

Episode 11

Writing Rhythms

Putting notes and rests together in a measure

1 OVERVIEW

In addition to reviewing note durations, Quaver explores how to read rhythms, understand meter signs, and check beat values within a measure. Inspired by the rhythms heard in the shop, he combines the knowledge of strong beats, meter, duration, and notation to write rhythms more effectively. Quaver's alter egos, August Millimander and Derek Sprockett, translate notated rhythm into sound while Jason and Emma translate sound into notated rhythm. To conclude, Quaver's street band creates a rhythm riot.

LESSON OBJECTIVES

Students will learn:

- To develop measures with correct note durations.
- To sound out rhythms containing both notes and rests.
- To listen to a rhythm and identify its written form.
- To understand and apply meter signs.

Vocabulary

Meter
Meter sign
Treble clef

August Millimander finds a rest....





MUSIC STANDARDS IN LESSON

- 2: Playing instruments
- 3: Improvising melodies *
- 5: Reading and notating music
- 6: Listening to, analyzing, and describing music
- 8: Understanding the relationship between music and the other arts

Complete details at QuaverMusic.com

Key Scenes

	What they teach	Music Standard	
1	The shop comes alive with rhythms	Rhythms can be layered and combined.	5, 6
2	<i>Sniffing out and blasting off with August Millimander and Derek Sprockett</i>	By combining rests and notes, rhythms can be written and played.	5, 6
3	Creating a meter sign	The meter sign denotes how many beats are in each measure and the duration of each beat.	5
4	<i>Make That Rhythm</i> game show	The trained ear can decode a played rhythm by simply listening.	2, 6
5	Song: <i>I Want to Be in a Street Band</i>	Different rhythms can be combined to create a song.	6

2 LESSON INTRO

Introducing the episode

There are loads of signs and symbols in the world around us that instruct us on what to do.

Ask the students to come up with a list of signs and symbols and their meaning. They may include:

- A stop sign
- A warning sign
- Tempo on music
- A speed limit sign
- An exit sign
- A "Keep Out" sign on a big sister's door!


Ask students to imagine making a sign that proclaims one important message for home or school. What would it say?

- Don't borrow my stuff without asking.
- This is my chair.
- Put the top back on the toothpaste.

This episode introduces signs used in all written music.

3 PLAY EPISODE

Discussion Points

- What symbol represents a sound in music?
note
- What symbol represents a silence in music?
rest
- What sign represents how many beats are in the measure?
meter sign
- How many beats are in  a measure?
three



4 CLASS ACTIVITIES

Materials Needed

- A buzzer item

Music Symbol Countdown

Worksheet # 1



Purpose: Recalling all music symbols previously studied

Using the IWB featuring a Quaver Timer or the music symbol flashcards provided, quiz students on their knowledge of notes, rests, meter signs, and the grand staff. Show them the first card for ten seconds, then ask them to tell you what the symbol is. The next card is shown for nine seconds and so on until the flashcard is flashed for only one second! Keep a score of how many correct answers they provide. Then repeat the exercise.

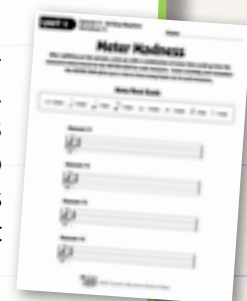


Meter Madness

Worksheet # 2

Purpose: Understanding of the meter sign

On the whiteboard or paper, write a meter sign on a staff. Ask students to select a combination of notes to complete one measure. Once they have made their selection, write down their rhythms following the meter sign. Lead students in adding up the beats to match the meter sign, then clap the rhythm. Try it with meter signs of 2, 3, 4, and even 5. Then give out the Meter Madness worksheet for further practice.



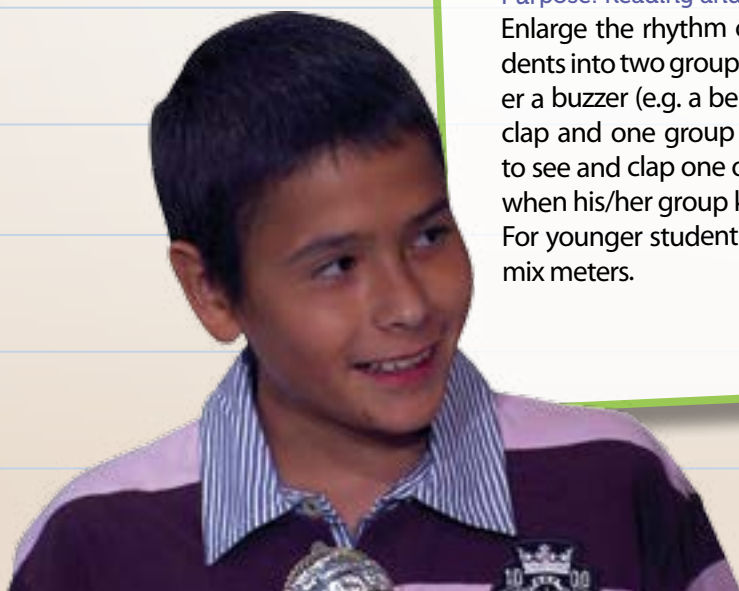
Make That Rhythm

Worksheet # 3



Purpose: Reading and recognizing rhythmic patterns

Enlarge the rhythm cards template or use the IWB. Split students into two groups, select team leaders, and give each leader a buzzer (e.g. a bell and a bicycle horn), or have one group clap and one group stomp. Display two rhythm cards for all to see and clap one of the rhythms. The leader should buzz in when his/her group knows which rhythm is being performed. For younger students, use only 4/4 meter. For older students, mix meters.



Rhythm Round the World

Purpose: Listening, copying, and echoing rhythms

Direct students to stand in a circle and march in place to a steady beat. Choose a student to create a 4-beat rhythm. The next student in the circle will echo that 4-beat rhythm. If he/she echoes the rhythm correctly, that student will become the rhythm creator which the next student in the circle will echo. If he/she does not echo correctly, the next student in the circle tries to repeat the rhythm. Continue until all students have had a turn to echo and create rhythms.

VIDEO REPLAY Track 1 **I Wanna Be in a Street Band**

Purpose: Playing a rhythm in time with a band

Ask students to choose readily available items that could make unusual musical sounds (trash cans, pencils, zipper pouches, books, chair legs, and so forth). Split students into groups and assign each one a found sound. Ask each group to create and notate a 4-beat rhythm for their "instrument." Then play *I Wanna Be in a Street Band (Track 1)*, and have each group perform its rhythm between the choruses.



5 WEB ACTIVITIES



QBackBeat

Students can experiment with creating different rhythms on the drums and also building and saving rhythmical patterns to use in song writing.



QComposer

Students can write rhythms with rich melodic content. They can even save their composition and add other rhythm parts composed in QBackBeat.



6 HOMEWORK



Wrangler Rhythms

Worksheet # 4

Purpose: Writing rhythms correctly

Using the eighth, quarter, half, whole notes, and rests on the worksheet, assign students to write a rhythm in each box. Some of the boxes have a meter of 3 and others a meter of 4. At the next session, allow several students to present their solutions. Clap their rhythms, making sure they add up to the correct number of beats.



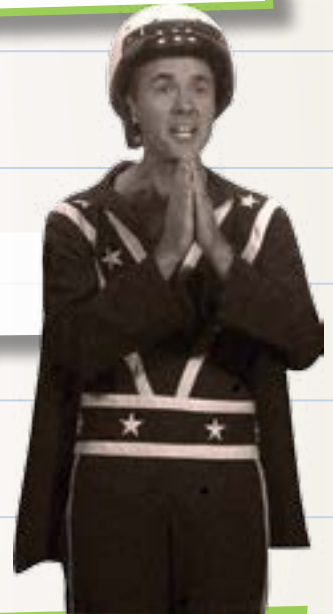
Interesting Instruments

Purpose: Anything can be made into an instrument

Ask students to scavenge at home for items that produce new sounds that can be added to your street band. Suggest items such as toys, kitchen utensils, office supplies, or building supplies. Have students bring in their found instruments to create another version of *I Wanna Be in a Street Band*.



▶ Additional session activities



7 ASSESSMENT ▶



Spot the Mistakes

Worksheet # 5



Purpose: The importance of writing and editing music

Give each student this worksheet. There are 16 measures shown with some containing mistakes. There may be too many beats in one measure or not enough in another. Ask students to look at each measure, find the mistake, and then correct it by adding or crossing out notes or rests. Mistakes start off easy and progressively get harder. The IWB can be used for students to collaborate on answers or to review correct answers following completion of the worksheet.



8 CROSS-CURRICULUM ACTIVITIES ▶

Language Arts

Read aloud a short poem such as *Who Has Seen the Wind* by *Christina Rossetti*. Read it again while tapping the steady beat. Work with students to write out the rhythm of the words and the meter of the poem. Discuss syllabication and how it relates to rhythm.

Math

Using the rhythm compositions from *Wrangler Rhythms*, have students count how many times they used each type of note or rest. Using their totals, instruct each student to create a bar graph showing how frequently each note value was used. Did they prefer long note values to short? Or notes to rests? Have students draw conclusions about their choices. Discuss ideas of balance and variety.

Note: Using graph paper will be both helpful and instructional.

Create a Dance

Music notes can be easily translated into physical movement. Guide students as they establish an 8-beat pattern using eighth, quarter, half, whole notes, and rests. Create movements to accompany the rhythm. Make sure notes accompany movement and sound for the correct length and rests are silent. Teach the rhythm and movements to students. Suggest different kinds of movements involving shape, direction, shifting, weight, gliding, pressing, etc.





To improve accuracy in rhythm-writing, always instruct students to check their work. Establish a one-minute "music-checking countdown" to make the exercise fun.



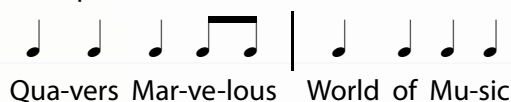
9 DIGGING DEEPER ▶

Clap My Info

Purpose: Beginning song writing notation

After the episode on rhythm, students were asked to write out the names of their family, their school name, or favorite computer game in rhythmic words. Have the class write out the rhythm of those phrases using musical notes. In what meter would those patterns be? Do students need any rests to complete a measure? Once they have written the rhythm, have them write out the words underneath. Point out the connection between rhythm and syllables in speech, and the patterns that occur. Then, clap out the rhythm.

Example:



Qua-vers Mar-ve-lous World of Mu-sic



Meter Spotting

Purpose: Listening to different meters

Using the IWB, play each track inviting students to clap along to the beat. Challenge them to identify the meter. Tell them the secret of determining meter is locating the strong beats. If the strong beat occurs every 3 claps, the piece is in a meter of 3; if it occurs every 4 beats, it's a meter of 4. Have students fill in the appropriate meter for each piece on the IWB.

Track 2 Funky March - meter of 2

Track 3 The Waltzer - meter of 3

Track 4 Stomp It Out - meter of 4

Track 5 Jig Around - meter of 6/8 formed by two groups of three eighth notes

Note: Notice how changing the meter creates different feelings in the music.

TEACHER NOTES

Featured Instruments



Drum Kit



Cymbals



Voice



Hands