


## In-class exercise to differentiate between rhythm and meter

After explaining the concept of rhythm and the difference between duple and triple meter through multiple examples, I ask students to:

- 1) Listen to Queen's *We will rock you*, clap to the beat, and count the beats.
- 2) I ask them to determine if it is in duple or triple meter (we vote by raising hands) 3) Because the clapping accompanying the music does not correspond to the beat, many students tend to count to three and imply that the song is in triple meter.
- 4) I ask students who voted for duple meter to explain to the others how they determined it.
- 5) I reinforce the idea that the beat is regular and have them clap to different rhythms (following the lyrics, the claps...) while counting 1-2-3-4 to the beat (the chart below helps to visualize the rhythms in regards to meter).
- 6) For the next class: I ask them to practice counting to the beat while clapping to rhythms made by a particular instrument or voice when they listen to music and to choose an example to share with the class (they post it on a blackboard "playlist" without indicating the meter).
- 7) At the start of the next class: we play some of the examples they prepared. I use this opportunity to have them practice and describe other elements and vocabulary they have learned as well (melody, harmony, texture ... ) with they music they chose, before adding my own choices and starting class with new content.

### Rhythm example in Duple meter:

	Lyrics	<u>We</u>						<u>will</u>											
	Voice	+						+											
	Rhythm																		
	Claps	+		+				+		+				+					
	Rhythm																		
Beat		1		2				3		4									
Lyrics	<u>Rock</u>		<u>you</u>																
Voice	+		+							+									+
Rhythm																			
Claps	+		+					+		+									+
Rhythm																			
Beat		1		2				3		4									

