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DEVELOPING A SENSE OF RHYTHM

Students need to develop a sense of rhythm if they are to sing well. Sound is shown by notes and silence is shown by rests. Notes and rests vary in length.

The charts on pages 63 and 64 in the Appendix will help you to understand the names and the number of beats for each note and rest.

Students should be taught the difference between *beat* and *rhythm*.

The *beat* of a piece of music is the pulse of the music. It is like a heartbeat. It is constant and does not vary.

The *rhythm* of a piece of music consists of long notes, short notes and silence.

Example: Baa- baa black sheep, Have you an - y wool?

Rhythm: ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪

Beat: ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪

Exercises to develop recognition of the *beat*:

1. Students should mark the beat of music as they listen to it. This can be done by clapping, tapping feet, snapping fingers or tapping their knees or table top.
2. Students can play rhythm instruments as they listen to a recording. This works well with drums, blocks and triangles.
3. Students can move in time to the music: march, walk or skip.
4. Older students can count the beat, then conduct the composition. Conducting patterns are given on page 71 in the Appendix.

Activities

- 1. Movement:**
Create movement to the various themes - there should be a marked contrast between the movement for Themes 1 and 3 and that of Theme 2.
Encourage the students to use their whole bodies to interpret the sound.
- 2. Compare the music of *The Sabre Dance* with *Minuet in G* by Beethoven.**
Brainstorm answers.
Listen to both compositions. Move to both compositions.
Create a chart to show the similarities and differences.

	<i>The Sabre Dance</i>	<i>Minuet in G</i>
Similarities		
Differences		

- 3. Art - Grade 2 / 3.**
Listen to both compositions. Discuss the mood of the music.
Give each students a sheet of 12" by 18" paper. Fold it in half.
Draw contrasting pictures or designs to illustrate the mood of the music.
Discuss exciting colours and actions, as opposed to calm colours and actions.
- 4. Grade 1 / 2 - Discuss the mood of the music.**

Give each child a sheet of paper. Write on blackboard or photocopy the sentences on to the paper:

This music is _____
It makes me want to _____

Brainstorm the vocabulary: Fast, loud, exciting, dance, shout, run fast, etc.
Students can complete the sentences.
They may also illustrate their sentences.