




Strategy Step - Early Practice Activity 4 Visual



Lesson Segment

Objective

On completion of this lesson segment, students will demonstrate their growing understanding of  by practising them in a variety of ways and in increasingly difficult contexts. Click [here](#) to access the full outline of this strategy.

Prerequisite Skills and Knowledge

Prior to beginning this activity, students should:

1. have successfully completed all Aural Preparation, Visual Preparation and Present Steps from the  [Strategy](#) and the  [Strategy](#)
2. be able to sing a suitable song well and perform it competently (in tune and at a steady tempo) without the aid of a teacher; while performing the beat in a variety of ways; while performing the rhythm in a variety of ways and while performing the beat and rhythm simultaneously.

Activity: Song rhythm scramble

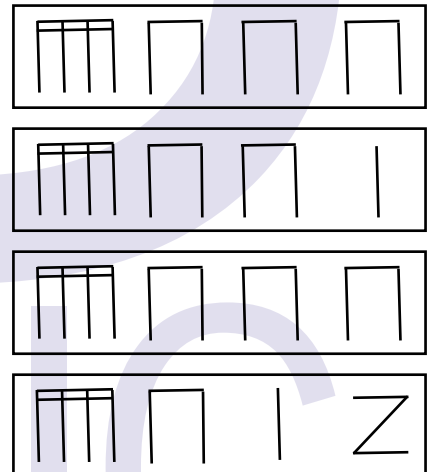
Description: Students visually identify known songs from [given rhythmic flashcards for Brodie!](#)

Alternative Repertoire (from the  [Strategy Outline](#)):

- [Lara's Train](#)
- [Old Brass Wagon](#)
- [Winter's Coming](#)

Example Lesson Activities

- a. Have each phrase of the rhythmic pattern of [Brodie!](#) on four sets of flashcards:
- b. Divide the class into four groups and give each group one set of four flashcards (with the cards **not** in song order).
- c. The class keep a steady beat as each group takes turns to read their flashcards in rhythm names, in the order they were given them.
- d. The groups are then told to put their flashcards in the correct order of the song they belong to and all put their hands up when they are done.
- e. Once all groups have completed the task, they all keep a steady beat and read their flashcards in rhythm names cards in the order they have placed them in.
- f. Repeat singing the song in rhythm names and finally with the words.



Extension Suggestion:

- have two additional flashcards that **do not** belong to the song, in each set - students then have to determine which flashcards do not belong to the song as well as identifying the song.

[Level 1 – Semiquavers Strategy - Practice: Early Activity 4](#)

<https://dsmusic.com.au/library-item/semiquavers-strategy-step-practice-early-activity-4/>

This activity relates to concepts, skills and information taught in *Musicianship & Aural Training for the Secondary School*, Level 1, Lesson 9 on.