

CURRY HOUSE RHYTHMS



Name _____ Form _____

You are going to take some orders via telephone in the MC Indian take away. However, instead of hearing the name of the dishes the customer wants to order, you'll hear some different rhythms and your job is to see if you can work out, by listening to the rhythms, what the customer wants.

Here are some of the rhythms that you will hear:

<p>Chick- -en Ro- -gan Josh.</p>	<p>Chick- -en Bal- -ti</p>	<p>Tan- -doo- -ri Mixed Grill.</p>
<p>Pop- -pa- -dum. Pop- -pa- -dum.</p>	<p>Man- -go chut- -ney Man- -go chut- -ney Man- -go chut- -ney Man- -go chut- -ney</p>	
<p>Cha- -pa- -ti Cha- -pa- -ti, Kee- -ma Naan.</p>		<p>Plain Naan bread.</p>

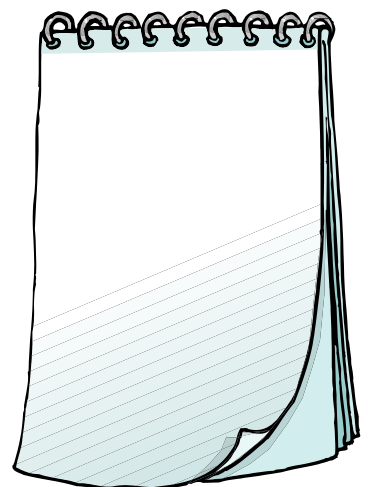
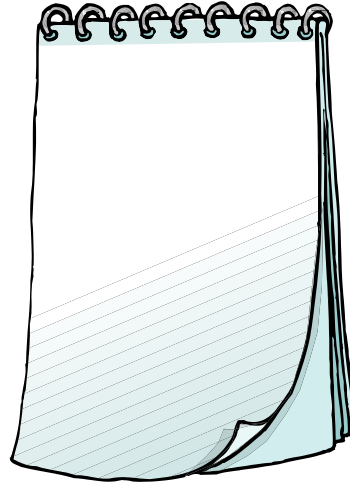
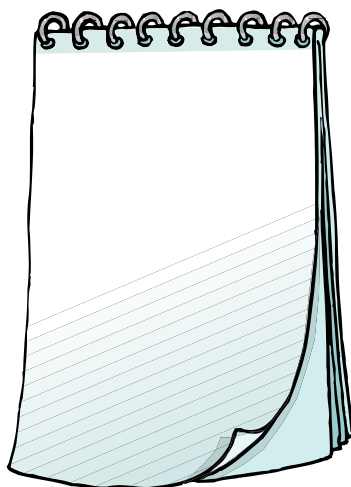
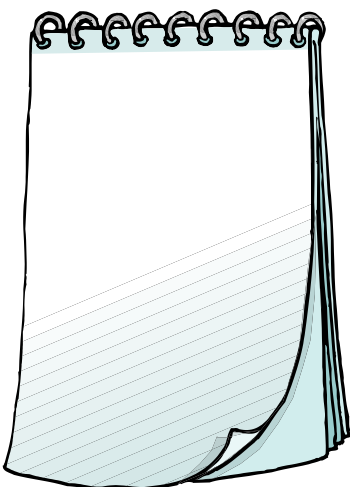
Now see if you can correctly take four different take away orders, writing the order onto the order pads below.

ORDER 1

ORDER 2

ORDER 3

ORDER 4





MC Indian Take

Away Menu

Main Courses

Chicken Rogan Josh	9.00
Chicken Balti	7.00
Tandoori Mixed Grill	13.00

Side Orders

Popadum	1.00
Mango Chutney	0.50
Chapati	1.00
Plain Naan Bread	2.00
Keema Naan	2.50

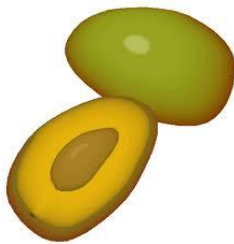
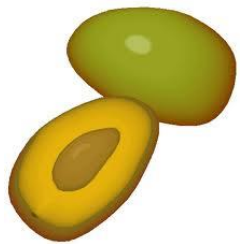
Pop- -pa- -dum. Pop- -pa- -dum.

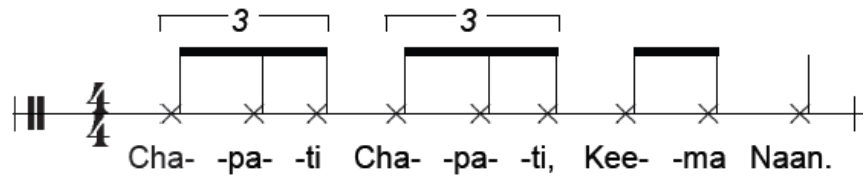


Chick- -en Ro- -gan Josh.

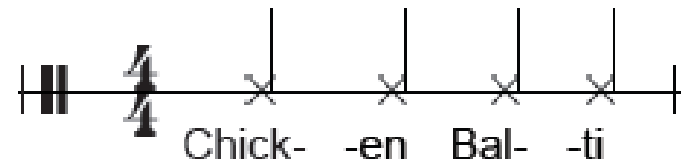


Man- -go chut- -ney Man- -go chut- -ney Man- -go chut- -ney Man- -go chut- -ney

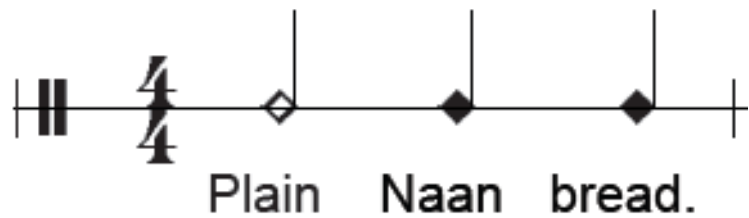




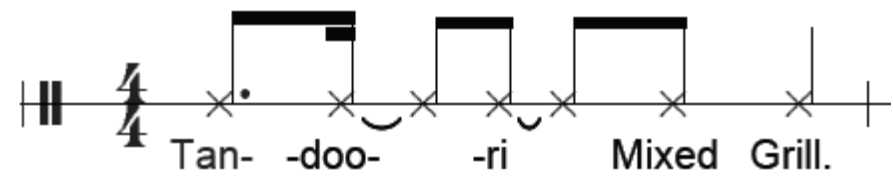
Cha-pa-ti Cha-pa-ti, Kee-ma Naan.

Chick-en Bal-ti

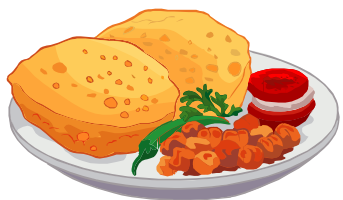



Plain Naan bread.

Tan-doo-ri Mixed Grill.





CURRY HOUSE RHYTHMS



TEACHER'S NOTES

Learning Objectives: Learn about rhythmic ostinato patterns
Identify different rhythmic ostinato patterns when listening
Perform different rhythmic ostinato patterns and create own ostinato

Resources: Curry House Rhythms (Page 1)
MC Indian Take Away Menu (Page 2)
Curry House Rhythms Audio
Curry House Rhythm Cards (Pages 3 & 4)

Learning Outcomes: **All will (Working Towards)** : Know that an ostinato is a repeated musical pattern. Recognise some rhythmic ostinato patterns when listening. Perform basic rhythmic ostinato patterns with support.

Most will (Working At) : Recognise more complex rhythmic ostinato patterns when listening. Perform rhythmic ostinato patterns selecting different sounds to represent different rhythms, selecting and combining patterns to form a group ostinato.

Some will (Working Beyond/GAT) : Correctly identify rhythmic ostinato patterns showing a degree of accuracy in aural dictation skills. Select, combine and refine an effective group ostinato pattern from a selection of rhythmic ostinato motifs selecting different sounds and combining them with an awareness of effect.

Introducing “Curry House Rhythms” using page 2, ask pupils to look through the menu to create a “mental order” or something they might like to order.

Assume the role of the restaurateur at the front of the class (using a telephone prop if available) and ask one of the pupils to “ring through” a simple order of two or three items from the menu, writing these on the board. Next, ask pupils if they can create a **RHYTHM PATTERN** for one of the items ordered, first by chanting the words and clapping, and next only through clapping. Establish a rhythm (in 4/4 time) for each of the items ordered and try clapping each one as a class, then try “clapping the order” through rhythmically.

Ask another pupil to “place an order”, again writing this on the board and creating rhythmic patterns which fit which each of the items and then try “clapping the order”, first with chanting and then only through clapping.

Next, ask another pupils to “place an order” (start off with a single item!), only this time ask the pupils placing the order, to only “clap” the rhythm of the item without speaking. Discuss with the class:

- *Can any of the pupils identify which item on the menu the pupil wants to order by listening only to the rhythm?*
- *Is it clear which item the pupils wants to order, or could there be other items which could have the same rhythm pattern?*

Try adding two, three or more items to an order asking pupils to use only rhythms when placing their order.

Next, focus pupils to page 1 and explain that they are going to take some orders for the MC Indian Take Away. Using **Curry House Rhythms Audio**, they are first going to hear each of the different rhythms relating to the different dishes before they begin to take their orders “through rhythms”. This can also be done by modelling and clapping the different rhythms given on page 1. Use **Curry House Rhythms Audio** (or create your own!) and as pupils listen, they are to write down on the ‘order pads’, the names of the menu items ordered listening for the correct rhythms.

Answers – Order 1: Chicken Balti, Mango Chutney; Order 2: Tandoori Mixed Grill, Poppadum, Mango Chutney; Order 3: Chicken Rogan Josh, Chicken Balti, Plain Naan Bread, Mango Chutney; Order 4: Tandoori Mixed Grill, Chapati, Keema Naan, Plain Naan Bread, Mango Chutney.

Prior to the lesson, copy, cut out and assemble the “curry house rhythms” given on pages 3 & 4 into envelopes or “packs”. Assemble pupils into groups of about 4, together with a set of “curry house rhythm cards” and a selection of percussion (or “junk percussion”) instruments. Ask one person in the group to become the person placing the order and the other group members to see if they can work out which dishes that pupil wants to order, in the style of the previous activities. Repeat as time allows. Next, ask pupils to create a sound for each of the rhythms on the rhythm cards using a different percussion instrument to represent each “dish”. Each group can create their own order for the seven cards and perform their sounds to the rest of the class.

Next, ask pupils to experiment with “layering” the rhythms – repeating them to turn them into an **OSTINATO** rhythm pattern – and adding them gradually until they have established an ostinato pattern. Explain that pupils don’t have to use all seven rhythms, they can select and combine ones which they find effective. Allow each group to perform their ostinato pattern to the rest of the class. Discuss:

- *Which ostinato pattern works well? Why?*
- *Can you identify any of the rhythms the group used in their ostinato pattern?*
- *Can you identify any of the rhythms the group chose to leave out in their ostinato pattern?*

Ask each group to record their ostinato pattern, using whatever form of notation is most appropriate – the names of the dishes, rhythm grid notation, graphic symbols or single-line rhythm notation. Next, swaps notated ostinato patterns among groups and ask them to attempt to perform other group's ostinato patterns. Discuss:

- *How easy was it to read and perform another group's ostinato pattern?*
- *Which group had the most effective ostinato pattern?*