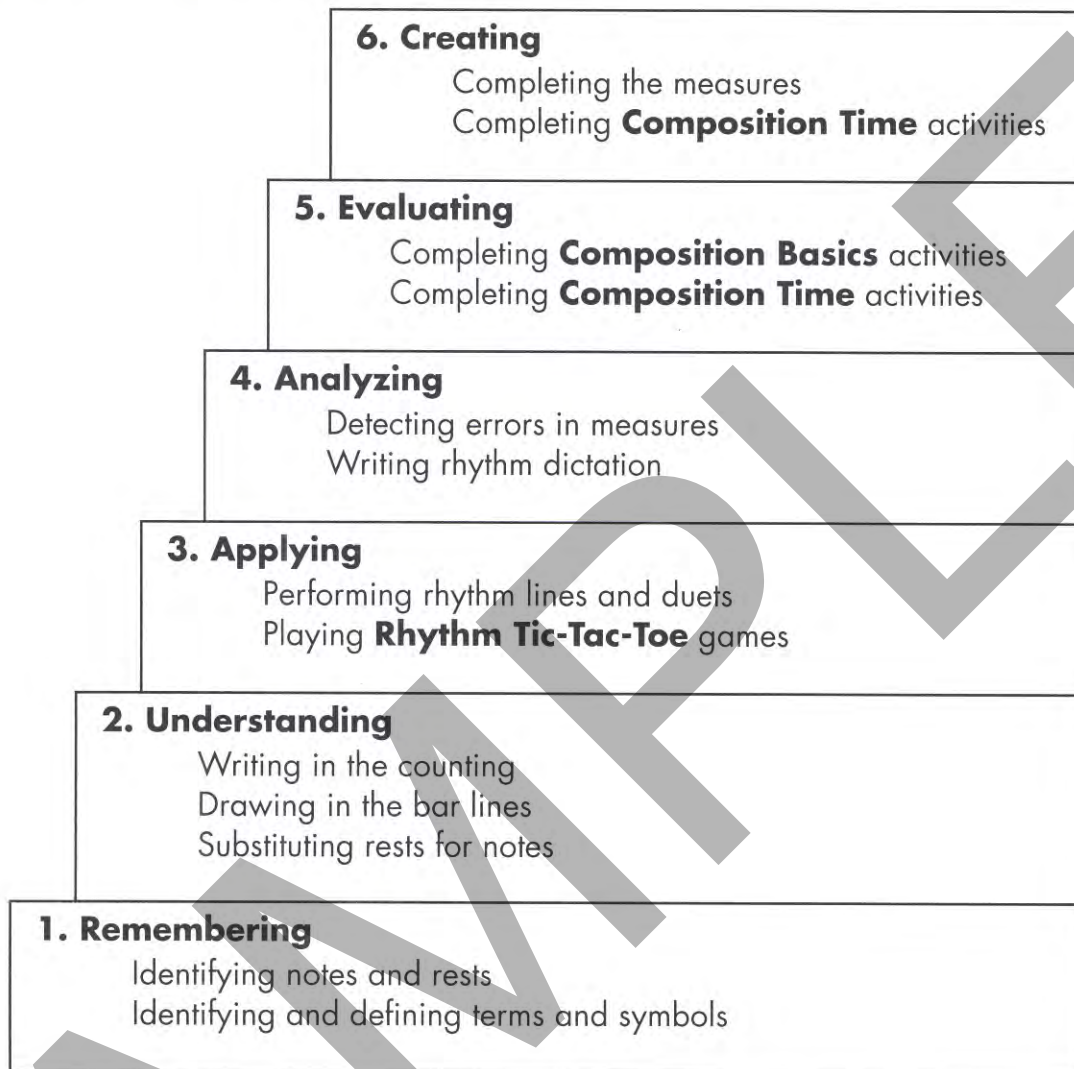


## Rhythm Basics Activities and Teaching Strategies

**Rhythms Basics** is more than a “write-in-the-counting” book. A variety of activities are presented in each unit. These activities challenge students to extend their understanding of rhythms to higher-level thinking by moving up through **Revised Bloom’s Taxonomy** (2001).



### ACTIVITY: Rhythm Tic-Tac-Toe

FEATURED: Units 3, 6, 7, 8

Instructions: (also printed in the student book)

- Students should read and perform the rhythms without writing in the counting.
- Rhythm Tic-Tac-Toe is a game for two players. Each player needs five markers of one color such as chips or small pieces of paper. Each player needs to be able to distinguish squares they have earned from those of the other player.
- There are two games on the page. Students should choose to play either Game A or Game B.
- To play: Player 1 chooses a square, and counts and claps the rhythm accurately (one try, no hesitation). If Player 2 agrees that the rhythm was counted and clapped accurately, Player 1 covers the square with a marker. If the rhythm was incorrect, the square is not covered. Turn moves to Player 2.
- Players take turns choosing squares and performing rhythms. The first player to cover three squares in a row wins, and there may also be games where no one gets three squares in a row. Remove the markers and play again. Switch off between Game A and Game B for variety.
- At the end of the playing time, have students remove the markers and together clap and count all of the rhythm squares in Game A or B without stopping.

**ACTIVITY: Composition Basics and Composition Time****FEATURED: Units 3, 6, 7**

Each composition activity has a Composition Checklist so students may assess their own work or provide feedback to peers.

- **Unit 3 – Composition Basics: “The End.”** Students think about how the last measure of a piece has a feeling of finality, then compose an 8-measure rhythm line that has the feeling of “the end.”
- **Unit 6 – Composition Basics: Duets.** Students think about how two parts in a rhythm duet fit together, then compose a 4-measure duet.
- **Unit 7 – Composition Basics: Form.** Students think about how composers organize their music into sections and patterns, then compose an 8-measure rhythm line in AABA form.

**ACTIVITY: Counting Extra!****FEATURED: Teacher’s Edition Units 6, 7, 8**

- **Unit 6 – Counting Extra!** TE30 & 31: Triplets in  $\frac{4}{4}$ ,  $\frac{3}{4}$ , and  $\frac{2}{4}$  meters.
- **Unit 7 – Counting Extra!** TE36: Comparing  $\frac{2}{4}$  and  $\frac{2}{2}$  meters.
- **Unit 8 – Counting Extra!** TE42: Comparing  $\frac{3}{8}$ ,  $\frac{3}{4}$ , and  $\frac{3}{2}$  meters.

**ACTIVITY: Terms & Symbols Extra!****FEATURED: Teacher’s Edition Unit 8**

Pages TE43 and TE44 review the terms and symbols that are introduced and used throughout **Rhythm Basics** in conjunction with the rhythm activities. Duplicate and distribute these pages, as you wish.

**Hints for Student Success – Developing Independent Musicians**

- Introduce rhythms by sound, then sight. Play or sing rhythms in call and response style. Students should be able to echo rhythms fluently. Next, rhythms should be applied in scales or other rote exercises, before introducing the notation and using **Rhythm Basics**.
- Provide ongoing feedback—to the class, small groups, and individual students—as it is essential for skill development.
- Help students develop the habit of checking the time signature at the beginning of every line.
- Have students write the counting below the notes and rests in pencil. Reinforce the practice of using a pencil whenever they need to mark their music.
- When students write in the counting, numbers should line up directly under each note and rest.
- Have students count aloud as they clap each line. You may also instruct students to keep pulse by tapping their foot.
- Repeat rhythm lines until all students are able to count and clap them accurately, fluently, and with steady pulse. Next, have students perform rhythm lines on a single pitch, or improvise a melody by using up to three pitches.
- Before completing activities where students must write in notes or rests, have them practice drawing music notation. Duplicate and distribute pages included in some of the units in this Teacher’s Edition, as needed, or have students use the practice activity on the Inside Back Cover of their books.
- In activities where students are drawing in the bar lines, detecting errors, or completing the measures, encourage students to write in the counting as they work in each measure, rather than after they finish the line.
- Student-composed rhythms can be tricky because they usually lack the patterns and repetition found in their method books or repertoire. Students will need to count especially carefully when they perform their own rhythm lines.