



Day #4—February 8th, 2022

**Topics**

- Rhythm and meter
- Basic rhythm durations and their notation
- Conducting

**Student Learning Objectives**

- Students will develop a formal definition and understanding of rhythm
- Students will learn differences between rhythm, meter, and beat
- Students will identify the beat in songs with a variety of tempos
- Students will conduct pattern in 4/4 time while speaking basic call and response rhythms
- Students will practice rhythmic notation with undotted values from 16th up to whole note

**Vocabulary**

- |                |                  |              |
|----------------|------------------|--------------|
| - Rhythm       | - Whole note     | - 4/4 time   |
| - Meter        | - 8th note       | - Conducting |
| - Beat         | - 16th note      | - Barline    |
| - Measure      | - Time signature | - Stem       |
| - Quarter note | - Strong beat    | - Flag       |
| - Half note    | - Weak beat      | - Beam       |

**Materials**

- Overhead projection of timer
- Recordings of songs at different tempos (“Respect,” “Moonlight Sonata,” “Bad Guy,” “Potato Head Blues,” etc.)
- Print-outs (32) of attendance ticket
- Print-outs (32) of HW #4
- Graded HW #2’s

**Activities**

1. Attendance ticket (8–10 min.)
  - Students take an attendance ticket on their way into class
  - May complete ticket as soon as they sit down, but I will specifically give ~6:00 timer once the period begins for them to complete it
  - Go over answers, then collect
2. Pass back HW #2’s (3–5 min.)
  - Take a few minutes (if necessary) to talk through any major issues
3. Vocal warmup (5–7 min.)
  - Students stand up
  - Pitch matching (humming); from teacher’s voice, from piano
  - Pitch matching (singing on “da”)
  - Pitch pattern call and response
  - Sing up and down the C major scale three times
  - Rhythmic call and response while clapping (possibly introduce conducting here)
4. Rhythm and meter introduction (15 min.)



- Get with a partner and, timed for 3:00, come up with two things: 1) a definition of rhythm, and 2) an example of a rhythm (musical or otherwise)
  - Come together and discuss, hearing ideas from each pair and writing down broad ideas on the board
  - Shift to formal definitions of:
    - **Rhythm**: events that break up and organize musical time; can be patterned but do not have to be
    - **Beat**: steady rhythm; evenly distanced pulses that are easy to tap along to/dance to
    - **Meter**: organization of beats into patterns of **strong** and **weak**; the most patterned/organized of these three terms
  - Listen to numerous examples of songs and have students find the beat by clapping/tapping
  - Perform a variety of rhythms for students asking whether I'm doing an example of a rhythm, a beat, or a meter
  - Individual students provide examples ("Sally, show us an example of a beat;" "Michael, show us an example of a rhythm")
5. Quarter notes, half notes, whole notes, 4/4 time (30 min.)
- In terms of **notation**, we have a variety of ways of showing each of these rhythmic elements
  - **Quarter notes** are filled-in noteheads with a stem; the stem points down at the third line and up if it's lower than the third line
    - Students draw 10 quarter notes on various notes
  - **Half notes** are open noteheads with a stem; a half note consists of two quarters
    - Students draw 10 half notes on various notes
  - **Whole notes** are simply open noteheads; a whole note consists of four quarters/two halves
    - Students draw 10 whole notes on various notes
  - We still haven't said anything about how these rhythms (quarters, halves, and wholes) relate to beat or meter; that's because the number of beats packed into each of these depends on what meter music is written in; we represent that with a **time signature**
  - The most common time signature is **4/4**; this means that there are four beats per **measure** (top number) and that the quarter note gets the beat (bottom number); a measure is any group of beats delineated by a **barline**
  - Within a measure of 4/4, we can write any rhythm as long as the sum of the rhythms is equal to four quarter notes
    - Write several examples on the board
    - Students complete Exercise 6-1 (a) on p. 57
    - Write correct and wrong measures on the board and ask which bars are correct and which not...for incorrect ones, what needs to change?
  - In a given performance, the conductor will be waving his/her arms around (**conducting**) in a pattern that represents the time signature in the score; the pattern emulates the strong and weak beats in the meter
    - Conduct 4/4 pattern with students; chant "strong-weak-strong-weak" on beats 1-2-3-4
  - IF TIME: practice speaking rhythms in 4/4
    - Numerous good examples on pp. 54-56 of *EaM*
6. 8th notes and 16th notes (15 min.)
- Faster rhythms are represented in notation with **8th notes** and **16th notes**
  - 8th notes are exactly like a quarter note but we add a **flag** to their stem; an 8th is half the length of a quarter
    - Students draw 10 8th notes
  - 16th notes are exactly like 8th notes but have another flag; one half the length of 8ths
    - Students draw 10 16th notes



- Very often, we will have multiple of these fast rhythms right next to each other; in such cases, we connect them using **beams**
- There are certain places beams go and do not go; it's easier to just assume that you are going to beam 8ths to 8ths and 16ths to 16ths, except for in the following cases:
  - Across a barline
  - In groups larger than 4
  - Across strong beats (e.g., in 4/4, don't beam through the beginning of beat 3)
- Relate rhythms to each other:
  - How many 8th notes in this rhythm written on the board? (e.g., write in two quarters)
  - How many half notes in this rhythm on the board (e.g., write in four 8ths)
- Practice
  - Exercise 7-1 (a) on p. 69
- IF TIME: practice reading and performing rhythms
  - Plenty of examples on pp. 65–67 of *EoM*

## Homework

- Assignment #4 is due Friday, 2/15
- Also for this Friday: be sure to bring in required course materials if you haven't been already; the attendance ticket for Friday will simply be to hold those things up in the air to show me you have gotten them
  - Course textbook (Straus, *Elements of Music* 4th edition)
  - Green wirebound staff paper notebook from Hal Leonard