

# Level 1 Lesson 3

## Activity 1: Metre



Click on this video to learn about metre.



Sing "Clap, Click" as you follow "Clap, Click - Rhythm" below. (Click on the audio icon to hear this song sung with the words five times if required).

Sing the song again, clapping and clicking on each alternate beat.

Notice the way some words are accented or "leaned" on.

Sing the song once more and write a cross above each note that is accented.

### Clap, Click - Rhythm



Clap,click,clap,click, all a-round the cir - cle, clap,click,clap,click,now you sit down!

Music written with the beats grouped in twos is in 2 metre.

The numbers at the start of a piece of music:  $\frac{2}{4}$  are called time signatures.

These tell us how many beats are in each group or **bar** and what type of notes these beats are worth.

In 2 metre we physically group the beats together in **bars**:



To do this we separate the groups with **barlines**:

We show the end of a song by using a **double barline**: ||

Barlines are placed **before** an accented beat (but **not** before the first accented beat):



### Clap, Click - 2 Metre

Here is "Clap, Click" written out with all the musical signs showing that this song is in 2 metre.



Sing the song again, pointing to the rhythmic pattern.

Click on this audio icon to hear "Clap, Click" being sung twice in rhythm names.



Clap,click,clap,click, all a - round the cir-cle, clap,click,clap,click,now you sit down!

## Activity 2: Conducting



Click on this video to learn about conducting.

We can keep the beat in many ways. For example we can clap, walk or tap the beat.

We can also conduct the beat as we sing. Conducting shows which is the strong beat and which is the weaker beat(s).

The 2 metre conducting pattern looks like this, drawn in the air, using your right hand:



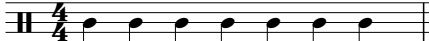
Sing "Clap, Click" with words and rhythm names as you conduct the 2 metre pattern. Click on this audio icon to hear "Clap, Click" being sung twice in rhythm names.




Clap,click, clap,click, all a-round the cir-cle, clap,click, clap,click, now you sit down!

## Activity 3: 3 and 4 Metre

Other common time signatures are  $\frac{3}{4}$  (3 metre - three beats per bar) and  $\frac{4}{4}$  (4 metre - four beats per bar).

**Note:** Quavers can sometimes be grouped in four:  but **NEVER** across

the second and third beats of a bar of simple quadruple time: 

## Activity 4: Rhythmic Sightreading

Using the instructions for Rhythmic Sightreading given in Level 1, Lesson 1, page 2, read, in rhythm names, **Rhythmic Sightreading 3, 4 and 5** below, while clapping the **strong** (first) **beats** in each bar and tapping the others. Click on the audio icons to hear each rhythm if required.



### Rhythmic Sightreading 3



### Rhythmic Sightreading 4



### Rhythmic Sightreading 5



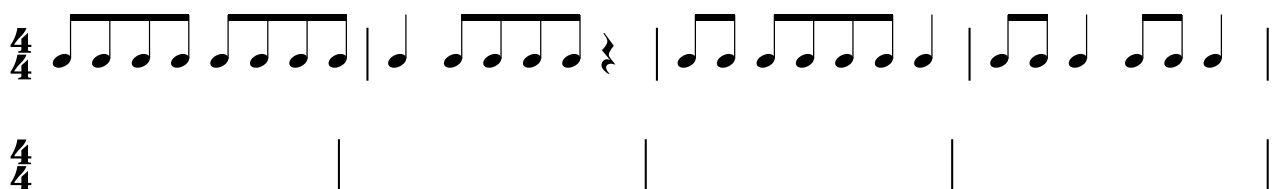
## Level 1 Lesson 3 - Worksheet

Questions 7 to 9 can be found in the *Musicianship & Aural Training for the Secondary School, Level 1 Books*, page 6.


**Question 7: Rhythmic Theory.** Circle each beat in the following rhythms, then add a time signature, barlines and a double barline. Rhythm **a.** is in 4 metre and rhythm **b.** is in 3 metre.

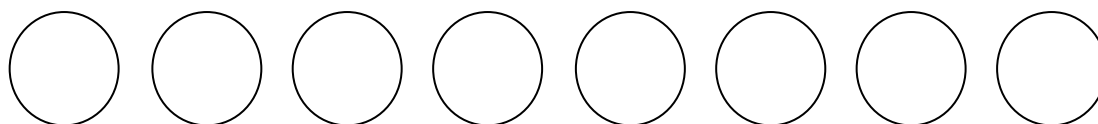



**Question 8: Rhythmic Theory.** Rewrite the following rhythm correctly in the blank bars below.



**Question 9: Rhythmic Dictation.** Use the instructions for **Rhythmic Dictation** given in Level 1, Lesson 1, page 3 to complete this question.

 Click on this audio icon to hear the rhythm for **Question 9: Rhythmic Dictation** played five times. Each playing will be preceded by four beats of click track.



 **Listening Activity.**

Using the timings given in each question below, listen to and/or watch the **The Young Person's**

 **Guide to the Orchestra by Benjamin Britten** by clicking on the audio or video icons.

From the beginning until 0'22" (Audio) and 1'03" to 1'27" (Video) Britten's main theme is played by the full orchestra. Following that, each section of the orchestra plays the theme through as can be heard in the four excerpts referred to below.

For each excerpt, name the family of instruments playing and any individual instruments you can hear.

1. Audio: 0'26" to 0'42" and/or Video: 1'41" to 2'05" Family of instruments: \_\_\_\_\_

Individual Instruments: \_\_\_\_\_

2. Audio: 0'49" to 1'02" and/or Video: 2'14" to 2'31" Family of instruments: \_\_\_\_\_

Individual Instruments: \_\_\_\_\_

3. Audio: 1'07" to 1'23" and/or Video: 2'46" to 3'06" Family of instruments: \_\_\_\_\_

Individual Instruments: \_\_\_\_\_

4. Audio: 1'25" to 1'40" and/or Video: 3'12" to 3'31" Family of instruments: \_\_\_\_\_

Individual Instruments: \_\_\_\_\_