



Rhythm

Teacher's notes

Learning Objectives:

To learn basic notation

To use body percussion to perform a rhythm to a pulse.

Resources:

Projector and speakers

Rhythm boxes grid

Body percussion sheet

Percussion instruments (optional)

Learning Outcomes:

All will (Working Towards): Be able to keep a steady pulse and clap simple rhythms using crotchets, quavers and rests

Most will (Working At): Perform rhythms using different body percussion sounds keeping in time with others

Some will (Working Beyond/GAT): Perform more complex rhythms using a variety of body percussion sounds with accuracy and fluency.

Slide 2: Introducing the term pulse. You could explain that like a human a piece of music needs a steady beat to keep it together. If it keeps speeding up or slowing down too much, or if people play at different speeds the piece will fall apart. Practise keeping a steady pulse as a class.

Slide 3: Clap the rhythm together making sure you leave the blank boxes silent for one beat. You can also explain to the class that this is a form of graphic notation as you are playing music based on symbols rather than music notes and that it is up to the interpretation of the performer.

Slide 4: Discuss what these dots could represent and how they could be performed. As this is graphic notation there is no right or wrong answer it is open to interpretation. There are some suggestions on the slide if students are struggling.

Slide 5: A more complex rhythm. You could split the class into 2 or 4 to perform this rhythm

Slide 6: Shows how the dots can represent notation, crotchets, quavers and rests.

Slide 7: Shows a 16 beat rhythm that students can clap together using a mixture of crotchets, quavers and rests. Students can then have a go at writing their own rhythms as dots and performing them in time with a pulse.

Slide 8: Discuss with students what they think body percussion means. You can then watch the link demonstrating how people can use their bodies to create music.

Slide 9: Shows a rhythm grid like before but with parts for 3 different body percussion sounds. Try performing this as a class by speaking the sounds first. Start slowly and speed up.

Slide 10: Shows what this rhythm would look like as standard notation. You can then get students to perform the rhythm on percussion instruments or objects (optional task). They could try and add changes in dynamics (volume) or tempo (speed)

Slide 11: You can choose whether students work individually, in pairs or in groups for this task. They can create their own body percussion pieces which they could notate using grids or as an extra challenge using standard notation. They could then perform these to each other and feedback.

Did they keep a steady pulse? Were they in time with each other? Did they use a mixture of crotchets, quavers and rests? Was there a variety of sounds? Did they include a change in volume or speed?

Slide 12: Plenary to generate discussion.

Correct answers

I think the notes are all quavers

I think two quavers have the same value as one crotchet

Slide 13: Plenary to generate discussion.

Correct answer

I think there are two quavers and one crotchet

Slide 14: Plenary to generate discussion

The two incorrect answers are

I agree I think this note is a quaver

I disagree I think this note is a minim.