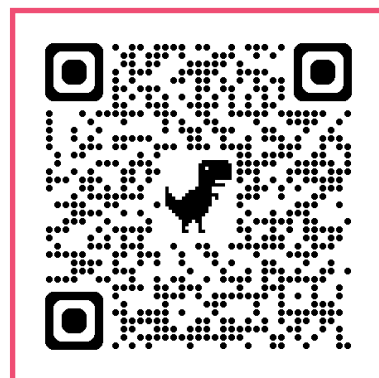
The game continues until all instruments have been found and played.

Benefits of the Game:

- **Enhances auditory discrimination** – Players must carefully listen and match sounds to instruments.
- **Encourages physical movement** – Instruments can be hidden in places that require reaching, stretching, bending, or crawling, promoting gross motor skills.
- **Develops attention to detail and memory** – Players must recall and identify different instrument sounds.
- **Fosters teamwork and collaboration** – Players can work together to find instruments more quickly.



For an added challenge, increase the number of hidden instruments or introduce multiple sound clips at once!





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Game Name: HEAD, SHOULDERS, KNEES & TOES

Group Dynamic: Physically mobile

Equipment Needed: None

How to Play:

1. Players stand in a group facing the leader.
2. The leader begins singing the classic song *"Heads, Shoulders, Knees, and Toes"* while demonstrating the corresponding actions:
 - **Heads** – Touch your head
 - **Shoulders** – Touch your shoulders
 - **Knees** – Touch your knees
 - **Toes** – Touch your toes
3. Players must follow along, performing the correct actions as they sing.
4. As the game progresses, the leader can speed up the song to increase the challenge.
5. For an extra twist, the leader can remove words from the song (only hum *"heads"*) while players still perform the movements.
6. The game continues until the players can successfully complete the actions without the full song being sung.

Benefits of the Game:

- **Develops coordination and motor skills** – Encourages body awareness through movement.
- **Enhances listening and memory skills** – Players must recall the actions and lyrics.
- **Improves reaction speed** – As the song speeds up, players must move faster.
- **Engages young learners in a fun, interactive way** – Perfect for younger children to learn body parts through music.



This classic game is fun, energetic, and can be adapted for different age groups and skill levels at once!





Game Name: MUSICAL DOTS

Group Dynamic: Physically mobile

Equipment Needed: None

Overview:

Musical Dots is a fun, energetic twist on the classic game of musical chairs that encourages movement, spatial awareness, and quick reactions.

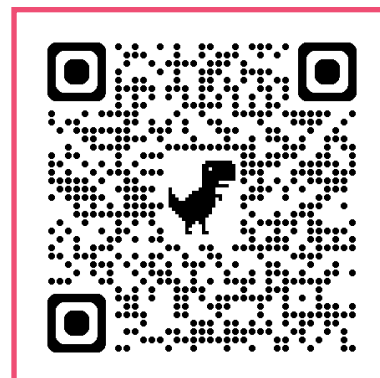
How to Play:

- Spread colour floor dots randomly across the playing area (one for each player minus one)
- Play lively music using a speaker or instrument.
- Players begin by walking, skipping, or dancing around the area as the music plays.
- When the music stops suddenly, each player must quickly find and stand on a dot.
- The player who does **not** secure a dot is “out” and takes a rest on the sidelines.
- Remove **one dot** from the play area before restarting the music.
- Repeat the process, removing one dot each round, until only one player remains.
- The last player standing on the final dot is the winner.

Benefits of the Game:

- **Physical activity:** Encourages movement, balance, and coordination.
- **Listening and reaction skills:** Players must stay alert and respond quickly when the music stops.
- **Colour recognition and spatial awareness:** Especially useful for younger children.

This game is easily adaptable for different ages and abilities by changing the pace of the music or using larger or tactile floor markers.





Game Name: THE COLOUR OF MUSIC

Group Dynamic: Physically mobile

Equipment Needed: Floor Dots

Overview:

The Colour of Music is an engaging and inclusive movement and listening game that combines colour recognition, auditory discrimination, and physical activity in a fun musical format.

How to Play:

- Spread a variety of coloured floor dots across the play area.
- Assign each colour a specific musical sound or instrument.
- Use real instruments, or pre-recorded instrument clips.
- Make sure all players are aware of the colour-sound pairings before starting the game.
- Players begin by walking, skipping, hopping, or dancing freely around the play area to background music.
- At any moment, the music will pause and be replaced by the sound of one of the designated musical instruments.
- Upon hearing the instrument cue, players must quickly find and stand on the coloured dot that matches the corresponding instrument sound.
- Dots can be shared by multiple players to ensure inclusivity and teamwork.

Benefits of the Game:

- **Auditory discrimination:** Players learn to identify different sounds and associate them with specific colours.
- **Physical coordination and balance:** Encourages active movement and quick direction changes.
- **Memory and concentration:** Players must listen carefully and remember sound-colour pairings.



This game is adaptable for all ages and ability levels and is especially effective in music, movement, or early years classrooms.





Game Name: FIND ME

Group Dynamic: Physically mobile; ideal for 6–10 participants who can follow rhythmic cues and instructions.

Equipment Needed: Rhythm sticks

Overview:

A rhythmic hide-and-seek game where one student (the tagger) tries to locate a hidden “chosen one” based on rhythm tempo. The rhythm played by others speeds up as the tagger gets closer, encouraging listening, movement coordination, and group awareness.

How to Play:

- Teacher demonstrates a basic one-beat rhythm.
- Students practice changing tempo together (faster/slower).
- One student is selected as the tagger and turns away.
- Another student is secretly chosen as the target.
- All students spread out with rhythm sticks.
- When the teacher says “Start,” the tagger moves to find the target.
- Rhythm tempo indicates distance: slow when far, fast when near.
- The tagger follows the rhythm cues to find the correct student.
- Rotate roles so everyone gets a turn.

Benefits of the Game:

- Enhances rhythmic awareness and tempo control.
- Encourages movement and listening.
- Fosters turn-taking and group cooperation.
- Accessible for diverse ability levels with adaptations.

Variations can include, using clapping or body percussion instead of rhythm sticks or/and add themed rhythms such as jungle beats or robot sounds.





Game Name: STEP BY STEP RHYTHM
Group Dynamic: Physically mobile; ideal for 6–10 participants who can follow rhythmic cues and instructions.
Equipment Needed: Rhythm sticks

Overview:
A structured rhythmic movement game focused on imitation, motor coordination, and timing. Students perform a series of rhythm-based movements in synchrony with music, using rhythm sticks to reinforce motor memory and group coordination.

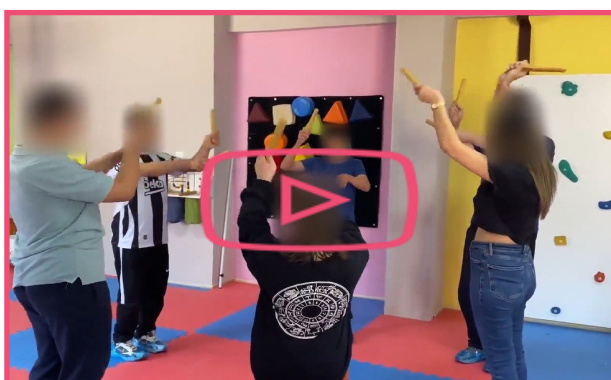
How to Play:

- Students gather in the activity space.
- The teacher selects an assistant and demonstrates the activity step by step.
- Movements & rhythms are modeled and practiced together.
- Students form a large circle.
- At the “Start” command, the activity begins:
 - ⇒ First movement: hit rhythm sticks from low to high in a straight motion.
 - ⇒ Second movement: create a rainbow arc with the sticks above the head, moving left to right.
 - ⇒ Third movement: three hits to the right, three to the left, and a pause in the middle.
- These three movements are repeated in two full sets.
- The activity continues in rhythm with the accompanying music.
- Verbal prompts may be used as needed.



Benefits of the Game: Develops rhythmic awareness and timing, enhances motor memory and coordination, supports fine and gross motor skills, encourages imitation and memory use, and fosters social interaction and cooperation.

Variations: Modify the rhythm patterns to match different musical genres, introduce visual aids (e.g., color-coded cards) to support sequence learning or allow children to create and add their own rhythm combinations





Game Name: THIS IS MY DANCE

Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: Body parts (no external tools needed)

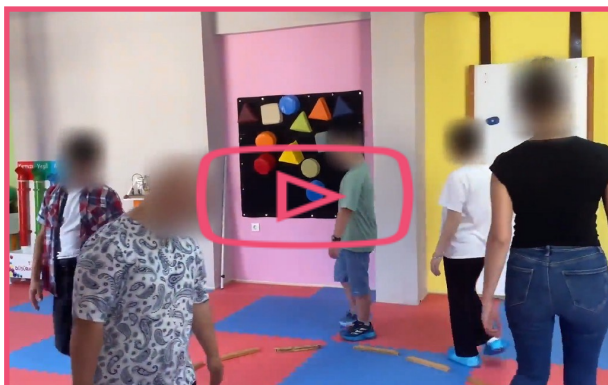
Overview:
A rhythmic imitation game that supports short-term memory, rhythm awareness, and motor coordination. Students move to music in a circle, observe a peer's movement, and then imitate it together. The game fosters psychomotor memory, hand-eye coordination, and social interaction.

How to Play:

- Students gather in the activity area.
- The teacher selects a helper and demonstrates the steps.
- Using visual modeling, the teacher shows the rhythm and transitional movements (e.g., clapping, walking).
- Children form a circle; one child stands in the center.
- Upon the teacher's "Start" command, everyone walks rhythmically to music.
- At a cue in the music, children start clapping
- While clapping, the child in the center performs an original movement.
- The rest observe, then imitate the movement once the music changes.
- The center child rejoins the circle, and a new child takes the center.
- The cycle continues until all children have participated.
- The facilitator gives verbal prompts as needed and can adapt their involvement based on group needs.



Benefits of the Game: Enhances rhythm and tempo awareness, supports short-term and motor memory, strengthens hand-eye coordination, promotes social participation and turn-taking, encourages creativity and physical expression, and adaptable for various developmental levels





Game Name: BALANCE AND RHYTHM

Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: Obstacle materials and gym balls

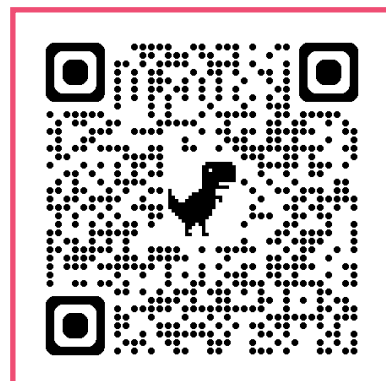
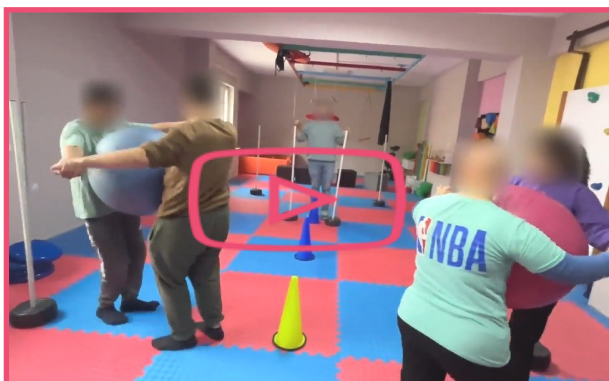
Overview: Participants practice activities that strengthen hand–eye coordination and demonstrate gross imitation skills. They are encouraged to engage their working memory and psychomotor memory, while performing both fine and gross motor movements. In addition, they gain and apply an awareness of sound and music, and develop the ability to follow the instructor’s directions effectively.

How to Play:

- Students gather in the activity area.
- The teacher selects an assistant and demonstrates step by step.
- Students form pairs and line up one behind the other.
- Two pairs compete at the same time.
- Each pair squeezes a Pilates ball between them and dances to the music while moving from the starting point to the finish without dropping the ball.
- Dancing is mandatory, and the instructor supports with verbal prompts.
- The group that reaches the finish line while both dancing and keeping the ball steady wins.
- If a pair drops the ball, they pick it up and continue from where they left off.
- The activity continues until all pairs have competed.



Benefits of the Game: Develops rhythmic sense, supports music–movement coordination, raises awareness, improves fine and gross motor skills, and promotes social interaction.





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Game Name: MUSIC COMMANDS

Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: Body parts

Overview:

The activities are designed to support the development of coordination, memory, and motor skills. Learners will practice hand-eye coordination, imitation, and both fine and gross motor movements. They will also engage working and psychomotor memory, build awareness of sound and music, and strengthen their ability to follow the instructor's directions.

How to Play:

- Students gather in the activity area.
- The teacher, with an assistant, demonstrates all the movements step by step.
- Students stand side by side or in a circle.
- At the "Ready" command, lively music begins.
- The teacher performs predetermined movements (jumping, clapping, turning, crouching, stomping) in sequence to the music.
- Movements and transitions are slow at first, but speed up as the music progresses.
- Students try to keep up with the teacher and not make mistakes during transitions.
- Students who make mistakes are invited to have a rest.
- The last remaining player wins.
- The game can be repeated in multiple rounds depending on group potential .



Benefits of the Game: Develops rhythm awareness, improves coordination between music and movement, enhances fine and gross motor skills, and supports social interaction.





GAME

SECTION 2

Social & Emotional Game Ideas





Game Name: PASS THE MUSIC
Group Dynamic: Physically mobile
Equipment Needed: Musical Instruments
How to Play:

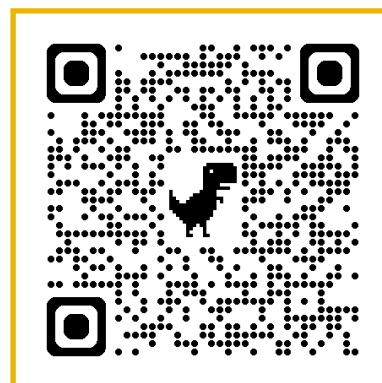
- Players sit or stand in a circle, each holding a different musical instrument.
- When the music starts, players pass their instruments around the circle in a clockwise direction.
- When the music stops, each player must play the instrument they are holding, making a sound or simple rhythm.

The game then resumes with players continuing to pass the instruments until the music stops again.

Benefits of the Game:

- **Encourages musical exploration:** Players get to try different instruments and experiment with sounds.
- **Promotes listening and reaction skills:** Players must stay alert to the music stopping.
- **Develops coordination and rhythm:** Handling and playing different instruments enhances motor skills.
- **Fun and inclusive:** Players of all ages and abilities can participate and enjoy the experience.

Variations: For added variety, players can be challenged to mimic a rhythm played by the person before them or work together to create a group melody!





Game Name: SOUND SCULPTURES

Group Dynamic: Physically mobile

Equipment Needed: Musical Instruments

Overview:

Participants use their bodies and simple instruments (like shakers, tambourines, or clapping) to build a living "sound sculpture." The game encourages creativity, listening skills, and collaborative rhythm-making.

How to Play:

- One person starts by making a sound and holding a pose — for example, tapping a shaker while crouching.
- One by one, other players join the sculpture by adding a new sound and pose. Each person listens carefully and adds their sound to complement the group.
- Once everyone is part of the sculpture, the leader cues them to freeze and then gradually "unfreezes" people in reverse order to remove their sound and pose, slowly returning to silence.

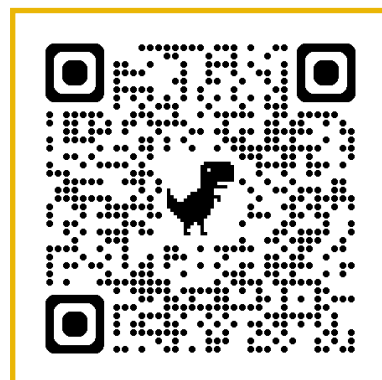
Variations:

- Use themed sounds (like jungle, weather, or space sounds).
- Try it with voice sounds or body percussion only.
- Reverse the build-up: start with a loud chaotic "storm" and slowly bring it down to calm.

Benefits of the Game:

- It fosters turn-taking.
- Improves attention.
- Develops creativity.

It's great for groups with varied ability levels because everyone contributes something unique and meaningful.





Game Name: GREETING CIRCLE
Group Dynamic: Seated, interactive group
Equipment Needed: Musical instruments (purchased or handmade)

Overview:
Greeting Circle is a warm, welcoming game designed to build a sense of community among children. Ideal for starting the day or transitioning between activities, this musical routine helps children feel seen and heard in a fun, structured way.

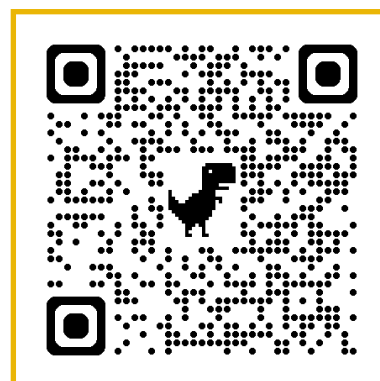
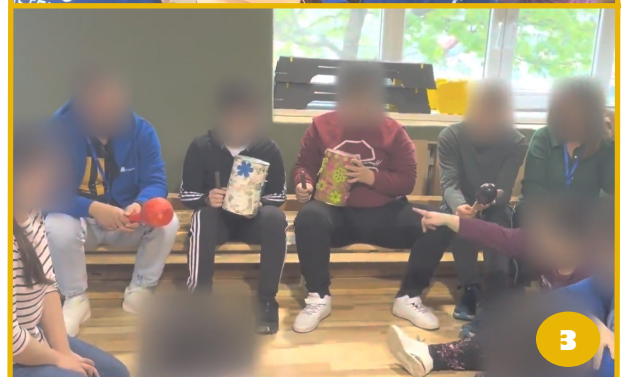
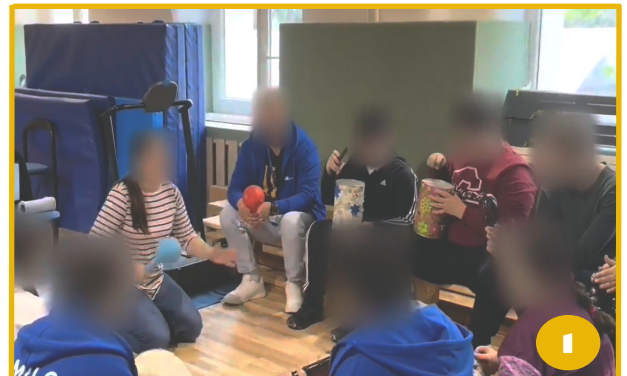
How to Play:

- Each child selects an instrument and sits in a circle.
- One child is chosen to be greeted first.
- The group sings, "Hello [Name], Hello," while playing instruments.
- The child responds with "Hello Everyone, Hello," and plays along.
- The child then shares how they feel and picks the next person to greet.
- Repeat until all children are greeted.

Benefits of the Game:

- Builds routine and comfort through a predictable song.
- Encourages emotional expression and name recognition.
- Fosters turn-taking, social interaction, and group bonding.
- Supports coordination through group instrument play.

Whether used daily or a few times a week, Greeting Circle is a simple yet powerful way to nurture emotional intelligence and group cohesion in a playful, musical setting.





- MUZICAD -

Game Name: RHYTHM WITH NAMES

Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: Musical instruments (purchased or handmade)

Overview: Participants learn to demonstrate gross imitation skills while engaging their working memory, short-term memory, and psychomotor memory. They practice a variety of fine and gross motor activities, develop hand-eye coordination, and build skills in striking rhythms in sync. Through these activities, they also gain rhythm awareness and improve their ability to follow the instructor's directions effectively.

How to Play:

- Students gather in the activity area.
- The teacher, with an assistant, demonstrates step by step.
- Students form a large circle.
- At the "Start" command, the whole group claps their thighs twice and their hands once.
- The chosen student snaps their right fingers and says their own name, then snaps their left fingers and says another student's name.
- Before each name sequence, the group repeats the thigh-hand rhythm together.
- The next student continues by snapping right (own name) + left (another's name).
- This continues until every student has had a turn.

Benefits of the Game: Develops rhythmic awareness, strengthens short-term memory, improves fine and gross motor skills, supports motor memory, and promotes social interaction.





Game Name: MUSICAL EXCHANGE

Group Dynamic: Large group, free movement

Equipment Needed: Newspaper sheets, ribbons, or scarves (one per child)

Overview:

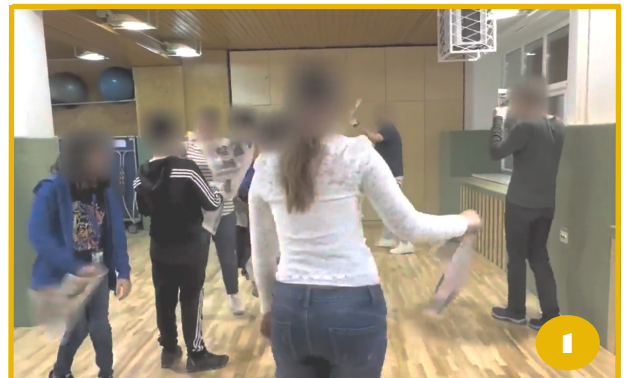
Musical Exchange is an energetic and engaging activity that blends music, movement, and social connection. It's perfect for getting children up and active while reinforcing important social and motor skills in a playful setting.

How to Play:

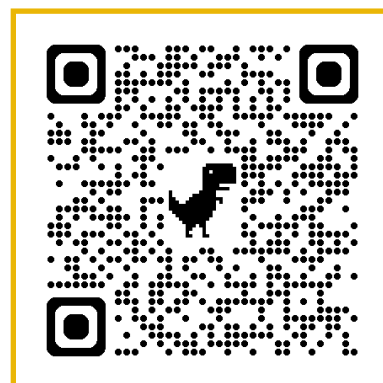
- Children each hold a paper, ribbon, or scarf.
- During the first melody of "7 Jumps," they move freely around the room.
- On a cue in the second melody, they quickly exchange items with someone nearby.
- Repeat the cycle of movement and exchange until the song ends.

Benefits of the Game:

- Encourages social interaction, teamwork, and empathy.
- Sharpens listening, adaptability, and non-verbal communication.
- Promotes coordination, rhythm, and spatial awareness



Musical Exchange is a fun and flexible way to promote movement, collaboration, and joy - all through the simple power of music and shared play





Game Name: GROOMS DANCE

Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: None

Overview:

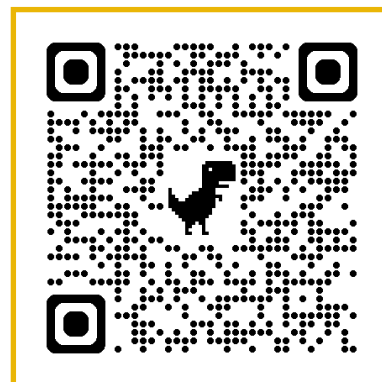
The activities focus on developing coordination, memory, and rhythm skills. Learners will practice hand-eye coordination, imitation, and both working and short-term memory. They will use psychomotor memory to perform movements in time with music, build rhythm awareness, and strengthen their ability to follow the instructor's directions.

How to Play:

- Students gather in the activity area.
- The teacher shows the required movements and practices transition moves in sync with the students.
- Children form a circle.
- At the "Start" command, the teacher and children move around the circle to the music. This creates the first motif: three steps forward to the right, then three steps backward.
- In the second motif, while standing still, students make a triangle with three moves and hold their position.
- In the third motif, students bend down, clap, and stand up again.
- During transitions, the instructor directs the group verbally.
- The game continues until the music ends.



Benefits of the Game: Develops rhythmic sense, supports rhythm awareness, enhances short-term memory, improves fine and gross motor skills, supports motor memory, and encourages social interaction.





Game Name: RAINSTORM
Group Dynamic: Whole group (circle formation)
Equipment Needed: None
Overview:

Rainstorm is a captivating rhythm game that uses only body movements and sounds to simulate a storm. It's a calming yet energizing group activity that fosters focus, cooperation, and sensory engagement—perfect for transitioning between activities or winding down a session.

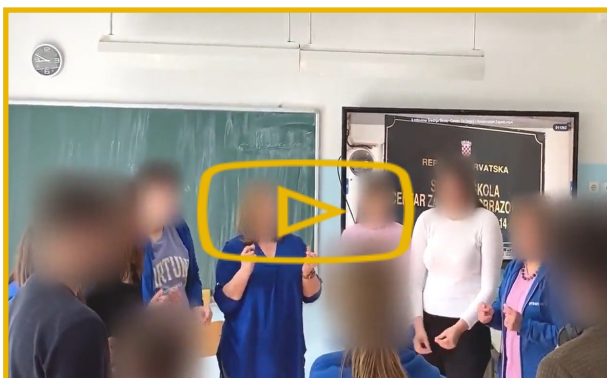
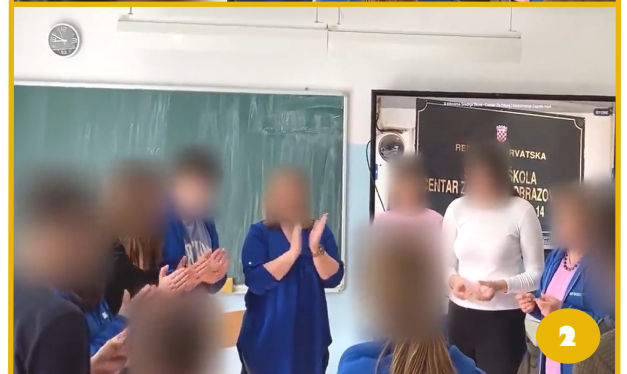
How to Play:

- Participants stand in a circle.
- The facilitator begins by snapping fingers to represent light rain.
- One by one, participants join in, imitating the sound and rhythm.
- The facilitator gradually increases the intensity:
 - Finger snapping (light rain)
 - Clapping hands (steady rain)
 - Patting thighs (heavy rain)
 - Stomping feet (thunderstorm)
 - Jumping (strong storm)
- After the peak, the facilitator reverses the sequence back to silence, and participants follow.

Benefits of the Game:

- Supports auditory attention, imitation, and non-verbal communication.
- Encourages turn-taking, group synchronization, emotional regulation, and sensory integration through shared rhythmic play.

Rainstorm transforms a simple circle into a shared sensory journey, helping children connect, listen, and move together in a soothing yet playful way.





Game Name: CONDUCTOR GAME
Group Dynamic: Seated circle with rotating leader
Equipment Needed: Musical instruments and a baton/stick
Overview:

The Conductor Game is a fun and empowering musical activity that gives each child a chance to lead. Through simple conducting gestures, children learn to listen, respond, and work together - making it an ideal game for developing both musical and social-emotional skills.

How to Play:

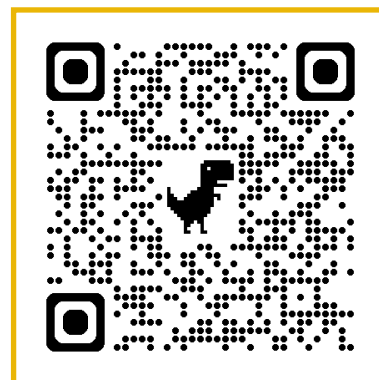
- Each child selects a musical instrument and sits in a circle.
- One child stands in the center as the conductor.
- The conductor raises or lowers the baton to control the group's volume.
- Players adjust their playing based on the conductor's movements.
- Each child takes a turn being the conductor.

Benefits of the Game:

- Encourages leadership, turn-taking, and group cooperation.
- Builds listening and motor coordination.
- Teaches dynamics and volume control.



The Conductor Game transforms music time into a collaborative performance, giving every child a voice—literally and figuratively - as they lead and follow with creativity and respect.





Game Name: ANIMAL SOUND QUEST

Group Dynamic: Physically mobile; suitable for all age groups; ideal for 6–10 participants who can follow simple instructions.

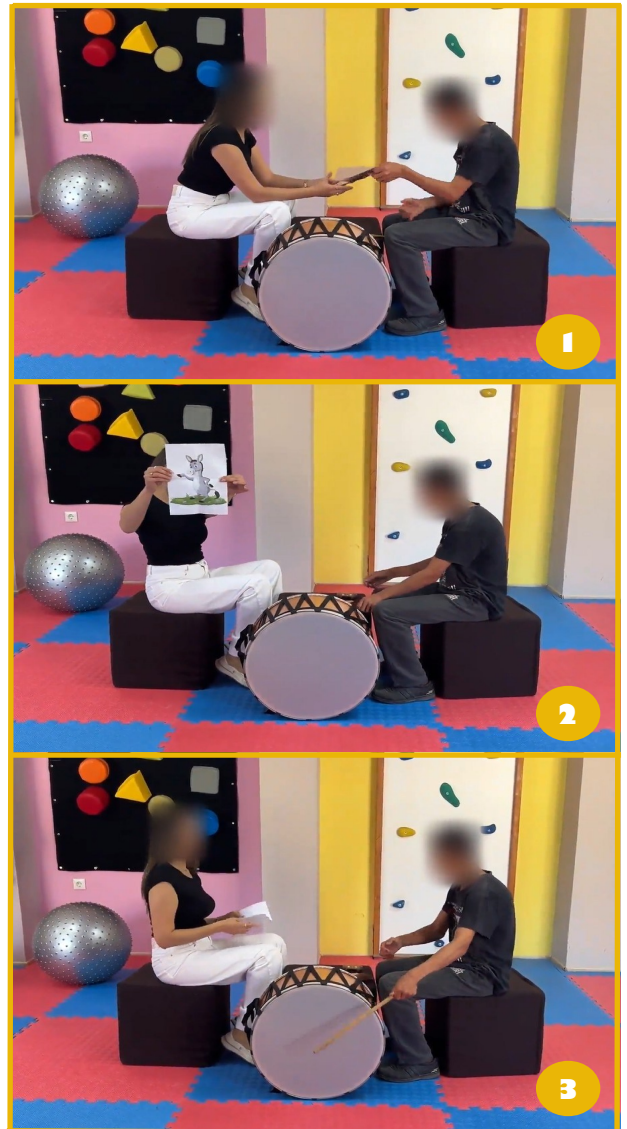
Equipment Needed: Drum (for low-pitch sounds), maracas (for high-pitched sounds), animal picture cards in envelopes, star stickers

Overview:
A listening and sound-matching game where students identify animal sounds as high or low pitch and respond by choosing the correct instrument. Encourages auditory discrimination and sound-symbol association.

- How to Play:**
- Students gather around the teacher’s desk.
 - One student is selected, and the teacher demonstrates the game.
 - Drum and maracas are placed on the desk along with envelopes containing animal pictures.
 - The student opens an envelope. If the animal represents a low-pitched sound, they tap the drum; for high-pitched, they shake the maracas.
 - Correct answers earn star stickers.
 - Each student opens five envelopes, then the next student takes a turn.
 - The student with the most stickers at the end wins.

- Benefits of the Game:**
- Enhances pitch discrimination
 - Develops rhythmic accuracy and motor coordination.
 - Promotes attention, listening, and reward-based motivation

Variations can include, adding new animal sounds or replace instruments based on availability, and/or Include sound samples for more realism.





Game Name: SOUNDS OF NATURE

Group Dynamic: Physically mobile; ideal for 6–10 participants who can follow rhythmic cues and instructions.

Equipment Needed: Frame drums, goblet drums or similar percussion instruments.

Overview: This musical game engages students in producing and responding to nature-inspired sounds using percussion instruments. Under the guidance of the teacher, participants respond to modeled rhythms and reflect natural elements (e.g., rain, wind, animal calls) through percussive expression. The activity enhances rhythmic synchronisation, active listening, and collective coordination.

How to Play:

- Students gather in the designated activity area and sit in a circle on the floor.
- Each participant is given a percussion instrument.
- The teacher introduces the objective and demonstrates each step.
- Nature-related rhythms (e.g., rainfall, thunder, bird calls) are modeled and practiced collectively.
- The teacher leads a synchronous rhythm practice to build group cohesion.
- Upon the command “Let’s begin,” the activity starts with background music.
- During the music, the teacher integrates cues—tonal variations or vocal prompts—to indicate which nature sounds should be echoed with instruments.
- Students actively listen and respond with matching percussive patterns.
- The game continues until the music ends.



Benefits of the Game: Develops rhythmic perception and tempo control, enhances auditory discrimination and responsive listening, promotes awareness of environmental and onomatopoeic sounds, encourages group participation, social interaction, and collaborative timing, and supports coordination, attention, and adherence to verbal instructions.





Game Name: WHICH INSTRUMENT AM I

Group Dynamic: Physically mobile; recommended for 6–10 participants who can follow rhythmic and auditory instructions.

Equipment Needed: Goblet drums, triangle, maracas, bell, xylophone.

Overview:
A sound identification and imitation game where students try to recognize and reproduce instrument sounds while sitting back-to-back with the teacher. This game improves auditory discrimination and rhythmic memory.

How to Play:

- Teacher selects assistants and models rhythm patterns using each instrument.
- Students try out the instruments and practice the beats.
- Students line up; one student is selected to sit back-to-back with the teacher.
- Teacher gives the “Start” command and plays a rhythm with a chosen instrument.
- The student listens, guesses the instrument, and imitates the beat.
- The teacher checks the student’s answer and provides feedback.
- The process is repeated with different instruments until all students participate

Benefits of the Game:

- Develops rhythmic perception and auditory memory
- Enhances concentration and listening skills
- Supports instrument recognition and turn-taking



Variations can include, adding a timer for quick guessing, introducing body percussion as decoys, using more unusual instruments or sound effects.





Game Name: WHICH INSTRUMENT IS MISSING

Group Dynamic: Physically mobile; recommended for 6–10 participants who can follow rhythmic and auditory instructions.

Equipment Needed: Drum, bell, maracas, rhythm sticks, xylophone, goblet drum.

Overview:
A musical memory and listening game where students must identify which instrument was silently skipped in a rhythmic pattern. Encourages focus, turn-taking, and auditory discrimination.

How to Play:

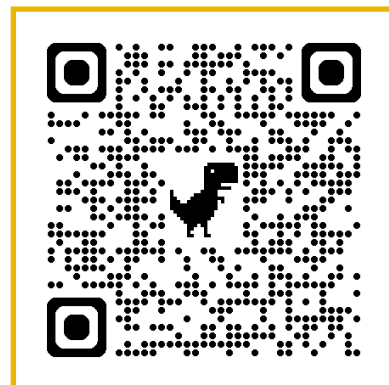
- Teacher models rhythm patterns with each instrument.
- Students choose an instrument and sit in a line.
- First round: each student plays the rhythm in turn.
- One student turns their back while the teacher selects someone to skip their turn.
- Second round begins; all play except the selected student.
- At the end, the listener guesses which instrument was missing.
- Roles rotate until everyone has had a turn.

Benefits of the Game:

- Enhances musical memory and auditory attention
- Develops rhythm and timing
- Promotes patience and turn-taking

Variations:

- Increase the number of instruments.
- Add background music to increase difficulty.
- Try with two missing instruments.





GAME

SECTION 3

Multi-Skill Game Ideas





Game Name: MUSICIAL STONES

Group Dynamic: Physically mobile

Equipment Needed: Stones

Overview:

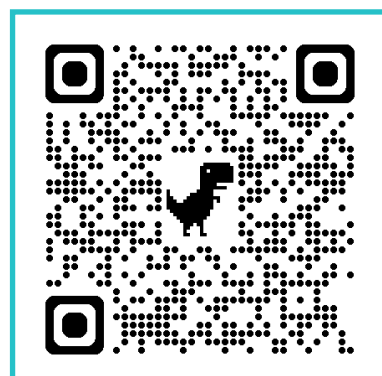
Musical Stones is a cooperative rhythm game that builds listening skills, timing, and group coordination through simple, repeated actions.

How to Play:

- Players sit in a circle on the floor or in chairs.
- Each player has two small stones (or other objects like plastic cups or wooden blocks) placed in front of them.
- Choose a group leader to guide the pace and give the starting signal.
- When the leader says “Go,” each player picks up their two stones and bangs them together once.
- After the bang, players pass both stones to the player on their right.
- They then clap their hands once before repeating the sequence.
- The pattern is: **Pick up – Bang – Pass – Clap.**
- This cycle continues rhythmically, moving around the circle.
- The group works together to perform the sequence in sync, aiming to create a smooth and unified rhythm.

Benefits of the Game:

- **Rhythm and coordination:** Helps players develop timing, fine motor skills, and musical awareness.
- **Teamwork and listening:** Encourages players to focus, cooperate, and stay in sync with others.
- **Inclusive play:** Easily adaptable for different ages and abilities.





Game Name: SOUND MATCHING

Game Objective: Enhance auditory memory and cognitive skills

Group Dynamic: Individual or pairs

Equipment Needed: Pre-recorded sounds or objects that make noise (e.g., bell, whistle, drum)

Overview:

Sound Matching is a focused listening game that helps children tune into the world of sound. By identifying and matching various noises, children strengthen their auditory processing and memory in a fun, engaging way that can be easily adapted to different age groups.

How to Play:

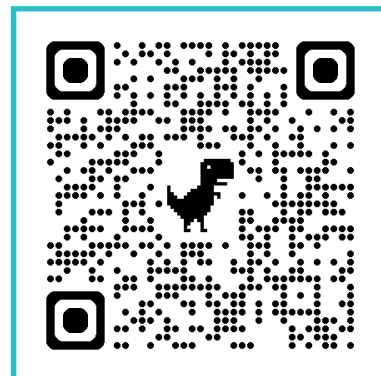
- Play a variety of sounds and have the children identify or match them with the corresponding object or image.
- For older children, you can increase the difficulty by using sounds that are harder to distinguish.
- Children can either match sounds to objects visually or verbally state the sound they hear.

Benefits of the Game:

- This activity improves auditory memory and discrimination.
- It helps children focus on sounds and make associations, fostering cognitive skills and attention to detail.



Sound Matching is a simple yet effective way to boost listening skills and mental focus—perfect for quiet time, one-on-one sessions, or small group challenges that develop essential auditory and cognitive abilities.





Game Name: **RECOGNISE THE SOUNDS**

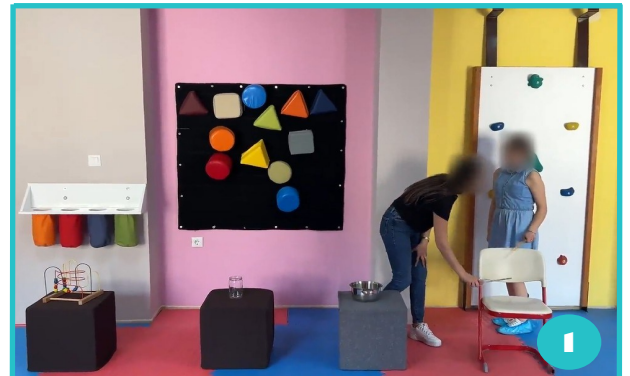
Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: Everyday Items (table, bowl, glass etc)

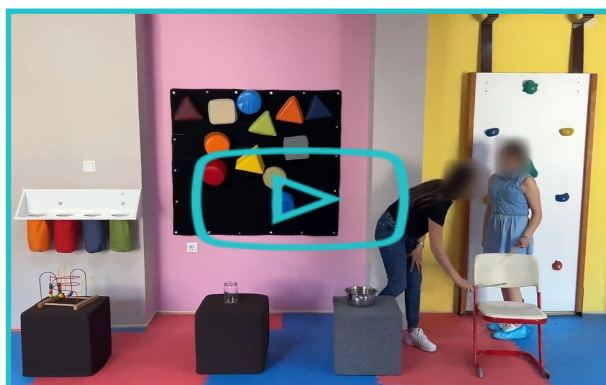
Overview:
The learning objectives focus on developing rhythmic accuracy and listening skills. Learners will practice striking the value of a quarter note correctly, performing rhythms in sync, and reproducing rhythms heard from a sound source. They will also work on identifying and matching sounds with their sources while following the instructor's directions throughout the activities.

How to Play:

- Students gather in the activity area.
- The teacher labels the objects with symbols.
- Rhythm with quarter notes is demonstrated.
- Students line up side by side.
- One student is selected to turn away from the objects.
- The teacher announces "Let's begin!" and strikes a rhythm on one of the labeled objects.
- The selected student tries to identify which object was played.
- Once confirmed, the student repeats the rhythm on that object.
- The activity continues until each student has had a turn.



Benefits of teh Game: Develops rhythmic sense, supports rhythm–sound source association, encourages creating rhythms with everyday objects, and strengthens social interaction.





Game Name: PAPER DANCE
Group Dynamic: Small to large group
Equipment Needed: A4 paper (one per child)

Overview:

Paper Dance is a lively, music-based movement game that turns a simple sheet of paper into a powerful learning tool. Set to the song “7 Jumps,” this activity is perfect for developing rhythm, coordination, and focus in a playful group setting.

How to Play:

- Each child holds a sheet of paper and follows the leader’s movements to the song “7 Jumps.”
- In the first phase, children mimic rhythmic paper movements (tapping, switching hands).
- In the second phase, they lift the paper in front of their face and drop it on a musical cue.
- Cues start predictable, then change randomly to increase difficulty.

Benefits of the Game:

- Boosts attention, listening, and rhythm skills.
- Improves motor coordination and sensory awareness.
- Encourages imitation, focus, and adaptability to changing cues.



With its mix of structure and surprise, Paper Dance is an engaging way to energize children while sharpening key developmental skills—all through the joyful simplicity of music and movement.





- MUZICAD -

Game Name: RISING AND FALLING SOUNDS

Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: Rhythm sticks and rhythm instruments.

Overview:

The objectives aim to build rhythmic precision and group coordination. Learners will practice striking given rhythm values accurately, performing strokes in sync, and recognizing when to join or not join the rhythm based on the teacher's cues. Throughout the activities, they will also strengthen their ability to follow the instructor's directions carefully.

How to Play:

- Students gather in the activity area.
- The teacher, with assistants, demonstrates step by step.
- Rhythm patterns are modeled and practiced in sync.
- Students line up side by side holding rhythm sticks/instruments.
- At the "Start" command, the teacher plays a rhythm.
- Some students are tapped to join in one by one, creating a crescendo.
- Once all are playing together, the teacher taps students to stop one by one, creating a decrescendo.
- The process continues until all planned rhythm patterns are completed.



Benefits of the Game: Improves rhythm awareness, supports sound awareness and synchrony skills, and promotes social interaction.





Game Name: MUSICGRAM

Group Dynamic: Individual or small group

Equipment Needed: Audio recording of selected music piece, visual representation of the music, pointer or finger

Overview:

Musicgram is a creative and multisensory listening activity that bridges sound and sight. By following a visual map of music in real time, children build their listening skills, attention, and early literacy foundations.

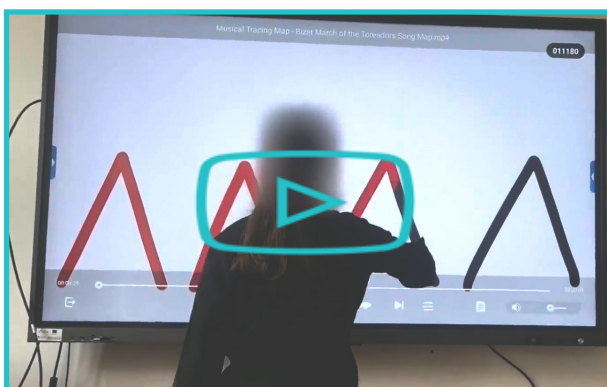
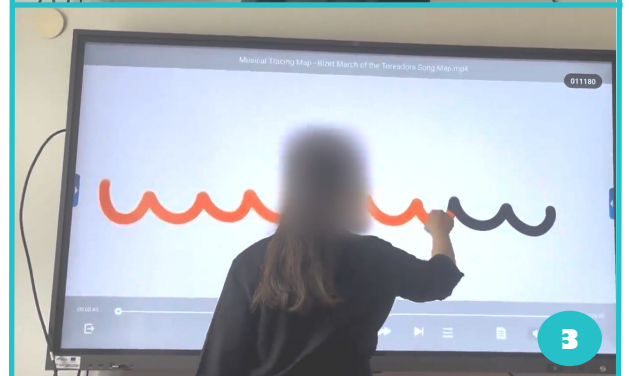
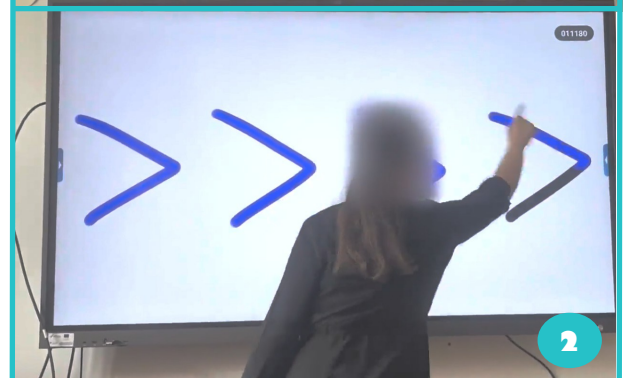
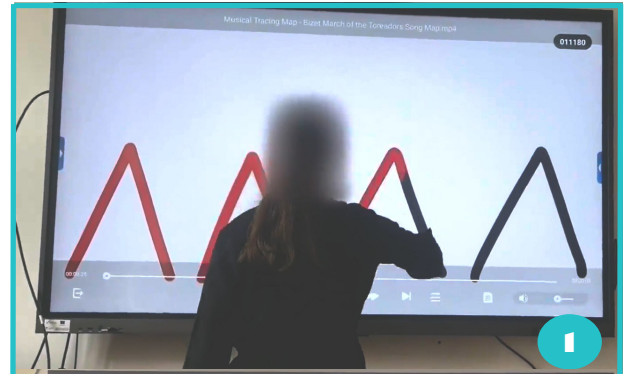
How to Play:

- The facilitator presents a music piece and a corresponding musicgram – a visual guide that illustrates the structure of the music (e.g., rhythm, melody, instrument entries) using symbols, colors, or pictures.
- As the music plays, children follow the musicgram with their eyes or by pointing to the visual cues in real time.
- The activity can be repeated several times. On subsequent rounds, children can take turns leading with the pointer, predicting changes in the music, or moving physically to match certain elements. The facilitator can stop the music occasionally to ask questions or encourage children to describe what they hear and see

Benefits of the Game:

- Enhances auditory discrimination, attention, memory, sequencing, and structured listening.
- Supports multisensory learning.
- Strengthens the development of pre-reading and pre-writing skills.

Musicgram turns listening into an active, visual experience - making music more accessible and meaningful while laying the groundwork for essential cognitive and literacy skills.





Game Name: OBJECT SOUND GUESSING GAME

Group Dynamic: Pairs

Equipment Needed: 3+ sound-making objects per child, sticks or mallets, partition

Overview:

The Object Sound Guessing Game is a fun and focused listening activity that challenges children to identify sounds using only their ears. Ideal for pairs, this game promotes careful listening, descriptive language, and cooperative play in an engaging and interactive format.

How to Play:

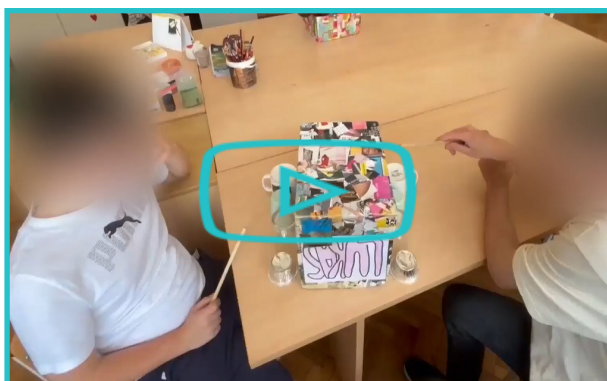
- Children sit across a partition with three sound-making objects each.
- One taps an object; the other listens and guesses which object made the sound.
- They switch roles and repeat across rounds.

Benefits of the Game:

- Builds auditory discrimination, focus, and sensory awareness.
- Encourages turn-taking, teamwork, and critical thinking.
- Supports language use and descriptive vocabulary.



This game sharpens listening skills while sparking curiosity and conversation—making it a valuable tool for developing both communication and cognitive abilities in a playful, peer-to-peer setting.





- MUZICAD -

Game Name: RHYTHM WAVE

Group Dynamic: Participants should have basic physical ability. They must be able to follow clear instructions. The game is suitable for all age groups.

Equipment Needed: None

Overview:

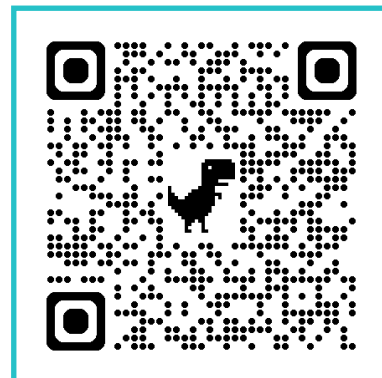
The objectives focus on developing rhythmic accuracy and attentive listening. Learners will practice striking the demonstrated rhythm, transmitting rhythms accurately and completely, and consistently following the instructor's directions.

How to Play:

- The teacher selects 3–4 assistants and demonstrates the rhythm.
- Rhythm patterns are taught first individually, then in groups.
- Students line up one behind the other with shoulder spacing.
- The teacher, standing at the back, taps the shoulders of the student in front with a rhythm pattern.
- Each student passes the rhythm forward by tapping the shoulders of the next student.
- The chain continues until it reaches the front.
- The front student taps the rhythm back to the teacher.
- Afterward, the student at the front goes to the back of the line.
- The activity continues until every student has had a turn.



Benefits of the Game: Enhances rhythm awareness, fosters collaborative learning, and supports social interaction.





Game Name: HARMONIC STEPS

Group Dynamic: Physically mobile; ideal for 6–10 participants who can follow rhythmic cues and movement-based instructions

Equipment Needed: Rhythm sticks

Overview:

A choreographed rhythm game where students follow three musical-movement motifs in synchrony. The game combines step patterns with rhythm stick tapping, enhancing timing, coordination, and group harmony.

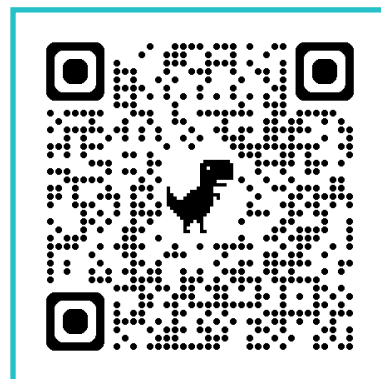
How to Play:

- Teacher demonstrates rhythm pattern and three movement motifs.
- Students form two lines facing each other.
- Motif 1: Step forward, meet in the middle, tap sticks 3 times; step back, tap own sticks 3 times. Repeat 4 times.
- Motif 2: Swing arms, crouch, tap ground 3 times; stand, swing arms, tap sticks 3 times. Repeat 2 times.
- Motif 3: Pause for one beat, tap sticks 3 times to the right; pause again, tap 3 times to the left. Repeat 2 times.

Benefits of the Game:

- Develops rhythm and timing.
- Encourages full-body coordination.
- Enhances memory and sequencing skills.
- Fosters group synchronization and focus.

Variations can include, using different music tempos or cultural rhythms, adding a call-and-response tapping element, or using body percussion instead of rhythm sticks.





- MUZICAD -

Game Name: I'M ALL EARS

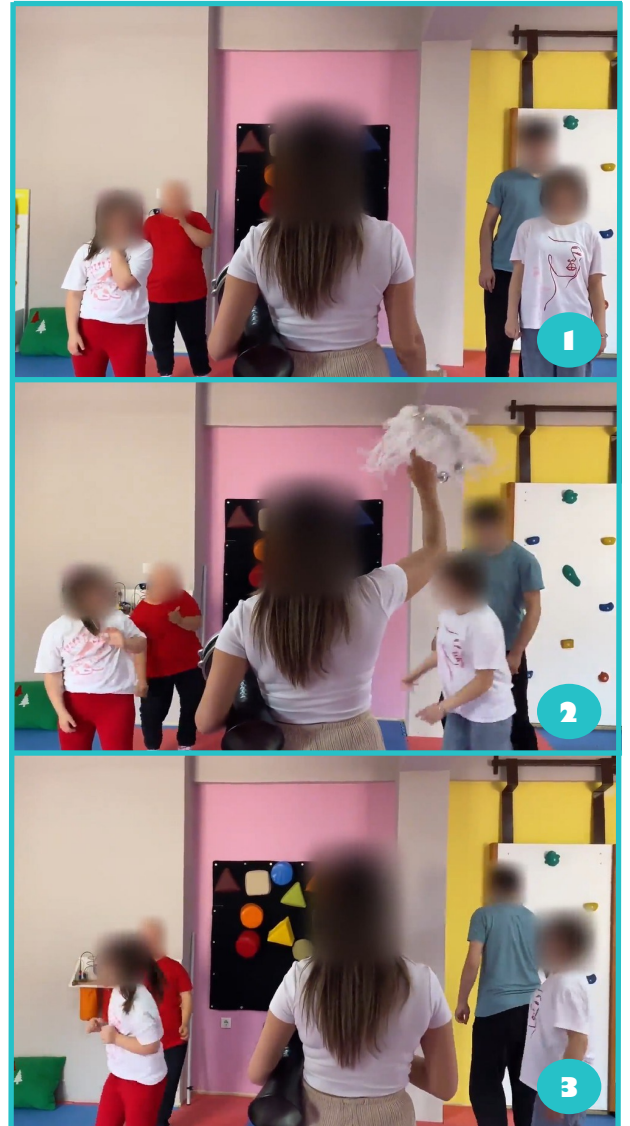
Group Dynamic: Physically mobile; ideal for 6–10 participants who can follow rhythmic cues and instructions.

Equipment Needed: Ring and goblet drum

Overview: A rhythm-based movement game where students respond physically to auditory cues from musical instruments. Designed to develop coordination, listening, and group cooperation, this activity engages students in fast-paced and interactive play using rhythmic signals.

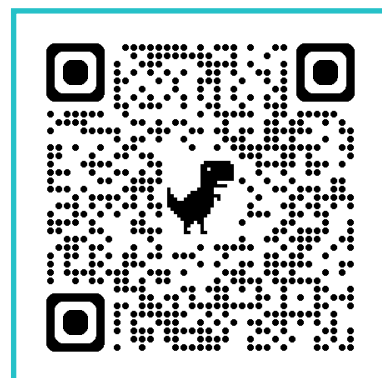
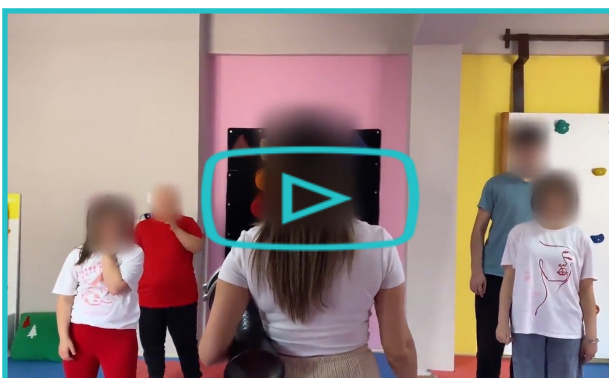
How to Play:

- The teacher selects an assistant and explains the activity to the group.
- Students are divided into groups of three and form two parallel lines.
- Instructions are given through instruments, not verbal cues.
- When the ring is played, students switch places with the opposite group.
- When the goblet drum is played, students turn around.
- The teacher starts the music and intermittently plays the instruments in sync with it.
- The ring and goblet drum are played at intentional moments to guide movement.
- The activity can be structured as a demonstration or a competitive game.
- The group with the fewest mistakes may be rewarded.
- The activity continues until the music ends.



Benefits of the Game - Develops rhythmic and auditory awareness, enhances motor coordination with sound cues, strengthens listening and instruction-following skills, promotes teamwork and social interaction, and can be adapted for cooperative or competitive settings.

Variations - Use different instruments for new movement rules, assign each group a unique movement for each sound, or vary the music tempo to challenge reaction time.





Game Name: SYNC & SPIN

Group Dynamic: Physically mobile; recommended for 6–10 participants who can follow rhythmic and imitation instructions. .

Equipment Needed: Rhythm sticks, tambourine or bell, chair

Overview: A rhythmic coordination game where students alternate between tapping rhythms and spinning around a chair in sync with music. The activity develops motor planning, memory, and timing.

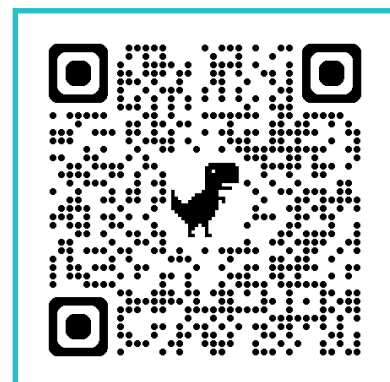
How to Play:

- Teacher selects an assistant and demonstrates the steps.
- Students practice rhythms and movements synchronously.
- Participants pair up and stand in front of chairs.
- **Move 1:** Tap the chair with rhythm sticks, then tap sticks together.
- **Move 2:** As the music speeds up, students place sticks down, pick up a bell/tambourine, and spin around the chair while shaking it.
- When the music slows, return to Move 1.
- Activity flow: Move 1 → Move 2 → Move 1.
- The teacher actively participates as a role model throughout the session.

Benefits of the Game:

- Enhances hand-eye coordination and motor memory
- Develops rhythmic timing and imitation skills
- Supports working memory and following multi-step instructions
- Encourages movement-based musical engagement

Variations - Vary music tempo or rhythm complexity, use body percussion instead of instruments, add a freeze moment or signal change during spinning.





- MUZICAD -

Game Name: MUSICAL ROND 3

Group Dynamic: Physically mobile; recommended for 6–10 participants who can follow rhythmic and imitation instructions. .

Equipment Needed: Bell or Tambourine

Overview:

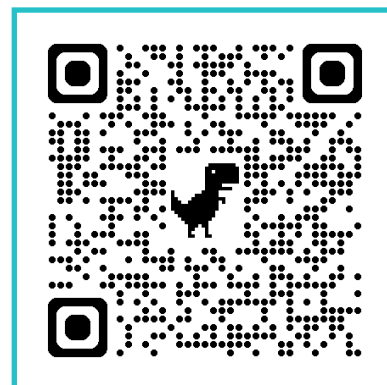
The objectives emphasize rhythmic precision, movement coordination, and listening skills. Learners will practice striking demonstrated rhythms, completing rhythms accurately, and performing the correct movement at the right moment. They will also work on coordinating motor skills with rhythm while carefully following the instructor's directions.

How to Play:

- The teacher, with an assistant, demonstrates the activity step by step.
- Rhythm patterns are taught and practiced as a group.
- At the “Start” command, the activity begins:
- First, while standing still, everyone hits their bell three times.
- **First move:** step left, pause, strike the bell in the other hand three times; step right, pause, strike again. Repeat twice.
- **Second move:** without moving, extend left and shake the bell in the air, then to the right. Repeat twice.
- **Third move:** stand in place and shake the bell while turning around twice.
- After the last motif, return to the **first move**, end by shaking the bells.



Benefits of the Game - Improves rhythm sense and awareness, integrates motor skills with rhythm, and supports social interaction.





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