

Rhythm = "the way the words go"

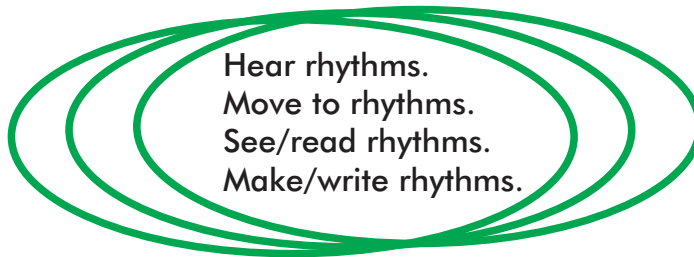
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Rhythm = "the way the words go"

Beat is a steady pulse. Rhythm moves over and around the beat --- the easiest way to think of it in a song, is **rhythm is the way the words go**

Rhythm Names are syllables that mimic how long a word is sounded/takes to sing.

Beat is the workhorse of music. Beat keeps music going.
Rhythm is the kitten winding its way around and through the footsteps of beat.



Possibly the easiest way to conceptualize rhythm is to connect with words or syllables in a song.

Teacher Information: Rhythm Symbols

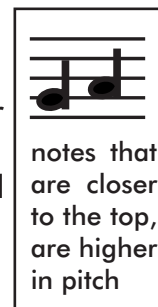
New to Music? Read On ... Rhythm symbols are notes without their heads/the circles attached. Most percussion instruments are played without reference to pitch. Their parts may be read from a single line of rhythm symbols or notes.

Usual Sequence for learning to read music ...

Students learn to read rhythm.

Students learn the basics of reading pitch (usually using whole notes or circles).

Then rhythm and pitch are put together onto staff lines to be read together.

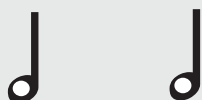




One quarter note (which is relatively short) is sounded "ta" --one clap.



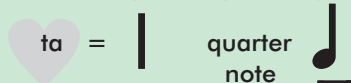
Two eighth notes, which take up the same amount of time as one quarter note (sounds like math eh?) are said "ti-ti" --2 quick claps.



One half note is "ta-a" --one clap followed by the hands together, and moving forward in a circle,

etc. as shown below

Grade One





Grade Two New Rhythms



Grade Three New Rhythms

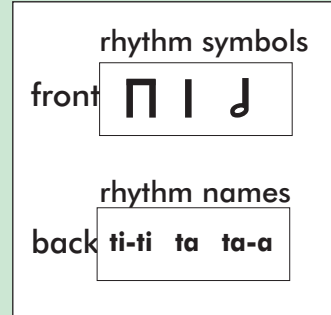


Mnemonic

half rest is shaped like a hat 
 whole rest is like a hole in ground 

Rhythm Flashcards

Pdfs for rhythm flashcards are found under "resources". They need to be printed front/back --- check to be sure that the front goes with its "correct" back as printers vary in the way they send paper through. Some of the flashcards include symbols that have not, as yet, been learned i.e. whole note (ta-a-a-a), half rest (sh-u) and whole rest (sh-u-u-u). Set these aside to be used later in the year.



Rests = Silence

In music, a rest is exactly that, a rest from making music, making sound. Learning to leave space for a rest is important to life and music. Include some rests in your patterns. To help beginners leave enough space for a music/sound rest, use your hands. Begin with them together, move each one to its own side a little bit opening up to have palms face the ceiling. It may also be helpful to say a very quiet "sh."

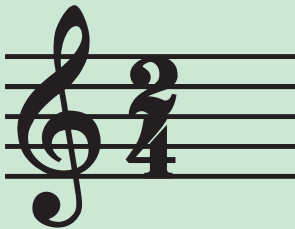
If I sign my signature, it's supposed to say to readers, "This is me."
Music has two signatures.

The Key Signature says, "This is how you find doh."
The Time Signature says, "This is how my beats are grouped."

Time Signatures

Bananas come in bunches ----music beats come in groups. In music, a group of beats is called a bar or measure. The number of beats in a bar (group) usually stays the same through the whole piece of music.

- 2 beats in a bar is the feeling of marching
- 3 beats in a bar is a waltz
- 4 beats in a bar is walking (the most common group)
- 5 beats in a bar is very unusual in Western music
- 6 beats in a bar feels like saying



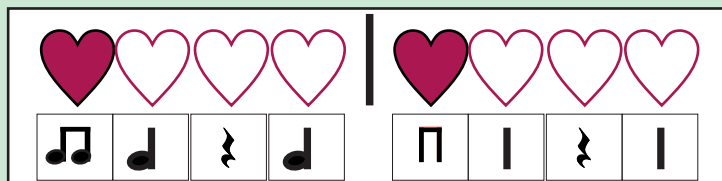
two beats in a bar
a $\frac{1}{4}$ quarter note gets a beat

$\frac{2}{4}$ is called
two four time



four beats in a bar
a $\frac{1}{4}$ quarter note gets a beat
and is used so often,
it is called common time
and may also be written as below

$\frac{4}{4}$ is called
four four time



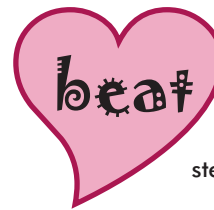
Relearn the Mnemonic "Keep the Beat"

1 Review/relearn the mnemonic for beat.

You have 1 (point to nose, let children fill in word) **to smell. 2** (eyes) **to see. 10** (toes) **to wiggle. Inside your head to think is a** (brain). **And in here** (lay hand over heart) **is a heart to beat.**

"Songs don't have noses or toes, but they do have a heart, and it beats very much like your heart beats, a nice steady beat or pulse.

most songs have one



steady

keeps going through whole song

Being able to keep and feel the beat is a basic in social dancing. The easiest way to "learn" the feel of a beat is to attempt to keep it while in the company of other people who are keeping it. The pulse that goes through a group is contagious.

2 "When I say 'Go' stand up and be ready to echo what I say and what I do. Any questions? GO!"

3 1st Time Walk in place on the beat while saying each line --- leaving space for students to echo words and movement.

2nd Time Repeat using a loud (forte) voice.

3rd Time Repeat using a soft (piano) voice.

From the 3rd time on, vary the beat action but always use the feet in some way, e.g. tap one toe, hop, heel-toe, etc.

4th Time Repeat using a faster tempo.

5th Time Repeat using a slower tempo.

Beat Section



4 1st Time Clap the words as you say each line -- leaving space for students to echo words and clapping.

2nd Time Repeat using a loud (forte) voice.

3rd Time Repeat using a soft (piano) voice.

4th Time Repeat using a faster tempo.

5th Time Repeat using a slower tempo.

Rhythm Section



5 Use the "Keep the Beat" movement track. Students walk freely to the beat while saying the "beat" section. Students stand in place and clap while saying the "rhythm" section.



Beat/Rhythm: Keep the Beat-Keep the Rhythm
 (used as a warm-up after it has been taught in a music class)

- 1st time:** everyone does the chant once through
- 2nd time:** divide the class in half
 - half the class does the words
 - half the class does the spelling, switch
- 3rd time:** class still in two groups
 - one group begins, when they get to the "Rhythm" section, the other group begins with "Keep the Beat"

Note the date used in classroom.



Beat Section

1 2 3 4

Keep the beat on your feet

B E A T

Rhythm Section

1 2 3 4

Keep the rhythm with the words

R H Y T H M

R H Y T H M

R H Y T H M

Beat/Rhythm: Echoing Rhythms While Walking the Beat

Begin with 2 or 3 simple rhythm patterns for students to echo with words and actions.

Congratulate students on how well they do this -- too easy? Yes! Challenge them to stand and walk on the beat while they echo your rhythms. A little practise ahead of class time will make this easier for the leader. It may help to visualize a footprint where usually a heart is seen to mark the beat. Remember that you are learning with the students, and be as gentle with yourself as you are with students when trying out new things.

1 2 walk 'n listen
 (keep the beat all the time)

ta (clap) ti - ti (clap-clap) ta - a (circle clap)

ti - ti (clap-clap) sh hands out ta (clap) ta (clap)

Learning Time/Rhythm Symbols and Names is preparation for learning to read music. Flashcard drills done until responses are automatic will help students develop reading and composition skills. Keep the pace of drills steady and fairly quick. A few minutes at the beginning of every music lesson will reap large dividends.

Vary the drills.

Teacher	Class Individual Group
says and shows a card	echoes
shows a card counts to 4	reads card
show card symbols	say or clap symbols
show card time names	clap or say time names
How many can be done in 3 minutes? Do a "Symbol Bee" (like a spelling bee).	

time/rhythm
symbols

front

|
|
|
|





















time/rhythm
names





















back


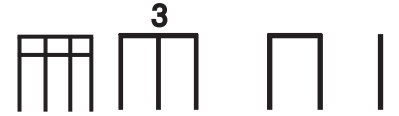
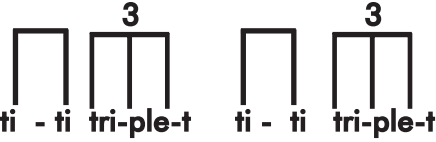

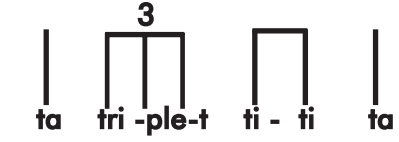
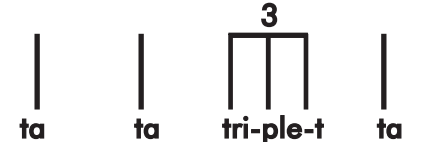
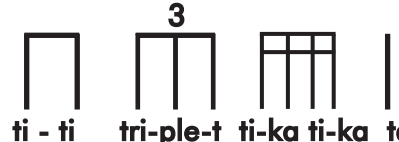
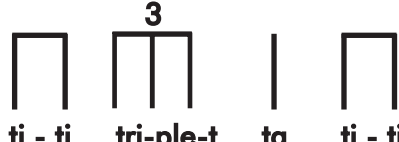









ta
ta
ta
ta

Pdf's of flashcard sets for Grades 1, 2 and 3 are found under Resources — Flashcards

<p>Grade One</p>	<p>□ □ ti-ti ta ti-ti ta</p>	<p>□ □ □ □ ti-ti ti-ti ta ti-ti</p>
<p> ta ta ta ta</p>	<p>□ □ ti-ti ti-ti ta ta</p>	<p>□ □ □ ti-ti ti-ti ti-ti ta</p>
<p> □ ta ta ti-ti ta</p>	<p> □ □ ta ta ti-ti ti-ti</p>	<p>□ □ □ □ ti-ti ti-ti ti-ti ti-ti</p>
<p> □ ta ti-ti ta ta</p>	<p>□ □ ti-ti ta ta ti-ti</p>	<p> } ta ta sh ta</p>
<p> □ ta ta ta ti-ti</p>	<p> □ □ ta ti-ti ta ti-ti</p>	<p> } } ta sh ta sh</p>
<p>□ ti-ti ta ta ta</p>	<p> □ □ □ ta ti-ti ti-ti ti-ti</p>	<p>□ } ti-ti ta ta sh</p>
<p> □ □ ta ti-ti ti-ti ta</p>	<p>□ □ □ ti-ti ta ti-ti ti-ti</p>	<p> □ } ta ti-ti sh ta</p>

<p>Grade Two</p>	 <p>ta-a sh ta</p>	 <p>ti-ti ti-ti ta-a</p>
 <p>ta-a ta-a</p>	 <p>ta-a ta sh</p>	 <p>sh ta ta-a</p>
 <p>ta-a ta ta</p>	 <p>ta-a ti-ti sh</p>	 <p>ta sh ta-a</p>
 <p>ta-a ti-ti ta</p>	 <p>ta-a sh ti-ti</p>	 <p>ti-ti sh ta-a</p>
 <p>ta-a ta ti-ti</p>	 <p>ta-a sh-u</p>	 <p>sh ti-ti ta-a</p>
 <p>ta-a ti-ti ti-ti</p>	 <p>ta ta ta-a</p>	 <p>sh-u ta-a</p>
 <p>ti-ti ta ta-a</p>	 <p>ta ti-ti ta-a</p>	 <p>ta ta-a ta</p>

<p>Grade Three</p>	 <p>ti-ka ti ti-ka ti ti - ti ta</p>	 <p>ti-ka ti-ka three-ee-ee</p>
 <p>ti-ka ti-ka ti-ka ti-ka ta - a</p>	 <p>ti ti-ka ti ti-ka sh ta</p>	 <p>three-ee-ee sh</p>
 <p>ta ta ti-ka ti-ka ta</p>	 <p>ti ti-ka ti - ti ti ti-ka ta</p>	 <p>ti ti-ka three-ee-ee</p>
 <p>ti - ti ti-ka ti-ka ti - ti ta</p>	 <p>ti-ka ti sh ti-ka ti ti - ti</p>	 <p>ti ti-ka ti ti-ka ta - a</p>
 <p>ti-ka ti-ka ti - ti ti-ka ti-ka ta</p>	 <p>ti-ka ti ta - a ti ti-ka</p>	 <p>ti - ti ti ti-ka sh ti - ti</p>
 <p>ta sh ti-ka ti-ka ti - ti</p>	 <p>ti-ka ti ti-ka ti ta - a</p>	 <p>ti-ka ti ta ti ti-ka ta</p>
 <p>ti-ka ti-ka ti-ka ti-ka ti - ti ti-ka ti-ka</p>	 <p>ti ti-ka sh-u ta</p>	 <p>ti - ti ti ti-ka ta ti ti-ka</p>

<p>Grade Three enrichment</p>	 <p>tri-ple-t ti - ti tri-ple-t ta</p>	 <p>ti-ka ti-ka tri-ple-t ti - ti ta</p>
 <p>ti - ti tri-ple-t ti - ti tri-ple-t</p>	 <p>tri-ple-t ta sh ta</p>	 <p>ta tri-ple-t ti - ti ta</p>
 <p>ta ta tri-ple-t ta</p>	 <p>ti - ti tri-ple-t ti-ka ti-ka ta</p>	 <p>ti - ti tri-ple-t ta ti - ti</p>
<p>Grade Three 3/4 patterns flashcards are 3/4 size as well</p>		
 <p>ta ti - ti ti - ti</p>	 <p>three-ee-ee</p>	
 <p>ta ta ta</p>	 <p>ta ti - ti ta</p>	 <p>ta ta - a</p>
 <p>ti - ti ta ta</p>	 <p>ti ti-ka ti ti-ka ta</p>	 <p>ti-ka ti-ka ta ti - ti</p>

1 Establish Echoing Patterns/Rhythms

Beat/Rhythm: Do What I Do

"Do What I Do" focuses attention, and is a beginning beat keeping activity that feels like a game.

With a steady beat/pulse, pat your knees a few times and say "Do what I do. When I change actions, change with me."

Continue patting your knees until all the children are patting their knees. With the same steady beat, begin patting your shoulders. Change activities again ---keep the changes moving quickly.



Do What I Do Ideas

pat knees
snap fingers
touch elbows

clap hands
pat cheeks

tap feet
stand up and walk in place
wave "good-bye"

Beat/Rhythm: Echo Patterns

"Do What I Do" has students joining in with an action.
Here a new pattern is introduced:

1. Listen/Watch
2. Do/Echo #1

The "leader" pattern may be any length, but keep it short in the beginning. Using a 4-beat pattern consistently will give a natural place for students to begin their turn.

When I was new to teaching music, I used a cue e.g. the words "your turn" on the beat after I did the pattern.

The diagram below gives a few sample patterns with a steady pulse underpinning them. The small hearts mark the beat/pulse.

Action Ideas

snap fingers
pat knees
touch head
wave one hand
silence/rest

Sample Patterns	Teacher Does	Teacher Says	Students Do/Echo	Teacher Says
1.	clap pat knees clap pat knees	"ready" "go"	clap pat knees clap pat knees	"my turn"
2.	clap wave clap wave	"ready" "go"	clap wave clap wave	"my turn"
3.	clap clap silence clap	"ready" "go"	clap clap silence clap	"my turn"
4.	clap touch head pat knees clap	"ready" "go"	clap touch head pat knees clap	"my turn"
5.	clap touch head silence clap	"ready" "go"	clap touch head silence clap	

Beat/Rhythm: Walking/Marching

Sometimes when students gather for an activity, they seem too restless to begin. Times like that in music, pop on a piece of music that has a clear LOUD beat in its instrumentation. Invite students to march either on the spot (limited space) or in a line around the classroom.

A few ideas to get started ...

CanDo 1

Follow the Leader
Here We Go Looby Loo
Hush Little Baby (quiet walking)
Engine, Engine, Number Nine
The Wheels On the Bus
Down By the Station
The Ants Go Marching
Rig a Jig Jig

CanDo 2

Mama Don't 'Low No Singing
A Sailor Went to Sea
Old Brass Wagon
Deck the Halls
I Want To Go Outside
My Paddle's Keen and Bright
Sweetly Sings the Donkey
John Jacob Jingleheimer Schmidt

CanDo 3

The Bear Went Over the Mountain
She'll Be Comin' 'Round the Mountain
Red, Orange, Yellow, Brown
Pass One Window
Jingle Bells
Nobody Likes Me
The Grand Old Duke of York
Napoleon
I'm a Little Piece of Tin

Most classes have a few students who find it a challenge to keep the beat. Moving/walking with a group on the beat is an effective patterning activity and with repetition, can help students find their own inner beat.

Try the above beginning activity using a hand drum (or something that may be struck and makes a good drum sound) to sound the beat.

Ask students to stand and listen to four beats before they begin moving. Remind them that when the drum stops, they stop (keeps them listening eh).

Repeat and change the tempo/speed of the beat.

2 Introduce Rhythm Symbol Names Into Patterns/Rhythms

Beat/Rhythm: Echo Rhythms with Rhythm Names

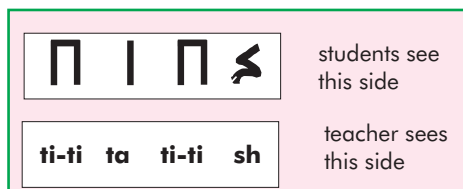
Students are to echo your actions and words. The key is for the class to listen first, and then echo. Students need a cue as to when to begin, so that they can echo the pattern in sync with each other. Use your own cue or try a few words "your turn", "ready go" or an action such as touching your knees. (with experience, music teachers develop subtle body cues that get students ready to immediately be an echo, eliminating the need for the "B" section in the sample patterns. In the beginning, keep whatever action you do on a steady beat/pulse, to a count of four --this will acclimatize you and the students to the pattern of listening for a signal. The small hearts mark the beat/pulse. Doing this activity is much easier than explaining it. It's a warm-up activity so limit it to 6-8 patterns, and keep it moving quickly..

	Teacher	Students
1.	SAY A DO ta clap ta clap ta clap ta clap	B "ready" "go" C ta clap ta clap ta clap ta clap
2.	SAY ta clap ti - ti clap-clap ta clap ta clap DO	ta clap ti - ti clap-clap ta clap ta clap
3.	SAY ta - a make circle with hands ta clap sh hand out to each side DO	"ready" "go" ta - a make circle with hands ta clap sh hands out to each side
4.	SAY ti - ti clap-clap ta clap sh hands out ta clap DO	"ready" "go" ti - ti clap-clap ta clap sh hands out ta clap

3 Echo Rhythms While Looking at Flashcards

Rhythm: Echo Rhythm Flashcards

Hold up a rhythm flashcard with the symbols facing the students. One hand holds the flashcard, the other hand is used to pat one knee (instead of clapping) to sound the rhythm.



Say the rhythm names, students echo and clap the rhythm.

Put one rhythm flashcard on the pocketchart. Use one hand to point to each symbol as you say its name. Students echo and clap the rhythm names.

Clapping, or some other movement, while saying rhythm names is important. Physical action moves this activity into a whole brain development activity. Music involves kinesthetic learning. Students may "drop" the clapping when saying rhythm names as it is "easier", however not as effective for learning, or rehearsing reading rhythms for instrument playing.

If students are finding the last activity challenging, try this one --focusing attention simply on the shapes of rhythm symbols without trying to say/clap them.

Rhythm Card Matching

Work Page: Matching Rhythms

I can do music in Lesson 23. My name is _____

Rhythm Symbols and Time Names

ti-ti ta ti-ti ta

ta

sh

ti-ti

Match the rhythm symbols with their time names.

	8	1 ta ti-ti ta ta
	_____	2 ta ta sh ta
	_____	3 ta sh ta sh
	_____	4 ti-ti ta ta ti-ti
	_____	5 ta ti-ti ta ti-ti
	_____	6 ta ta ti-ti ta
	_____	7 ta ta ti-ti ti-ti
	_____	8 ta ti-ti sh ta



Point to a box with rhythm symbols in it and ASK ME to read it!

1. Place 4 rhythm flashcards on the pocket chart.
2. Giving a count-in, read each with students using names and claps.
3. Teacher says/claps one of the cards, asking: Which one am I doing?
4. Repeat several times.
5. Place copies of the backs of the rhythm flashcards on the pocket chart, but not beside their match. Students match cards and then read them.
6. Students at desks complete the same activity on individual work pages.

This is a good way to check and see how many in the class have succeeded in making the connection between the visual symbol and the rhythm names.

4 Reading Rhythm Flashcards

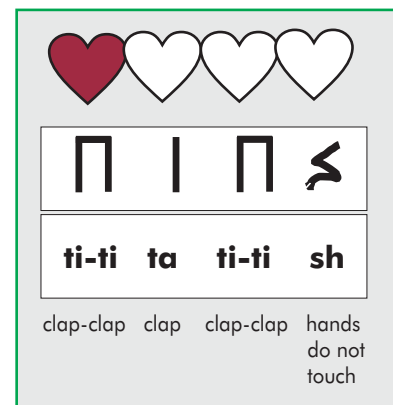
Students have echoed rhythm patterns, read rhythm patterns from word cards, and echoed rhythm patterns using rhythm names. Now make the transition to reading the rhythm symbols.

1	2	ready	read	
				students see
ti-ti ta ti-ti ta				teacher sees

As you develop comfort with this process, you'll be able to smoothly transition from one card to the next. In the beginning, though, to make it simpler for the students and you, give a count-in for each card keeping the tempo the same.

Reading Rhythm Flashcards

1. (Hold up a flashcard.) **In our last music class, you echoed these rhythm symbols. This is a "ti-ti" (point to it). This is "ta". This is "sh". The "sh" in music is a very short resting time. In real music, if you see a "sh", you don't sing or play an instrument. We say the "sh" just to remind ourselves that its there! I'll point to a rhythm symbol. Everyone say its name. (5 or 6 times)**



clap-clap clap clap-clap hands do not touch

2. **I'm going to say and clap the rhythm symbols, show me with your fingers how many claps I do each time. "Ti-ti" (2 claps) "Ta" (1 clap) "Sh" (0 claps)**

3. **Now I'm going to point to a rhythm symbol. What are these called? (rhythm symbols) You say its name and clap its rhythm. (5 or 6 times)**

4. (Put 4 rhythm flashcards on the pocket chart.) **Here's a challenge. Wait for the count-in, and then we'll read the flashcards with names and claps. Ready. One, two, ready, read ...**



As you do the count-in, point to each of the hearts above the first flashcard. Bring your hand back to the beginning, and again point to the heart above each symbol as it is read. Your hand is reminding students of the steady beat. Be sure to keep your hand moving steadily. In reading English, sometimes we slow down for a difficult word. Music, however, must keep moving to the beat. Part of learning to read music, is learning to "let go" of something that may have been missed, and catch up with the beat.

Reading and Clapping Rhythm Flashcards (without a lead voice to echo)

Give a clear count-in for each card. You'll be able to read the rhythm names printed on the back to determine if students have read and clapped it correctly.

If students are reading slower than the tempo set, they probably are unsure about the symbols. Try that card again.

If this exercise is simple for your class, try changing the tempo during the count-in. Remember that you can use a finger along the top of the card to help students stay with the beat.

5

CanDo 1 Lesson 21b

Work Page Reading Rhythm and Pitch

Note: On this week's work page, the size of the hearts changes to mimic the amount of time it takes to sing each one. Ti-ti = ta, in the amount of time sung/played, so the "ti-ti" hearts are smaller than the "ta" heart.

Enlarge the work page (or project) so that students can see the differences in size as you review what is to be done.

Challenge them with the question: Why are some of the hearts smaller/larger? (large = longer time) If students need a hint, try singing the song pointing to the "music map" as everyone sings.

The relationship between the picture size and time is an abstract concept. Some students will "get" it, some won't in Grade One. My simplistic explanation for Grade One is: The "ti-ti" hearts are smaller because there are two squeezed into the same space as a "ta" heart.

I can do music in Lesson 21 . My name is _____

Key C, first note so(G)
glockenspiel count-in: 1,2,3,4,Val...

teaching song
Canada
LJ Clare 2012

Valentine

Val-en-tine, val-en-tine, red and blue--- Val-en-tine, val-en-tine, I love you.

Valentine --Rhythm and Pitch

Valen-tine, Valen - tine red and blue_____.

Valen-tine, Valen - tine, I love you.

Be a music writer!
Print the missing solfa in the valentines. so mi la

Now try singing the solfa.

Thinking About Reading Music ----Can you answer these questions?

1. Why are some of the hearts bigger?
2. Why do the hearts go up and down?

Ask me the "Thinking" questions!

Ready for more?

Now that the basics have been taught, every song becomes a potential for practising, using and exploring rhythm.

Check out Counting Rhythm and Rhythm Musical Math, samples of which are included in this PDF.

Learning a New Rhythm Symbol

1 "I'm going to make something. See if you can figure out what it is." (Mime the actions for making a pancake. Don't forget to eat it! Ask students for guesses. Mime the actions again as you say:) **"Pancakes are delicious --flour, sugar, yeast and eggs are mixed together. Then some fat is put into a frying pan and the pancake mix is poured in. After one side is fried, then the pancake is turned over."**









2 "Christina Rossetti lived in England. England has a special day for pancakes - they call it Fat Tuesday, or Pancake Tuesday. When Christina was young she wrote a poem for pancakes. Try the actions with me while I say the poem." (Teacher says poem, all do actions.)

3 "Ready to try Christina's poem with me? **One, two, ready let's go ..**". (All say the poem with actions.)

4 "Many religions have special times in the year for prayer and fasting. Christians call their special time Lent. The day before it begins, families want to use up all the foods they won't be able to eat during Lent. Someone had the good idea of making pancakes and frying meat to go with them to use up lots of fat and sugar. Someone else had the very strange idea that it would be excellent to play games with the pancakes. Christina, in England, would have played pancake games with races while holding a frying pan with a pancake in it and pancake flipping contests. Sound like fun eh?"

Pancake Tuesday

England
Christina Rossetti
1880s

<i>pretend to pour into bowl,</i>  1. Mix a pan-cake,	<i>stir contents,</i>  Stir a pan-cake,
<i>spoon it into the pan ...</i>  Pop it in the	 pan.
<i>hold the frying pan,</i>  2. Fry the pan-cake,	<i>flip the pretend pancake,</i>  Toss the pan-cake,
<i>move frying pan out as</i>  Catch it if you	<i>if to catch the pancake</i>  can.

Preparation: Put the hearts and phrase markers on the pocket chart as shown.









5 "Look at the pocket chart. How many beats/hearts are in each line? (eight) Watch the pointer as we say the Pancake chant again." (Use a pointer to follow the beats. Emphasize each of the four beats on both "pan" and "can.")

6 How many beats was the word "pop?" (one) ---"fry"(one)
 ---"pancake"(two)
**What about the word "pan"?(four beats)
 Good counting."**

Put the words for "Mix a pancake, stir a pancake, Pop it in the" on the pocket chart. Ask: **"What is the time-name for this symbol? (ta) "Pancake" has two beats in it, why does the flashcard have two "ta"s instead of a "ta-a"?** (because pancake is a two-clap word as well as a two beat word in this chant)

Pancake Tuesday

England
Christina Rossetti
1880s

CanDo 3 Lesson 5a

Learning Music Concepts

New Rhythm Symbol: "tika tika"

1 "Excellent rhythm counting! Did you notice ... all the words we just used are from the same song. Hands up if you know its name and what kind of song (genre) it is." (Old Brass Wagon - square dance)

Post the written music for Old Brass Wagon. Set a clear beat and sing through the song once.

Old Brass Wagon

Key G, first note do(G) Square Dance
 a cappella count-in: 1 2 Circle... Traditional
allegro arr: LJ Clare

d d d d d d d l, s,

Cir-cle to the left, old brass wag-on,
ti-ka ti-ka ta ti - ti ti - ti

2 "Hands up when you find information written here that we haven't learned before. (Give students a moment.) Yes! Above the words "Circle to the left" there is a new rhythm. How many claps does it get? (4) Its rhythm name is "tika tika". Try it 5 times. (Count them off with your fingers.) Excellent.



Because its on the staff lines, the rhythm symbols all have noteheads -- circles. When its not on a musical staff, it could be written this way.
 (Show flashcard or print on board.)

3 How many beats does it take to say "tika tika?" (one beat)
 How many beats does it take so say "ta?" (one beat)
 How many beats does it take to say "ti-ti?" (one beat)
 How many beats to say "tika tika ta?" (2 beats)
 How many beats does it take to say "circle to the?" (one beat)

4 Try singing Old Brass Wagon to rhythm names.

5 For the rest of the lesson today, students will be doing individual paper work so take some time now to stretch and move with dancing Old Brass Wagon as a transition to "desk" positions.

Key D, first note D (high do)
a cappella count-in: 1 2 3 If...

Starlight 'n Wishes

nursery rhyme
adapted: LJ Clare
Canada 2004

A *Andante*

Star - light, star bright, first star I see to - night.
Wish I may, wish I might, have the wish I wish to - night.

Warm-Up Singing

- 1 Warm-up for song with solfa in the Key of D.
- 2 Post the music.
Sing the song through once.

3 Practice and Review Time Signature

"Three, four ... (point to them on the display music) if you remember what the three tells us, hands up. (Choose a student to respond.)

"What is special about the first beat in every bar? (a little bit longer and a little bit stronger)

"Last week we used several ways to show the metre, the time signature in this song. (demonstrate as you say) Clap, pat, pat; Clap, pat, pat. Think of a different way to show three four time. Wait for the count-in, then try it out ... One, two, three, Ready, try it, out

Starlight/Wishes

Key D, first note D (high do)
a cappella count-in: 1 2 3 If...

Key D

do' D
la B
so A
mi F#
re E
do, D

Learning Music Concepts

CanDo 3 Lesson 10a

Rhythm: dotted half note/ta-a-a

"Explore the written music now.

"Hands up when you've found a word under a "ta". (I, the, you...)

"Hands up when you've found a word under a "ta-a". (have, wish...)

(Point to the dotted half note.) "This note is a "ta-a" with something extra. Right here there's a small dot. Whenever there is a dot beside a note in music, it makes that note a little bit longer. So instead of saying "ta-a", say "ta-a-a" (One clap, then hands together circle twice --try to keep the voice smooth as it is said.) "Try it, ready ... "ta-a-a".

"Instead of singing the words, this time sing and clap the rhythm names." (Use the instruments only music track.)

"Excellent singing and naming.

(Point to the time signature.) What does the number on top tell us? (how many beats in a bar) Good remembering.

J. OR P.
ta-a-a

A "dot" adds half the value of the note it is beside. A half note has a value of 2 beats here. So the dot adds half of that again (1 beat). The dotted half note has a total value of 3 beats.

CanDo 1 Lesson 16b



New Poem: January Snow

(If you are new to reading music learn the rhythm by listening to the CD.)

- Ask students to match you as you do the beat pattern.
- While you and students are doing the beat pattern, say the first line: **"January snow makes February cold"**. Students echo. Continue through the poem/chant.
- Repeat the above PLUS say the names of the **months in a louder voice**. Students echo.
- Put the **word/rhythm cards** to the first half of each line on the pocket chart. Show one of the "2nd half" cards to students. Ask for a volunteer to **match the card** with its beginning words.
- Using a count-in of **1, 2, ready, read ...** read the poem/chant with students.

January snow makes

March winds blow

April showers

bring May flowers

June is bright

July, August,

September harvest

October blows

November quiet,

December leads to

February cold,

breezy and bold,

mud and rain,

here again,

sunny days,

oh-- heat haze,

fruit and hay,

leaves away,

cool and gray,

New Year's Day.

I can do music in Lesson XX. My name is _____

Make the poem complete by printing the ends of each line.
When you are finished, find a friend and read the poem to them.

January snow makes _____	leaves away,
March winds blow _____	mud and rain,
April showers _____	oh --heat haze
bring May flowers _____	fruit and hay
June is bright _____	breezy and bold.
July, August, _____	New Year's Day.
September harvest _____	February cold.
October blows _____	sunny days,
November quiet, _____	here again,
December leads to _____	cool and gray,

Read and clap the rhythm symbols.

ti-ti sh

Create your own rhythm symbol lines.
Put one rhythm symbol in each box.
Read and clap your rhythm symbol lines.
Now ask a friend if you may read and clap their rhythm lines.

□ □ □ □ □ □ □ □	□ □ □ □ □ □ □ □
□ □ □ □ □ □ □ □	□ □ □ □ □ □ □ □

Ask me to read and clap a rhythm line.

"Ta-a" (half note) is part of music curriculum in Grade 2. The symbol is included here as an "optional" extra. If you wish, or if a student asks what the symbol is, tell them its a "ta-a" (clap once then with hands together, move them both in a circle).

Work Page

At their desks, students now have an opportunity to repeat individually what was just done by the entire class.

CanDo 2 Lesson 2a

1 Place the "Teddy Bear Rhythm" on the pocket chart and/or use the mp4 Teddy Bear movie.
Invite students to sing with the recorded music. If you're not able to show the movie, point to the words and symbols as the song progresses.

2 "Songs have beats, and songs have rhythm. Rhythm is the way the words go."

If you remember the "ta" and "ti-ti" words from last year, raise your hand." (Some students may raise their hands just to save face, however, it will give a feel for how many in the class had music in Grade One.) "Ta" and "ti-ti" are names for rhythms. (Point to their symbols while saying the names.)

3 How many claps does the word "bear" get? (one) How many claps does the word "teddy" get (two) Hands up when you know another word that gets one clap in this song. (e.g. turn) How many hearts/beats does "turn" get? (one -seen visually on the display) Yes, one beat, one ta." The number of claps a word gets is its rhythm.

Eventually a student will offer one of the words that is on a half note e.g. ground, pray'rs, do, night. Even though these words take two beats to sing, they only receive one clap ---they are one-clap words in singing.

Ask: "How many hearts/beats does "night" get? (two) Yes --two hearts/beats. And when a word has one clap and two heart/beats we call it "ta-a, and it looks like this ." When you see a ta-a, clap once, then move your hands around on the "a," but try to keep your voice smoooooth e.g. "taa"

Re-learn "Rhythm"(ta, ti-ti, sh) and Learn "ta-a"/half note

1 Teddy Bear - Rhythm

ti - ti ta ti - ti ta

1. Ted-dy Bear Ted-dy Bear
2. Ted-dy Bear Ted-dy Bear

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

2 Teddy Bear - Rhythm

ta ta ta - a

turn climb a - -round
show your the stairs

show your shoe
turn out the light

3 Teddy Bear - Rhythm

ti - ti ta ti - ti ta

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

4 Teddy Bear - Rhythm

ta ta ta-a

touch the ground
say your prayers

that will do!
say "Good - night!"

One clap words either have one syllable, or have been shortened into one syllable for singing e.g. instead of saying "pray-ers", sing "pray'rs."

ta = | quarter note

ta - a = half note

Rhythm

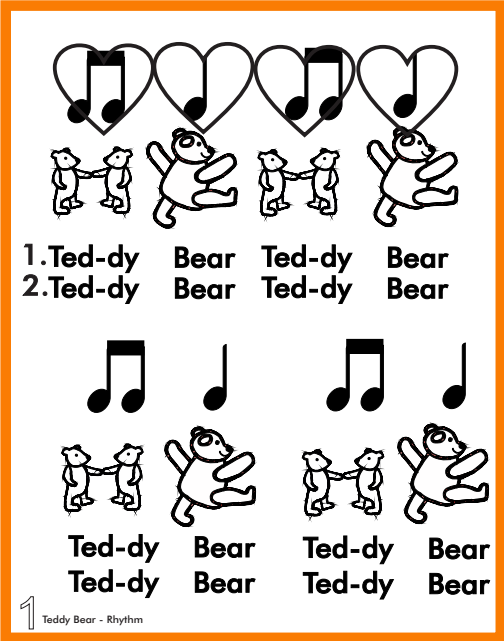
Samples of Reading Rhythms

4 How many claps does "Teddy" get? (two) When a word gets two claps and only one heart/beat, then its rhythm name is "ti-ti."

ti-ti =  two 8th notes 

5 "The rhythm has one more thing to tell us. Find the word "shoe." Now look above it. How many beats/hearts does it get? (two) Yes, two --and it looks like it gets two claps doesn't it? BUT ---look at this line that is connecting the first "ta" with the second "ta." (Print a "+" above it.) The line ties the two notes together so that they only have one long clap." (Don't belabour the intricacies of ties/slurs. For now, keep it simple.)


6 Instead of singing the words to "Teddy Bear," we're going to try singing the rhythm names. One, two, ready let's sing ... "ti-ti ta, ti-ti ta, ..." (This time sing without the recorded music, and follow the rhythm symbols on the display music with a pointer.)

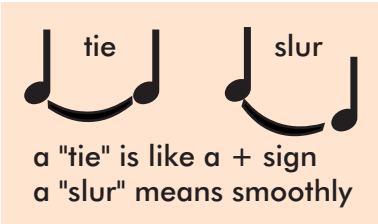


1. Ted-dy Bear Ted-dy Bear
2. Ted-dy Bear Ted-dy Bear

Ted-dy Bear Ted-dy Bear
Ted-dy Bear Ted-dy Bear

1 Teddy Bear - Rhythm

 a "tie" is always between two notes of the same pitch
a "slur" is between notes of differing pitches



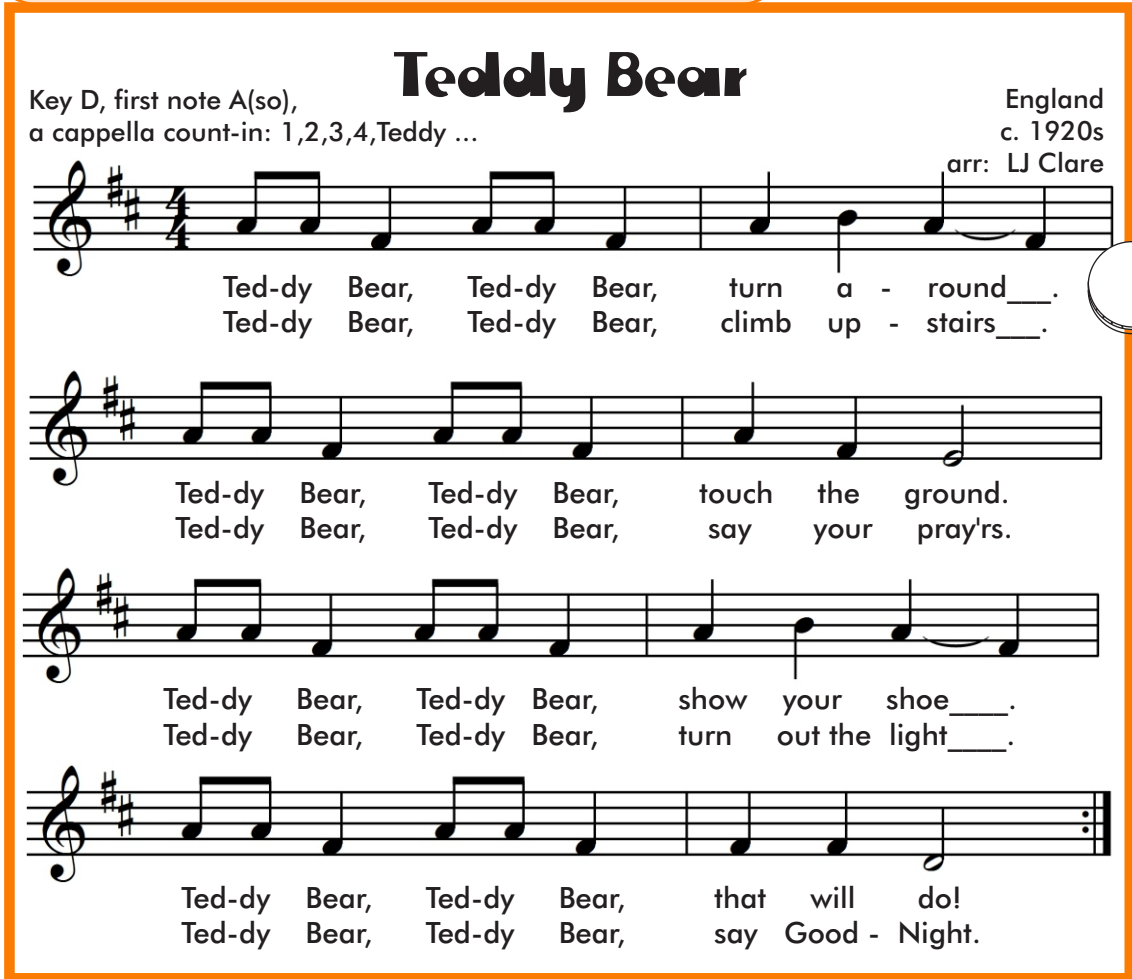
tie slur

a "tie" is like a + sign
a "slur" means smoothly

Teddy Bear

Key D, first note A(so),
a cappella count-in: 1,2,3,4,Teddy ...

England
c. 1920s
arr: LJ Clare



Ted-dy Bear, Ted-dy Bear, turn a - round __.
Ted-dy Bear, Ted-dy Bear, climb up - stairs __.

Ted-dy Bear, Ted-dy Bear, touch the ground.
Ted-dy Bear, Ted-dy Bear, say your pray'rs.

Ted-dy Bear, Ted-dy Bear, show your shoe __.
Ted-dy Bear, Ted-dy Bear, turn out the light __.

Ted-dy Bear, Ted-dy Bear, that will do!
Ted-dy Bear, Ted-dy Bear, say Good - Night.

Rhythm Samples of Reading Rhythms

CanDo 2 Lesson 5a

Practice and Review reading rhythm symbols

1 Place **visuals in the pocket chart**. **Count-in: 1,2,3,4...**

1st Time: Read and clap the rhythm symbols.

2nd Time: Read and clap the words.

The two empty lines will be used in the next lesson.



2 Instead of using hearts, in this music, beats are shown by the boxes. How many beats in a line? (eight) Look for a "ta." What do you think, is it the same as a beat, bigger than a beat or smaller than a beat? (same as one beat, write the equation or show the flashcard) Repeat for "ti-ti" and "ta-a".

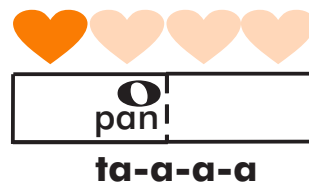
Now look at the word "thanksgiving", how many beats is it? (two beats) Repeat for several words. ("can" = part of a beat, "wait" = two beats)

- ti-ti = one beat
- ta = one beat
- sh = one beat
- ta-a = two beats

Thanks-giv-ing	din-ner,			food	on my	plate	
ta	ti-ti	ti-ti	sh	ta	ti-ti	ta-a	
Thanks-giv-ing	din-ner,			I can	hard-ly	wait	
ta	ti-ti	ti-ti	sh	ti-ti	ti-ti	ta-a	

CanDo 2 Lesson 22a

7 Show the flashcard for "pan." **"This is the rhythm symbol for "pan." In the chant "pan" has four beats, and the rhythm symbol is called "ta-a-a-a."** Demonstrate that it is clapped by clapping once, and then keep the hands together and move them outwards three times ---thus showing four beats (one clap and three movements).



(dotted line shows tape line to extend the flashcard size)

8 Place the rest of the flashcards on the pocket chart. (If you like, it's challenging to mix the words up and ask children to try to place them correctly --i.e. in the right order for reading.)

9 Ready to read?
Count-in quickly: 1,2,3,4,Mix... After the chant has been read ask: What tempo was that? (presto)

Repeat counting-in very slowly (andante).

Just for Fun!

Play with the flashcards. Change the order of the words --mixing them up. Then count-in and read the mixed up chant. If time allows, give several students an opportunity to rearrange the flashcards and conduct their new chants. (This will help to prepare students to do the composition project which begins next week.)

CanDo 3 Lesson 2a



Beat/Rhythm: Echoing Rhythms While Walking the Beat

Begin with 2 or 3 simple rhythm patterns for students to echo with words and actions.

Congratulate students on how well they do this -- too easy? Yes! Challenge them to stand and walk on the beat while they echo your rhythms. A little practise ahead of class time will make this easier for the leader. It may help to visualize a footprint where usually a heart is seen to mark the beat. Remember that you are learning with the students, and be as gentle with yourself as you are with students when trying out new things.

1 2 walk 'n listen
(keep the beat all the time)

ta (clap) ti - ti (clap-clap) ta - a (circle clap)

ti - ti (clap-clap) sh (hands out) ta (clap) ta (clap)

Rhythm Patterns/Names

New to rhythm patterns and rhythm names?

Before class begins choose 6-8 of the rhythm flashcards from gr.1-2. Place them with the rhythm names up, somewhere you can easily see the first one.

A clear, firm count-in on the beat sets the tempo/speed for the rhythm patterns.

ti-ti ta ti-ti sh

teacher sees this side

ti-ti ta ti-ti sh

eventually students see this side

Mnemonic

half rest is like a hat
whole rest is like a whole
(doughnut hole)



ta
quarter note
(one clap)



sh
quarter rest
(no claps)



ti-ti
2 eighth notes
(2 quick claps)



ti
1 eighth note
(1 quick clap)



s
eighth rest
(no claps)



ta-a-a-a
whole note
(extended circle clap)



ta-a
half note
(circle clap)



ta-a-a-a
whole note
(extended circle clap)



shu
half rest
(no claps)

CanDo 3 Lesson 2a

Practice and Review Reading Rhythms in Written Music

New Song: Canada Is Part A

Canada Is

A - Canada Is

Key F, first note F(do)
a cappella count-in: 1 2 3 One...

campsong
arr and words: LJ Clare 2014
Canada

A *Andante*

Ca - na - da is my coun - try, my coun - try, my coun - try.
OR (Don't try to guess where I was born, I was born, I was born,)

Ca - na - da is my coun - try, I'm Ca - na - di - an eh!
OR (Don't try to guess where I was born, I'm Ca - na - di - an now.)

- 1 Project or post the written music for Part A of this song on the pocket chart . (Pdfs for written music are in the song folder. Print on 8.5 x 11 paper and tape.)
- 2 **"Written music provides information about the songs we sing. Look at this music. When you think you know something about the song, put your hand up."** (Take answers and point out where the information is found.)
- 3 **"What is the song about?"**
- 4 Remind students that when rhythm patterns are put on staff lines, noteheads (the ovals) are added to lines. **"Hands up when you know a word that is under a "ta" ... under a "ti-ti" ... words that are under 3 "ta"s in a row."**
"Wait for the count-in, then read the rhythm names of the notes, and clap them as you say them."
- 5 Give the count-in again and lead students in reading the words in the rhythm of the song. If this is difficult, ask half the class to think the rhythm names and clap while the other half of the class reads the words. Reverse.
- 6 Teach the melody by rote (leader sings one line, group echoes). This song has a learning track that uses the rote method.
- 7 Give a clear count-in ---students sing the song without musical accompaniment or the teacher's voice helping. Student voices will develop faster if given many opportunities to sing on their own. Congratulate the class on learning a new song.

- tempo/speed
- how to count-in
- words of the song
- country of origin
- composer
- meter(# of beats in a bar)
- beginning note name
- title
- melody of the song
- rhythm

CanDo 3 Lesson 3a

1 "Ickle Ockle ---can you say 'ickle ockle' three times in a row? Let's try. Ickle Ockle Ickle Ockle Ickle Ockle. (Enjoy the moment.) So what does it mean, ickle ockle? I don't know. Maybe we can figure out when we learn the song that goes with it?"

Display the music which shows the words on the beat symbol (fish instead of hearts). Give a clear count-in: 1 2 ready read, and guide students in reading the words, keeping the beat.

2 "Hmm, well done. Now I'm going to change the tempo --let's try **andante**." (Give a clear count-in at a much slower speed. Pointing to each fish as students read will help to keep them together at this slower tempo.) **"Good Work! Hands up if you know the name of another tempo we could try."** (Students who take private music lessons may come up with several possibilities. Hopefully a few of the students will remember the music words used in Grades 1 and/or 2 -presto(quickly; allegro(lively). Try out at least one more tempo named.)

3 (Post the music which shows rhythm symbols/fish and the words under the first display.) **"This is another way to write music for Ickle Ockle. Ready to read it. Wait for the count-in."**

4 **Critical Analysis/Thought**

"Look at these two different papers. How are they the same or different." (Engage students in comparing showing the beat versus showing the rhythm in the music for Ickle Ockle.)

Beat

Ick - le ock - le blue bot - tle

fish - es in the sea

If you want to catch a fish

just choose me

Rhythm

Ick - le ock - le blue bot - tle

fish - es in the sea crab

If you want to catch a fish

just choose me crab

CanDo 3 Lesson 12a

Something a little different today. Instead of using percussion instruments to accompany a song or practice rhythms, this is an opportunity for your class to all be part of a percussion band. The music created is instrumental --no singing. The experience is akin to that of being in an orchestra or band. Musicians and conductor work together to create a piece of instrumental music. The need for reading skills will be explicit AND every student will have opportunities to play percussion instruments.

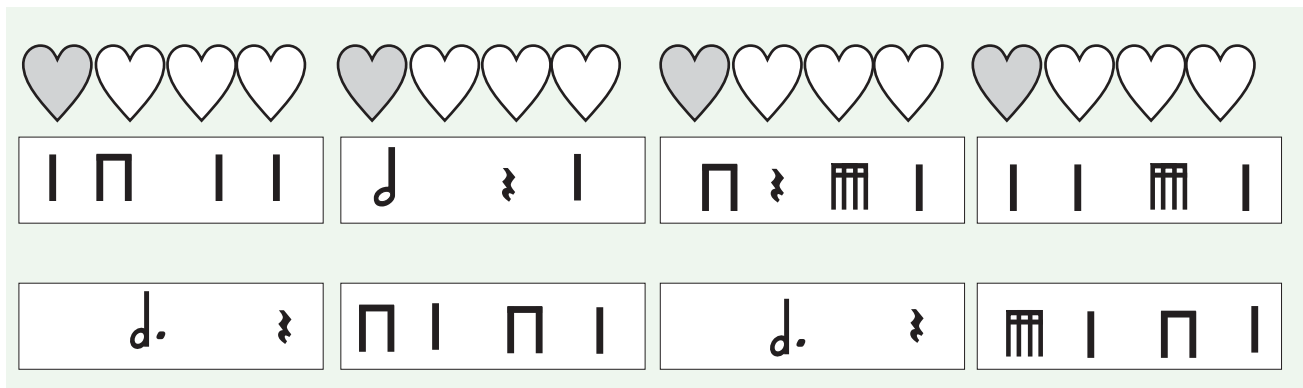
Music & Instruments

Note: Every student will need a percussion instrument.

Percussion instruments don't have to be professionally made, they just need to rattle, klonk, twang or tap.

Step A Reading the Music

- 1 "Today you are going to be a Percussion Band. Before playing instruments, some preparation is needed. (Place 8 rhythm cards on the pocket chart. Ensure they offer a variety of rhythm symbols including some of the new ones from this year.)



- 2 Practice clapping and naming the rhythm symbols. It's important that students be able to read both lines without pausing between them.

- ① Give a clear count-in: ONE 2 ready go
- ② Students say and clap the rhythm symbols. Conductor points to each symbol to help keep the beat steady.
- ③ Repeat at least once with students using "magic lips", i.e. no sound from mouth.
- ④ Half the class keeps the beat by patting their knees. The other half of the class claps the rhythm. Switch parts and repeat. Count-in: **One 2 beat starts** (listen to four beats) (rhythm begins ...)

Experiment with metal objects e.g. pot lids, trays and a spoon to find a cymbal-like sound.

Step B Adding Instruments to flashcard music

CanDo 3 Lesson 12a continues

3

Remind students of the instrument rules.

1. Sounds made on instruments before the conductor calls for them means the instrument is taken away.
2. Complaining about which instrument you are given means you're not very interested in playing ANYTHING!
3. Treat the instruments with respect, they are not toys.

Empty pill bottles with safety tops may be used as shakers. Try experimenting with different fillers e.g. rice, macaroni for sounds.

Think about your class ---the simplest way to give out percussion instruments is to hand them around (either randomly, then ask students to group themselves according to sound type e.g. ringing, wooden, shaking; or hand out shakers in one area, ringing instruments in another, etc.). **HOWEVER**, this works best with a class that is going to be able to sit with their instruments and resist the temptation to make sounds. If your class is not ready for this method, give out instruments when the instructions are given.

Use two wooden spoons, or chopsticks to provide light rhythm sticks.

If you are new at rhythm bands, try the arrangement (the choice of instruments to go with parts of the rhythm) on the next page. After success, engage students in re-assigning instruments to create a new arrangement.

Note: Use smaller groups on the instruments that ring loudly. Surprise sound instruments e.g. cow bell, squeaky toy, need to be limited to 2 or 3.

4

Begin with the beat ... hand drums or C and G on alto xylophone or boomwackers

"How many beats in a bar here?" (number of hearts above one card) **"Four --yes! How is this time signature said?"** (four four 4/4) **So instrument players, usually drummers, who keep the beat will play how many times in each bar?** (four) **Which note will be played a little differently?** (the first, a little bit longer and a little big stronger). **The conductor counts in ONE, 2, 3, 4 and then the beat keepers start. Everyone not playing the beat will listen to four beats, then begin playing the rhythm. Oh yes, beat keepers, don't go to sleep, because the hardest part of your job is stopping at the right time, when everyone else finishes!**

Hand drums don't need to be professional quality. Just find something that makes a good "thump" e.g. empty ice cream tubs, large yoghurt containers.

Play the Piece Through

CanDo 3 Lesson 12a continues

5 Again depending on the make-up of your class, introduce what each instrument plays either one at a time (followed by a play-through of the piece); or two or three at a time.

Comment briefly on why each instrument has been chosen e.g. a "ta-a-a" has a long sound, and the tambourine can make a long sound; "tika-tika" has four short, quick sounds --rhythm sticks may be played quickly and have quick sounds.

Play the Piece Through

6 Step C Practice, Recording, Listening to Enjoy
When the sounds for rhythm symbols have all been practised, make a recording and give students a chance to hear their piece.

Play the Piece Through

Step D Add an Ostinato

7 So far, the music has the equivalent of a "melody" line and the beat. Widen the texture of the music by adding an ostinato (repeated rhythm pattern).

"Adding an ostinato, a repeated rhythm pattern, will give the music texture, making it more interesting. This flashcard shows the ostinato. It's played on shakers.

Choose 2 or 3 students to play the ostinato and exchange their instruments for shakers.



8 Explain the new introduction to the band, then play through the piece.

Play the Piece Through

beat

hand drum (played with hand)
plastic container with lid
e.g. ice cream, large yoghurt
(played with ruler)

ti-ti

wooden sound
e.g. claves
tick-tock block
wooden blocks



ta

metallic sound
e.g. spoons
triangle



ta-a

scraping sound
e.g. guiro
washboard
corrugated cardboard



ta-a-a

tambourine shaken
jingle bells shaken



tika-tika

wooden sound
e.g. rhythm sticks
chopsticks



sh

surprise sound
e.g. cow bell
cymbals
tambourine struck



ostinato

shakers/maraccas
throw-away cups taped together
with some pasta, seeds
or rice inside

Count-in:	ONE	2	3	4
Beat:	X	X	X	X
Ostinato	X	X	xx	X
rest of band ...				

CanDo 3 Lesson 12a finishes

If you and/or your students have used the instruments for enough at this point, skip on to the critique step. Use any remaining time to sing student choices from the repertoire.

Some days it takes most of the time available to get everyone playing an instrument and working together. Sometimes it just clicks and goes very quickly. Gauge the "temper" of your class. If they have interest and energy to keep working as a band then ...

Options for Enrichment

Rotate students to different instruments, playing the same piece already learned.



Add some dynamic cards to the composition
e.g. part way through change the volume to forte or piano
make a few bars/flashcards staccato

Play the piece with dynamics.

Now try changing the tempo!

Let students decide which tempo to use for the polished performance.



Create a new rhythm composition.
(pre-select 8 different flashcards, and offer them to a student composer to arrange on the pocket chart)

Leave students on their present instruments and assignments and attempt to play the new piece as "sight-reading" i.e. without practice.

OR Build the new piece, instrument by instrument.



Use the written music for one of the songs already introduced this year. Instead of singing the song, use the instruments to "play" it. Try asking for volunteers to add their voices on the melody ---but singing "la" instead of the words so that the piece is still "instrumental".

Play the Piece Through

Step E Record, Listen, Critique

Record a polished performance.

Warn students that this time they are listening for critical thinking.

Does the band begin and end together?

Is the tempo steady all the way through?

Are the instrument sounds balanced (can all be heard?)?

What changes might enhance the performance?

e.g. tempo, assignment of instruments, form

Listen to the recording.

Ask for student feedback.

Conclude by congratulating the band, and briefly comment on two or three things that were well done.

New Concept: Counting Rhythm Rhythm Counting Fruits

Count the Syllables
=
Count the rhythm!

1 "Sometimes I eat apples(clap the rhythm of the word as you say it), sometimes I eat watermelon(again clap the rhythm), sometimes I eat pears(clap the rhythm). What fruits do you like to eat?" (Listen to a student response, then say it again, clapping its rhythm. Repeat several times.)

2 "Every word has a musical rhythm count. Watch and listen while I rhythm count "apple." (Say and clap "apple". Now, mouth the word, and count where the claps would be on your fingers. Repeat this.)

"Now let's do it together." (Say and clap the word. Silently say/mouth the word and count where the claps would be with fingers.)

3 Do the musical rhythm count for several other "fruits".



When students have "caught on" to rhythm counting, ask them to show you the count for a word with the number of fingers they hold up, e.g. for "apple" -- students hold up two fingers after they have counted. "Show me with your fingers" is a quick and easy tool for assessing how many in the class have mastered the technique.

Clapping the rhythm of a word usually means one clap per syllable.

X X
ap-ple

X X X X
wa-ter-me-lon

X
pears

Rhythm Counting

is usually the same as counting the number of syllables in a word or phrase. In music, it means counting the number of "claps" a word/phrase gets. With primary students model saying the word on the flashcard without sound (magic lips). At the same time count by holding up a finger every time a syllable is mouthed. Usually you end up with the same number of fingers up as there are syllables. This means that the teacher can easily see how many students are having success because all students may answer at the same time.

Beat Counting

is more nebulous in primary. It depends upon the way the beat is set. It is easier to count beats visually than aurally. When using the flashcards, the card size may be matched to beat/hearts on the pocket chart for counting. When counting beats for a word/phrase without a visual aid, set a beat using one foot to tap the floor. Say/mouth the word and count the foot taps it takes.

Rhythm Samples of Counting Rhythm

Once the basic concept of "Rhythm Counting" has been introduced, any song, story, or a theme from another subject e.g. science may be used to generate a list of words to use for practice.

Activity to go with "Zoom Zoom Zoom" a song about space travel.

Practice and Review Rhythm Counting

1. say and clap the word
2. students say and clap the word
3. students show with fingers the number of "claps," the rhythm count for the word

planet(2)	adventure(3)
moon(1)	trip(1)
stars(1)	blast off(2)
sun(1)	earth(1)
space(1)	world(1)
rocket ship(3)	

Rhythm Counting/Vocabulary

- 1 Sing your class version of "The Bus Drivers All Say".
- 2 Say and clap one of the occupation words. Students say and echo clap the word. Put the word on the pocket chart.
- 3 Repeat for 6 occupation words.
- 4 Now, point to one of the occupation words. Ask students to use their magic lips (lips move with no sound) to say the word and to show with their fingers its rhythm count e.g.

dentist	2
meteorologist	6
pizza maker	4
doctor	2
bus driver	3

I can do music in Lesson 25. My name is _____

Rhythm Counting

bus driver	_____	"Move on back!"	_____
letter carrier	_____	"You've got mail!"	_____
fire fighter	_____	"Stop, drop, roll!"	_____
crossing guard	_____	"Look both ways!"	_____
grocery clerk	_____	"Cash or charge?"	_____
sportscaster	_____	"Here's the score!"	_____
pizza maker	_____	"Extra cheese?"	_____
police	_____	"Be safe now."	_____
parent	_____	"I love you."	_____
doctor	_____	"Where does it hurt?"	_____
dentist	_____	Open wide."	_____
movie director	_____	"Camera, lights, action!"	_____


- 1 Say the words and clap their rhythm. Now say the words again and use your fingers to _____
- 2 Then work with a friend. One friend says the name of a worker. The other friend says the worker's words. Use your acting skills to make the worker's _____ Say the name of a profession, or what the worker says, and ask me to tell you the rhythm count!

The work page is an opportunity to discover how individual students are faring in their understanding hearing rhythm counts.

Review and Practise Rhythm Counting

Using either the list of words given, or your own list e.g. spelling words, science words, have students hold up the number of fingers for claps per word. If you put the words on flashcards then this also becomes a literacy practise.

November friends	Diwali	lights	singing
December celebrate	Chanukah	family	dance
winter music	Christmas	people	decorate
song snow	Ramadan	play	game
present	...	song	

 Review the strategy for counting rhythm. Say the word with "magic lips" e.g. no sound, separating out the syllables and raising a finger each time a syllable is mouthed. The rhythm count is the same as the number of fingers raised! Note: students do not need to understand syllables to hear them in words.

Note: if students are having difficulty with this, try saying the word and clapping it, before asking students to show the rhythm count.

Beat/Rhythm: Rhythm Counting

(used as a warm-up after it has been taught in a music class)

Step 1: teacher says a word or shows it on flashcard

Step 2: students say and clap the word

Step 3: students show with fingers the rhythm count

(Step 2 may be left out when students develop basic rhythm counting skills.)


brass
wagon
circle
very fast
to the left
slowly
up and down

Rhythm counting means keeping track of how many "claps" (usually syllables) a word or expression has. "Wagon" has a rhythm count of "2." "to the left" has a rhythm count of "3."

Practice and Review Rhythm Counting

beaver pelts(3)
peace(1)
aboriginal(5)
winter time(3)
moon(1)
hunter braves(3)
ragged robe(3)
stars(1)

rad'ant boy(3)
angel(2)
loud(1)
kneel(1)
Gitchi Manitou(5)
lodge(1)
broken bark(3)
joy(1)

 Review the strategy for counting rhythm. Say the word with "magic lips" e.g. no sound, separating out the syllables and raising a finger each time a syllable is mouthed. The rhythm count is the same as the number of fingers raised! Note: students do not need to understand syllables to hear them in words.

Note: if students are having difficulty with this, try saying the word and clapping it, before asking students to show the rhythm count.

Rhythm

Samples of Counting Rhythm

1 "William Shakespeare lived a long time ago, before computers or tvs; before the pioneers came to Canada, before there even was a Canada. But people all around the world know about him because he wrote some amazing plays --stories to put on in theatres. One of the most famous of these is called Macbeth."

"There are three witches in Macbeth, and this is what they say:

2 "What do you think the witches are doing? Listen again."

3 "Hmmm, they're stirring a great big pot, because that's what witches cook in, and this pot, this cauldron is sitting on the fire boiling, so the stuff that is in it is bubbling. Would you like to know what they put in the pot?

4 "Yummy eh?" One by one name/explain the ingredients and ask students to show the rhythm counts with their fingers. Print the rhythm counts beside the ingredients..

5 "Not sure I like Shakespeare's recipe. What could we use instead?
(List ideas, and their rhythm count, on chart paper or white board as they are offered. When you have a good assortment, stop.)

6 "Time to choose which ingredients to use. 'Lizard leg' is a count of 3, what count of 3 ingredient shall we use? Continue in this manner until a new list is complete. Read the whole witches' poem with the new ingredients.

Double double, toil and trouble,
Fires burn and cauldrons bubble.













Double double, toil and trouble,
Fires burn and cauldrons bubble.

Round about the cauldron go,
In the poison'd entrails throw ...
lizard's leg (3)
and owl's wing (3)
eye of newt, (3)
and toe of frog, (3)
scale of dragon (4)
and tooth of wolf. (3)

walnut's meat (3)
fish's tail (3)
ink of squid (3)
caribou hoof (3)
dandelion wine (4)
horses' mane (3)

Double double, toil and trouble
Fires burn and cauldrons bubble.
Round about the cauldron go,
In the poison'd entrails throw ...
3 and 3
3 and 3
4 and 3

Musician's Name _____ 07
Rhythm Counting, Rhythm Symbols and Names

	Rhythm Count	Rhythm Symbols
 pineapple	1 2 3 4 5	_____
 carrot	1 2 3 4 5	_____
 plum	1 2 3 4 5	_____
 tomato	1 2 3 4 5	_____
 cucumber	1 2 3 4 5	_____
 broccoli	1 2 3 4 5	
 peas	1 2 3 4 5	_____
 leek	1 2 3 4 5	_____
 garlic	1 2 3 4 5	_____
 green papper	1 2 3 4 5	_____
 eggplant	1 2 3 4 5	_____

7 Walk students through the activities they are to do on the work page.

The pages go into student duotangs.

Allow 15 minutes working time then stop (even if students are not finished) and continue on with the lesson.

Individual Work: Putting Rhythms with Words

In Lesson 25A, there is a method detailed in guiding students through choosing a rhythm to go with a word. Offering choices of ways to sing words expands the possibilities in creating compositions/songs.

Practising this skill gives students opportunity to refine their ability to use rhythm symbols with abstract thought.

Begin by demonstrating the method on the work page with the whole class.

1 Circle one of the big ideas found here.

planets desserts colours zoo animals

2 Think of 5 words that fit into your big idea and print them here.

yellow
 orange
 pink
 happy
 bright

purple
 lime

3 Look at your words again.
 Do you like all of them?
 Are there any you want to change?
 Make changes now.

4 Fill in the chart below using your words.

Words	Rhythm Count Number of Claps	Show the Word in Rhythm Symbols	OR	Show a Different Set of Rhythm Symbols
yellow	2	□ 2	OR	♩ 1 + 1 = 2
pink	1	 1		♩. 1

Rhythm Counting Rhythm/Beat Counting

CanDo 1 Lesson 28

Connecting Ideas Rhythm Counting (# of syllable claps) and Beat Counting (# of hearts)

1 why are bugs here? As you show, name and put each "bug" on the pocket chart, briefly describe a role it plays in ecology.

2 When all the "bugs" are on the pocket chart, name each bug again, and ask students to show with their fingers its **rhythm count**. (As a word is said, put a finger up on each syllable as it is pronounced, then count the fingers OR count the claps that are made with each word as it is pronounced.)

3 Now place four hearts on the pocket chart. Ask what the hearts represent. (**beats**) Invite responses to questions such as:


Name a bug that takes one beat to say.
Name bugs to take 3 heart beats to say.
If I have an "ant" and a "caterpillar"
how many beats do I have covered?




(Make the "beat count" obvious by moving each flashcard directly under the hearts that are on the pocket chart.)

4 Direct student attention to the rhythm symbols on the flashcards. Ask questions to explore the differences between rhythm and beat, e.g.


What is the rhythm count for caterpillar? (4)
What is the beat count for caterpillar? (2)
Why are they different numbers?
 (because rhythm and beat are different things)








Rhythm Count
 (How many claps?)














	ti - ti ti - ti ca-ter-pil-lar 1 2 3 4
	ti - ti ta la-dy-bug 1 2 3
	ta ant 1

Beat Count
 (How many hearts/beats?)



			
			
2 hearts 2 beats			
			
2 hearts 2 beats			
			
1 heart 1 beat			

Rhythm Count (How many claps?)		Beat Count (How many hearts/beats?)
	ti - ti ti - ti ca-ter-pil-lar 1 2 3 4	   
	ti - ti ta la-dy-bug 1 2 3	
	ta ant 1	
		
		2 hearts 2 beats
		2 hearts 2 beats
		1 heart 1 beat
		1 heart 1 beat

In Grades 1 and 2, music literacy uses a quarter note as the standard length of a beat.

How many heart beats does a "ta" take?

If I have a "ti-ti," how many heart beats does it take?

Rhythm Counting Rhythm/Beat Counting

CanDo 1 Lesson 28

Work Page Rhythm and Beat Counting

- 1 Display a copy of the workpage (use a document reader; the digital copy in the Bug File or enlarge part of the page with a photocopier.
- 2 Do the first 3 bugs with the whole class. The third column is a challenge to recognize the silhouettes and print their names.
- 3 Student work time at desks ---each student begins by re-doing the first three on the page.
- 4 Either use as an assessment tool for teaching (Are enough students in the class "getting" the big ideas --or do the concepts need to be reviewed?) or for individual students.

Beat Counting What Do They All Say?

- 1 Ask: **In this song, how many beats make a group? (4)**
How many beats/hearts does it take to sing:
drivers (1) move(1) town(4)?
 (Note: the solid line beside a word means that singing continues to the next beat.)
- 2 Sing the "bus driver" verse
 CLAP where there is no singing i.e. on the rests,
 SING STRONGER on each "first" beat of the groups.
- 3 Who says, "Extra cheese?" (pizza makers)
 Sing a verse with these words.
- 4 What does a crossing guard say?
 ("Look both ways." or "Stop and wait.")
- 5 Who says,
 "Brush your teeth after you eat." (dentist, parent)

I can do music in Lesson 28. My name is _____

1	2	Beat Count (How many hearts/beats?)	Rhythm Count (How many claps?)	What's My Name?
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	
		1 or 2	_____	

Ask me to tell you about the bugs.

Place the "music by beat" version of the song in the pocket chart.

what Do They All Say?

One, two, ready, sing **THE**

bus drivers all say, "Move on back."

"Move on back. Move on back." The

bus drivers all say, "Move on back."

all _____ through the town _____.

It will be very difficult/impossible to sing the verse smoothly so that all the words fit in, **but try it** so students will make the discovery that new words need to be tried in a song before deciding if they may be chosen. Show on the heart music the amount of time/beats are given to singing what people say. Take ideas as to what a dentist/parent might say about teeth that can be sung in this song e.g. "Brush your teeth, eat healthy food."

- 6 Make up another new verse for the song that "fits" the beats available.

Rhythm Counting Rhythm/Beat Counting

CanDo 2 Lesson 6a

1 Hold up a flashcard.
Ask: "What is the rhythm count?"
(Model for students if needed.)

2 Place the flashcard on the pocket chart.
Ask: "How many beats does it take to say _____?"

Count the number of hearts above the flashcard.

peas 'n carrots rhythm count = 4
beat count = 2

Yum rhythm count = 1
beat count = 2

corn on the cob rhythm count = 5
beat count = 4

lots of rhythm count = 2
beat count = 1

Rhythm Counting

Rhythm is "the way the words go". Rhythm counting is keeping track of how many syllables the words have. Model for students:

1. say the word/words without sound (with magic lips)
clap syllables as you do this
2. say the word/words again without sound at the same time, show syllables by holding up fingers for each one
3. count the number of fingers extended

Repeat with new words/word. Invite students to clap, and then count with you. Since fingers are held in the air for the count, it is easy to assess how many students are successful.

Learning to do a rhythm count will make beginning composition simpler.

lots of rhythm count = 2
beat count = 1

Note: When there is a rest on the flashcard, be sure to say the rhythm name "sh" and count it as a syllable.

Review and Practice Rhythm and Beat Counting CanDo 2 Lesson 30a

1 How are beats counted on this music? (looking at the hearts, or for piano students perhaps --in the time signature and kind of notes)
Ask several beat counts.

2 How is the rhythm counted? (by clapping the word/words, by counting the syllables)
Using the same words, ask for their rhythm counts.

3 Ask students to explore the chart information (analyze). Compare and contrast the number of beat/rhythm counts for words. Suggest reasons.

Place the music for *I'm a Little Piece of Tin* on the pocket chart.

Use a simple chart to record beat and rhythm counts in this song..

	beat count	rhythm count
tin	1	1
nobody	2	3
running	2	2
honk	1	1
rattle	1	2

The beat count for a word defines how long the word will be sung.
The rhythm count for a word defines the minimum number of notes it will be sung to.

Rhythm Counting Rhythm/Beat Counting

CanDo 2 Lesson 30 continues

6 "Excellent. You have the beat! Now here's a challenge ---I'm putting the pointer away. No more pointer. You need to use your eyes to follow the hearts. I'll sing and stop part way through the song. Keep track of where the song is so you can tell me the number of the beat. (Point to the count-in hearts as you begin, then stop pointing when you sing "Clatter ...") **Ready to try? Here we go!**"

7 Repeat this several times.

Beat Counting

New Concept Compare Rhythm and Beat Counting

Ask again: "How many beats does the word "car" get in this song?" (two)

"Now change the counting to rhythm, to clapping the word. Car (say the word and obviously clap only once). Car(repeat clap). What is the rhythm count for car? (one) Is the rhythm count the same as the beat count?" (no)

Try a few more words.

word/words	beat count	rhythm count
key	1	1
in a	1	2
rusty	2	2
smoke	2	1

- ① Look for the beat count on the songsheet/heart pattern.
- ② Listen for the rhythm count by clapping the word/words.
- ③ Are they the same?

NB: The beat count of a word may change from song to song depending on the way beats are grouped, and the composer's choices. The rhythm count practically always remains the same (exceptions ---music like opera where one word is sung over many, many notes).

Rhythm Counting Rhythm/Beat Counting

CanDo 3 Lesson 3a

Beat Counting with A Song

(used as a warm-up after the concept has been taught in a music class)

A

Prep for Beginners in Beat Counting

- *pre-choose the song
- *make a display as seen here, with the beats and some of the words to the chosen song

1. Everyone sings the song, teacher follows the beat using a pointer.
2. Students sing the song, clapping the beat as teacher shows it with pointer.
3. Someone sings part of the song. Students follow the beat with their eye-pointers. Students are asked the number of the beat where the singer stops.
4. Repeat several times.

Chosen Song/Chant
Ickle Ockle Blue Bottle



One two ready sing



Ickle ockle bluebottle sea



If you fish x

Ickle Ockle is in 2/4 time, which means the beats are in groups of 2. There are 8 groups/bars of notes in this song, so $(8 \times 2 =)$ 16 hearts/beat markers will be needed.

B

Beat Counting for "Experts"

- *students need a copy of the song with no words or a large displayed copy with no words

1. Everyone sings the song.
2. Give the count-in.
Play the beat of the song on a hand drum.
Students "sing/think" the song silently.
3. Stop playing.
Ask: What word comes next?

Provides practice in internalizing the beat.

I can do music in Lesson 25 . My name is _____






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Spring Rhythm Round-Up

How many "claps" does each word get?

1	2	3	4	5	mud	1	2	3	4	5	raincoat
1	2	3	4	5	tulips	1	2	3	4	5	planting
1	2	3	4	5	buds	1	2	3	4	5	sunshine
1	2	3	4	5	sprouting	1	2	3	4	5	apple blossoms
1	2	3	4	5	robin	1	2	3	4	5	baseball

Rhythm Symbols



				
ti-ti 2 claps	ta-a 1 clap	ta 1 clap	sh no claps	ta-a-a-a 1 clap

Fill the box with a rhythm symbol to match the word claps.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
play	sunshine		boots	wind	bunnies

Choose rhythm symbols for each box.

Give yourself a ~~quiet, steady count-~~ in of "1, 2, ready, read" and try

<input type="text"/>	<input type="text"/>		<input type="text"/>
Rain	splashes	on the	play yard
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
l	splash	in the	rain
<input type="text"/>		<input type="text"/>	<input type="text"/>
Sun	dries the	puddles	up,
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rain	splashes	down	again

I can do music in Lesson 30 . My name is _____

Off to the Races with Beats and Rhythms!

One	two	three	ready	to	read
		z			
Fast fast	cars	x	slow _____	cars	
					z
Traf-fic	jams	and	traf-fic	lights	x
		z			z
Old cars,	new cars,	x	red cars,	blue cars,	x
					z
Mak-ing	lefts	and	mak-ing	rights	x
		z			
Speed-ing	up	x	slow -	ing	down
		z			
All a-	round	x	my	home	town!

How to Learn/Teach a Chant

1. Introduce
2. Read Rhythm Symbols
3. Explore Words
4. Read Words in Rhythm

One hearts means how many beats? 1 2 3 4
 How many beats in a group/in a bar? 1 2 3 4

- 1 lefts is _____ beats and _____ rhythm claps.
- 2 traffic is _____ beats and _____ rhythm claps.
- 3 home is _____ beats and _____ rhythm claps.
- 4 slow is _____ beats and _____ rhythm claps.
- 5 up is _____ beats and _____ rhythm claps.

Thinking challenge: Why did the composer give the word "slow" two beats?

Work Page Rhythm and Beat Counting

1 Review the process of beat and rhythm comparison counting by repeating the section in the last lesson using Clatter Rumble again.

2 Give students 5 minutes to do the rhythm/beat counting then silently practice the chant.

With teacher help, students correct their own work.

Hand out the work pages.

Take ideas from the thinking challenge.

Teach the chant by the reading method.

Pre-Literacy Paper Practice

Rhythm and Note Names

Letters in the alphabet have names and sounds.
 Symbols for writing music have names and sounds.
 Today the names of the notes are formally named.

In Grade 3, students have met fractions before. Students enjoy the discovery of making the connection between naming the notes and the word "fractions". When the demonstration note set is fully presented, it creates the visual. I usually build the set on the pocket chart in the order below ---but that's me, what will work best for you and your class?

1. Show "ti-ti". Show the single "ti".
 Say ---"Ti-ti is like two friendly 'ti's'
 with arms across shoulders."
 Show how a "ti" is half of "ti-ti".
 Repeat with "tika-tika".
2. Place 4 hearts on top line.
3. Show the bar lines. "This is one bar.
 How many beats need to be in it?"
4. **This note takes all the time in the bar. It takes up the whole bar. That's why it's called a whole note. What is the rhythm name for a whole note?"** (ta-a-a-a)
5. "How much space/time does this note take? Think hard --what would it's name be? (half note) How is it's rhythm name said?" (ta-a)
6. "First there is a whole note --for the whole bar. Next there is a half note for half the bar. This is a quarter note for a quarter of the bar."
7. I place a "ti-ti" under the quarter note, showing how it takes the same space as the quarter note. "But this card has two "ti's" on it, we need just one "ti". (Place the card on the pocket chart.) How many "ti's" are needed to fill up the whole bar? (8) So the name of a "ti" is an eighth note. What would the name be that goes with the "ti-ti"?" (two eighth notes)
8. Demonstrate the 16th note as was done for the 8th note.



	whole note
	half note
	quarter note
	2 eighth notes 8th notes
	4 sixteenth notes 16th notes

**See Next Page
 for Work Page**



Ensure that the instructions are understood on the work page.

Allow 6-8 minutes for desk work.













Some students will not complete the page in the time allotted. Leave these students working at the page while the rest of the class gathers for the next part of the lesson.

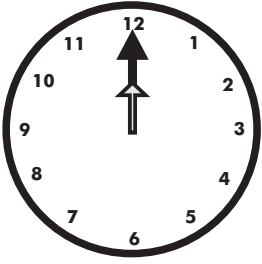
Musician's Name _____

/10

||

Names of Notes and Rests

	notes		rests	
whole ta-a-a-a		1		shu-u-u-u
half ta-a		$\frac{1}{2}$		shu-u
quarter ta		$\frac{1}{4}$		sh
eighth ti-ti	 	$\frac{1}{8}$		s
sixteenth tika-tika	 	$\frac{1}{16}$		



If the time signature is 4/4,
then,
the name of the note
tells you how long to sing!

Time Signature 4/4



- whole note
- half note
- quarter note
- one eighth note
- two eighth notes
- four sixteenth notes

Print the name of the note that says: "Sing all this time!"

Or

Print the name of the rest that says: "Silence for all this time!"




A |    |

E |     |

quarter rest

I |     |

B |     |

F |    |

J |  |

C |  |

G |     |

Bonus Challenge Show

D |     |

H |    |

K | _____ |

half note

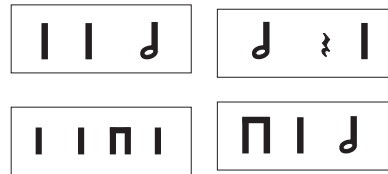
Beat/Rhythm: Flashcard Challenge

Note the date used in classroom.



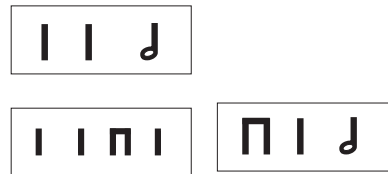
1. Place 4 rhythm flashcards on the pocket chart. Give a clear, firm count-in. Students read and clap the flashcards. Teacher may follow the beat along the flashcards to help keep the class together.

Step 1



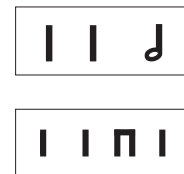
2. Take the 3rd flashcard away. After the count-in, students read, clap and remember all the flashcards.

Step 2



3. Take the 2nd flashcard away. Read and remember!

Step 3



4. Take the 4th flashcard away. Read and remember!

Step 4



5. Take the 1st flashcard away. Read!

Step 5

To make the game more challenging, vary the order in which you remove the flashcards.

CanDo 2 Lesson 25a

Practice and Review Rhythm Counting and Musical Math

1. "Maple syrup isn't the only thing that happens in Spring. Listen to these Spring ideas. Say them with your magic lips (silently) and count their rhythms (claps) on your fingers. When you know the rhythm count, put your hand up in the air with the correct number of fingers showing."

Spring
Words and Phrases

pussywillows(4 claps)
daffodils(3 claps)
tulips(2 claps)
no more boots(3 claps)
sun is shining(4 claps)
apple blossoms(4 claps)

2. "Good work. I'm going to put rhythm symbols on the pocket chart. Show me with your fingers how many "claps" each one gets." (Place at least two of each flashcard on the pocket chart.)

ti-ti	ta-a	ta	sh	ta-a-a-a
2 claps	1 clap	1 clap	no claps	1 clap

3. "Now for some musical math."

(Place different combinations of the flashcards together and ask for the total rhythm count.)

		= 2 claps	
			= 3 claps

4. "If a rhythm count of 4 is wanted, what is one way to make it? ... and another way? "

(Try several combinations. Then go on and do another number.)

"What mathematical function are we doing?"
(addition, adding)

Rhythm Count of 4 (4 claps)

			= 4	
		= 4		
				= 4

5. "Time to have some rhythm fun. Hands up if you remember any of the Spring words or phrases from a few minutes ago. (Choose one word/phrase.) What is its rhythm count? Choose a way to create its rhythm count with the symbols. (Place the symbols above the word. Go on and do another Spring word/phrase. Give a count-in and have the class read and clap the words using their rhythms.)

"Good work!"

Two out of Many Possibilities

pussywillows	sun is shining				
pussywillows	sun is shining				

Note: Some of the combinations students choose may sound awkward with the words. This is part of the learning process. Instead of asking them to find the "correct" symbols, simply enjoy the differences for now.

Composition 101

Zipper songs use new words/ideas in a song. For example, in Old MacDonald's Farm --any animal could be "zipped" in without making changes to the original focus of the song.

Piggyback songs use entirely new sets of words to a familiar melody.

Both zipper and piggyback songs are ways to encourage students to add their own ideas (simple composition) to set rhythms and melodies.

In CanDo Music, every composition project is an opportunity to use what is being learned. The "Word Sets" are based on music math; e.g. a heart shows one beat, the rhythm symbols are superimposed on word cards that are sized to show the number of beats each combination is being assigned.

Primary students learn most effectively and simply by having concrete objects to manipulate. "Word Rhythm Flashcards" are manipulatives. Like pieces of a puzzle, they will only fit into the composition "correctly".

By Grade 3, some students may be ready to manipulate the ideas in their minds, but its early days for that activity. And although the flashcards may be projected or translated onto a smart board, providing students with physical flashcards is preferred.

Check out the composition projects found under "Resources". Use the ones that fit your class, OR use the ideas to make your own composition projects.

The next two pages show part of one composition project included in CanDo 3.

1 Place one of the "mud chants" on the pocket chart.
Give a clear, firm count-in: 1 2 ready, read ...

1. read and clap the rhythm symbols
2. half the class claps the rhythm symbols
half the class reads the words
3. switch
4. everyone reads the chant

oo -	-ey	gooey	mud.
oo -	-ey	gooey	mud.
Rain	falling on the	earth makes	
oo -	-ey	gooey	mud.

2 Clear the pocket chart. Place the note/symbol flashcards along the bottom two rows. As each one is put on the chart, ask: "How many claps/what is the rhythm count for ...?"

Rhythm Count

					
1 clap	2 claps	4 claps	1 clap	1 clap	1 clap


3 Choose 5 or 6 words from the list. Find their word cards.
(prepare before class)


e.g. sticky icky mud splashing sidewalk
boots more

yucky	my
mucky	teacher
icky	father
sticky	mother
muddy	say-ing
mud	clean it up
rain	clean
splashing	it
dropping	up
falling	it up
on the	now
sidewalk	boots
playground	no
driveway	more


4 Place the first word on the pocket chart and say it.. Students show its rhythm count on their fingers. Ask one student to choose rhythm flashcards to represent the word. Place the rhythm symbols above the word. Then ask a student to choose a different way to represent the word. Try out both ways and with the class, choose one to keep. Move it to lower on the chart to make space for the next word. Repeat until the words you have chosen are done.

 "Sticky" has a rhythm count of 2 claps.
How can we make "2 claps" from the rhythm cards?

 "ti-ti" has a rhythm count of 2 claps

 "ta ta" has a rhythm count of 2 claps.

 "ta ta-a" has a rhythm count of 2 claps.

 "ta-a ta" has a rhythm count of 2 claps.

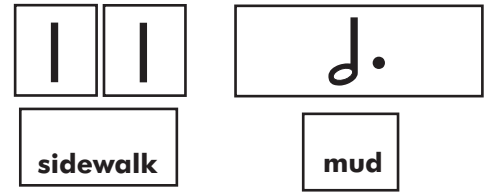
Some students will want to be very creative with their efforts to find interesting combinations of words and rhythm symbols. Enjoy it --the novelty will wear off and expediency will eventually rule.

NB!



Be sure to take any "hearts" or "beat markers" off the pocket chart. The class creation will probably not easily fit into a standard number of beats per bar. Let this composition simply be a phrase.

5 Students choose a word or phrase to begin with e.g. mud. Place the symbols for mud under the hearts, and the word for mud under the symbols. NOTE: the word cards are not sized and may overlap.



6 When 6 or 7 words have been placed on the pocket chart, it's time to try out the new composition. Follow the method of learning a chant typically used ---this will help students adapt to the probably odd pronunciation of some words. Don't worry about it too much. Enjoy the strangeness.

Steps for Learning a Chant Count-In!

1. Read and clap the Rhythm Symbols
2. Explore the words.
3. 1/2 the class claps the rhythm symbols while 1/2 the class reads the words.
4. Switch
5. Everyone reads the chant.

7 Take a few minutes to let students suggest changes to their creation. Read the revised creation.

8 Repeat Steps 5 to 7.

Newish Concept: Choosing a rhythm symbol for a word.

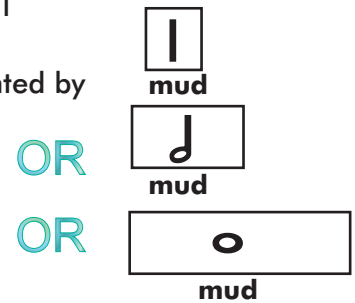


for example

mud

has a rhythm count of 1

Mud could be represented by



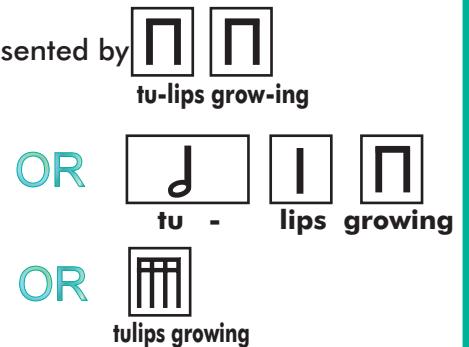
because "ta" "ta-a" and "ta-a-a-a" all have a rhythm count of 1.

for example

tulips growing

has a rhythm count of 4

and could be represented by



Note: Some of the combinations students choose may sound awkward with the words. This is part of the learning process. You can attempt to help them find solutions that "feel" good -- OR simply enjoy the strangeness..



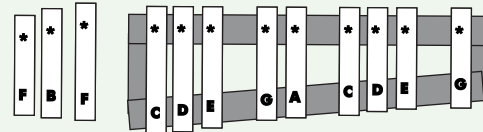
Teacher Info and Preparation for Improvisation

Pentatonic Songs: *Red, Orange, Yellow, Brown* uses only 5 notes in the scale --do, re, mi, so and la. On the glockenspiel remove every "fa" and "ti" --in the Key of C take off the Fs and Bs. Now, no matter which notes you play while singing, they will harmonize(sound good) with the tune. WOW --it means you can't make a mistake! Even better, it means that children playing an accompaniment to a song won't strike a note that clashes, I think of them as "cringing notes."

Pentatonic songs lend themselves to improvisation as all choices fit..

Either now, or before class begins, prepare a glockenspiel to play in the Key of C Pentatonic.

If you need the support of recorded music, use the "Red, Orange, Yellow Brown Instrumental" track.



Key of C Pentatonic
do re mi so la do re mi
C D E G A C D E

AND it's FUN!

Improvising

This activity has several benefits.

1. It helps to internalize the beat of a song.
2. It gives children who are not yet able to keep a steady beat, or to repeat a pattern consistently, a successful experience of playing a musical instrument.
3. It encourages creativity in a forgiving environment.

If you want to try this activity with another song, check at the top of the music for the words "Pentatonic" and the list of bars to use on the glockenspiel, e.g. *Teddy Bear*. The improvising may be done while the words are sung or as an interlude.

Improvising may also be done using one-pitch percussion instruments with any song e.g. rhythm sticks, hand drum.

New Song: Red, Orange, Yellow, Brown

- 1 **"Put the beat on your knees while you listen to a new song."** (Model the beat keeping as you sing/play one verse of *Autumn Leaves*.)
- 2 **"What were the leaves doing? ---- Yes, falling down. Now make a picture in your mind of a branch on a tree. The leaves let go of the branch and ... What is a different word from "falling" that could describe what the leaves do?"** (Take a few ideas. Choose a word that fits into the rhythm of the song.) **"Now use one hand at a time to put the rhythm, the way the words go, on your knees while I sing the new song."** (Sing *Autumn Leaves* substituting the new word for 'falling'.)
- 3 **"Excellent! You're ready to sing the song now ---what word shall we sing for what the leaves do?"** (Choose a word. Sing the song ---use a count-in if not singing with the recorded music.)



blowing
twirling
winding
swirling
dancing
flutt'ring

Red, Orange, Yellow, Brown

Key C, first note so(G)
A cappella count-in: 1,2,3,4,Red...

Canada
L J Clare
2010

Red, or-ange yel-low, brown, leaves are fal-ling down,
In the park and in the street ev-'ry-where I put my feet.

4 "Today we're going to do something that Jazz Musicians like to do --it's called improvising. Improvising means making music up as you go along. And it's fun. Nobody can tell you that you're doing something wrong ---because every time you improvise, you are the one making up the music and whatever you do is right!"

5 "Jazz Musicians will play a song that everyone knows ---like Autumn Leaves. Then one of the musicians has a turn at improvising ---when he or she is finished, then everybody plays the song again.

We're going to use the pattern the Jazz Musicians use.

- 1 We'll all sing Autumn Leaves.
- 2 Then, one person will improvise on the glockenspiel while the rest of us softly sing Autumn Leaves using just the word "la."
- 3 When we finish singing Autumn Leaves to "la" then we'll sing it again using all the words, and that will be the signal for the jazz musician to stop improvising and join us."

6 Students and teacher practice the pattern for singing "Red, Orange, Yellow, Brown" when trying improvisation.

Red, Orange ...
Red, Orange ... to "la"
Red, Orange ...

7 My suggestion is that the first person to be the jazz musician be the teacher. You are modeling the method of improvisation, not the exact notes or rhythm to play. It's easier to understand the method from watching/listening than from verbal instructions.

everyone sings words to the song
everyone sings "la" quietly to tune of song
(during this time, the jazz musician plays anything)
everyone again sings the words to the song

8 Give several children an opportunity to improvise. The glockenspiel may be passed around while words are being sung to the song which will keep the momentum going. Track who has had a turn on the seating plan or a class list.

While the "la singing" is going on, play any note, any rhythm. You are modelling improvisation. Try it before the lesson, it's easier to do than to think about! The next step is to give students an opportunity to be the "jazz player." Limiting the improvisation to the time of the song sets time boundaries. The improvisation stops when the "la singing" stops. It becomes an interlude -- music between verses.

Rhythm Basics Teaching Tips

The plan for teaching rhythm notation is to sneak up to it so that children are using the written shortforms and sound-words before talking about "rhythm". Actual time values in the chart are for teacher use only until later.

Step One
2 weeks

Introduce time names and actions during music warm-up. You may want to use the patterns on rhythm flashcards # 1-22

BUT DO NOT SHOW FLASHCARDS TO CHILDREN!

Step Two
2 weeks

Play games with children during music warm-up using the time names and actions. E.g. I'm going to say the names to a pattern, instead of being my echo with words, you are to be my echo with actions. or vice versa

You may begin to introduce 8 beat patterns. Keep the patterns in groups of 4 as this will build in subliminal learning about common musical measures.

Step Three
1 week

[Introduce word "rhythm".] There are two words in music that go together. One of them is "beat". What is the beat in a song (review)? The other word is "rhythm". Print the word and spell it out loud with children echoing the letters.

When we use time names like "taa" and "ti-ti" we are doing rhythm. What are the two words in music that go together? (beat and rhythm)

We're going to try to put beat and rhythm together. The beat is going in our feet. The rhythm is going in our hands. So everybody stand up and let's walk to the beat, listen for my count-in. (You may want to practice this on your own, once you get the hang of it, its relatively easy. With your feet walking a steady beat, clap a time pattern with your hands, saying the time names with the claps. The children are to keep walking the beat and echo the time pattern with hands and voices. The more you do, the easier it gets --honest.)

Step Four
4 weeks

Choose one simple, repetitive song that your class already knows and enjoys. Sing one verse clapping the beat (remember to do a clear count in to give the beat).

Now sing the same verse but clap the rhythm.

The third time, the teacher puts the beat on a hand drum, class claps the rhythm.

Repeat the above pattern over a period of weeks, using different songs.

Vary the activity by using rhythm instruments to play either the rhythm or the beat (yes, the beat may be played on rhythm instruments!)

You are ready to move on to the next step when the class can be divided in half, with half doing the beat, half the rhythm at the same time.