

# Lesson 1 Teacher Activities

Teacher Activities  
Lesson 1 Page 1

## Elements Taught Consciously (Written Activities), pages 1 and 2.

Beat, rhythm and rhythm names

♩ = one sound on a beat   ♪ = two sounds on a beat and ♫ = no sounds on a beat

## Suggested Canon, simple canon singing.

"One Plays a Solo"

In the early stages of canon singing it may be helpful to have students singing in two roles separated from each other so they can hear their own part without being distracted by the others.

## Suggested Game, preparation of beat.

"Categories"

## Rhythmic Preparation Activity, unconscious preparation of ♩ ♪ Lesson 8, page 15.

Learn the song "Dinah".

## Melodic Preparation Activity, preparation for Lesson 2, pages 3 and 4.

Learn the songs "Hot Cross Buns" and "Catch a Flea".

## Rhythmic Practice Activities

### 1. Echo clapping using ♩ ♪ and ♫

The teacher claps a rhythm using one or two elements known consciously by the students. The students clap the rhythm once then clap again while saying the rhythm names.



Create and clap patterns instead of teacher. (Students can write first for checking).

Echo clapping is a form of instant rhythmic dictation. The rhythm can be any length but 4 or 8 beats is most common.

### 2. Rhythmic Sightreading 1, page 2.

Follow the instructions for all **Rhythmic Sightreading** exercises.

- Read rhythmic sightreading exercise in your head in rhythm names while tapping the beat.
- Read rhythmic sightreading exercise out loud in rhythm names while conducting the beat.
- Repeat **b.** from memory.



Once this exercise has been learned students can tap the beat in one hand and the rhythm in the other while reading the rhythm names aloud and in their heads.

## Melodic Practice Activity

### Word Improvisation

Sing "Who's That Yonder?" changing the words at the end of each phrase to rhyme with a new colour. E.g. "Who's that yonder dressed in green? Must be the people who are never seen".

**Aural and Theory Activities**, page 2.**Q. 1 Rhythmic Recognition** (see page ix for instructions).

Students can clap rhythms to be recognised for the class.

**Q. 2 Rhythmic Dictation** (see page ix for instructions).

Clap the rhythmic dictation they have written and memorised (and had corrected by the teacher) for the class instead of the teacher for the final playings.

**Listening Excerpt 1**, pages 111 and 112.

"Young Person's Guide to the Orchestra" by Benjamin Britten (1913-1976).

The focus for this work is learning the various sections of the orchestra and their members.

Play audio recording of "Young Person's Guide to the Orchestra" by Benjamin Britten as background music as students enter or leave the classroom.

See [www.dsmusic.com.au/digitalresources](http://www.dsmusic.com.au/digitalresources) for more information and links to websites with information, audio recordings and videos of performances etc.**IWB/Sibelius Activity****Rhythmic Sightreading 1** – Resource required: Sibelius file of "Rhythmic Sightreading 1".Using the IWB and Sibelius, students take turns to alter one beat of rhythm to create a new sightreading exercise by selecting (clicking on) a  or  (from the keypad) and swapping this with a note(s) in the rhythm (by clicking on the rhythm to be replaced). The class then perform the new sightreading exercise.

Pressing the "Esc" key twice will clear all selections.

"Ctrl + Z" will undo previous action(s).



Students clap the new rhythms as they sing "Who's That Yonder?"

**Instrumental Activities****1. Five playing** using ,  and 

Teacher claps a 4 beat rhythm using the elements to be practiced.

Students say the rhythm names while keeping the beat then play rhythm back using known notes on their instruments.

**2. Song rhythms** using ,  and 

Students play the rhythmic patterns of known songs such as "Who's That Yonder?" and "Hot Cross Buns" using known notes on their instruments.

For example, play the rhythmic pattern of "Hot Cross Buns" on middle C.

# Lesson 1

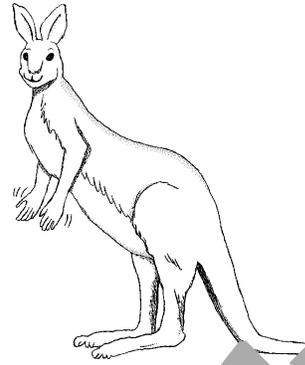
## Beat

The **beat** is the "heartbeat" of the music.

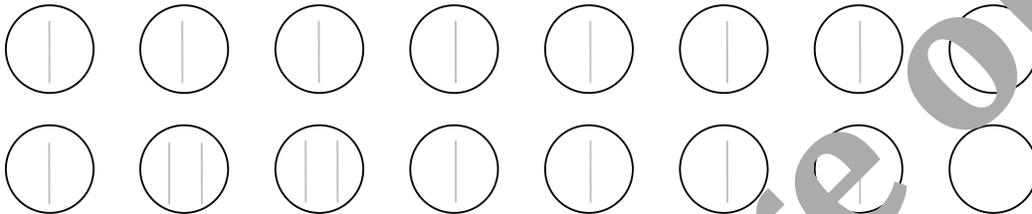
The beat makes us tap our foot or clap our hands to music.

It is regular, consistent and steady.

Point to the beat, using "Beat Circles" as you listen to or sing various songs.



## Beat Circles



## Rhythm

Sing "Who's That Yonder?" pointing to the beat circles.

- ☞ Sometimes you sing one word (or syllable) on each beat,
- ☞ sometimes you sing two words (or syllables) on each beat and
- ☞ sometimes you don't sing anything on a beat.

The pattern of shorter and longer sounds on a beat is called the **rhythm**.  
The words in a song show the **rhythmic pattern**.

Sing "Who's That Yonder" once more, pointing to the beat circles.

Write one, two or no strokes inside each circle (showing how many sounds you sing on each beat).

The **rhythm name** of a note is used when reading a rhythm out loud.

## Crotchets, Quavers and Crotchet Rests

 = **crotchet** (English Name) = **quarter note** (American Name) = **one** sound (word) on a beat.  
Its rhythm name is **ta**.

 = **crotchet rest** = **quarter note rest** = **no** sound (word) on a beat.

- ☞ Although a rest is a silence and therefore needs no rhythm name when reading out loud, when practicing this rhythm we can say **za** in our heads.

