

## NEW CONCEPT = KNOWN MATERIAL

**Experiencing Rhythm:** “The way the words go”

The rhythm cards for ALL songs and rhymes used to explain rhythm to the children are included in the pack ready to use. They are numbered for reference throughout – **PLEASE DO NOT INTRODUCE THE CHILDREN TO THE WRITTEN NOTATION UNTIL THEY HAVE EXPERIENCED RHYTHM!**

First the children need to understand the difference between BEAT – which will have been made conscious and “THE WAY THE WORDS GO” which will later be given the name RHYTHM

Working on the rhythm of rhymes and songs is a new concept therefore to begin with we must use known material.

### **Touch your shoulders (Rhythm card 2)**

Show the children the song tapping the rhythm rather than the beat: What do they notice? (Before we showed the STEADY BEAT in actions – beat one touch right shoulder/beat two touch left shoulder. Now everything should be RHYTHM i.e. touch right shoulder twice, touch left shoulder twice etc)

The answer we want the children to discover is that your actions match the words.

**Alternatively** use one of the rhymes below from last session – so the children should be familiar with them - and show with two wooden puppets :

One taps the beat and the other shows the rhythm – What do they notice?

At this point we are not using the word **RHYTHM** – we simply want the children to identify that one puppet was tapping the way the words go and the other was showing the steady beat.

### **One, two, three, four (Rhythm cards 1,2,5,2) /Copy Cat, copy cat (Rhythm cards 3 and 4) and Queen, Queen, Caroline (Rhythm cards 5,2,2,5)**

The children should practise tapping the rhythm for all of the above rhymes: This can be done as part of a game initially to help them distinguish the two rhythm elements subconsciously – a “ta” beat will always be shown by clapping hands (own hands or with partner) “tete” will always be shown by tapping knees – one after the other e.g.

#### **Copy cat**

##### **1<sup>st</sup> bar**

Beat one: tap right knee then left knee

Beat two: clap own hands

Repeat

##### **2<sup>nd</sup> bar**

Beats one and two: tap right knee, left knee, right knee, left knee

Beat three: Clap own hands

Beat four: Clap hands with partner

### **One, two, three, four**

**1<sup>st</sup> bar:** clap own hands/clap hands with partner/ own hands / hands with partner

**2<sup>nd</sup> bar:** 1<sup>st</sup> three beats: tap right knee left knee

4<sup>th</sup> beat: Clap hands with partner

**3<sup>rd</sup> bar:** clap own hands/clap partners hands/tap right knee then left knee/clap hands with partner

**4<sup>th</sup> bar:** Repeat 2<sup>nd</sup> bar

### **Queen Queen Caroline:**

Everyone stands in a circle facing a partner:

#### **1<sup>st</sup> bar**

Beat one: Clap own hands

Beat two: Clap both hands with partner

Beat three: tap right knee then left knee

Beat four: Clap both hands with partner

#### **2<sup>nd</sup> bar**

**Beats one, two and three:** tap right knee then left knee

**Beat four:** clap hands with partner

**3<sup>rd</sup> bar:** As second bar

**4<sup>th</sup> bar:** As first bar

**Children should practise rhythm in many ways SUBCONSCIOUSLY for all known rhymes: Tapping index fingers together (MAGIC CLAVES) is a useful way to show rhythm rather than clapping which can be loud and distracting.**

After practising the known material try to improvise rhythm patterns for the children to copy.

**WHEN THE CHILDREN CAN SHOW "THE WAY THE WORDS GO" CONFIDENTLY GIVE IT A NAME – IT'S CALLED THE RHYTHM**

**BEAT AND RHYTHM SHOULD BE PRACTISED TOGETHER**

## NEW MATERIAL

- **11 - Engine, engine (Rhythm card 2)** of course the children have heard this pattern many times in previous rhymes e.g. Touch your shoulders/Part of Queen Queen Caroline "*Washed her hair in turpentine*" – so subconsciously they will already feel the pattern.  
First show the children the **Engine Engine SCORE** in pictorial notation.  
Ask them why there are two engines under most beats but only one under the final beat? (Hopefully they will answer because there was only one sound on the last beat)
- **12: Listen, Listen here I come (Rhythm card 2)** uses the same rhythm as **Engine Engine**. Show them the **LISTEN LISTEN SCORE**  
Can they see and hear that the rhythm is the same for both?

### RHYTHM PEOPLE

Play the rhythm people game.

Place four spots on the floor – the spots represent the BEAT.

The children will represent the rhythm – where there is one sound on a beat only one child stands and has the rhythm name **TA**

Where there are two sounds on a beat, two children stand, with hands on the shoulder of the other person. They each have the rhythm name **TE** so together they both make the rhythm **TE-TE**

It is a very short step for most children to make to realise that the stick notation flashcards look the same – one sound represented by one "stick" and two sounds represented by "two sticks joined together" - best friends just as the children were in the rhythm people game.

From this point the children can be shown the rhythm cards and can play rhythm people for the other **KNOWN** songs and rhymes -

**One, two, three, four (Rhythm cards 1/2/5/1)** Copy Cat, copy cat (Rhythm cards 3/4) and Queen, Queen, Caroline (Rhythm cards 5/2/2/5)

And **Engine, engine** and **Listen, listen (Rhythm cards 2)**

- **13 Apple Tree (Rhythm cards 3/2/2/2)**  
Uses the very well-known rhythm *tete tete tete ta* but also *tete ta tete ta*  
Ensure that the children can hear that the rhythm “Apple tree, apple tree” sounds just the same as “Copy me, Copy me”
- **14 Mary Anne (Rhythm cards 3/2/3/2)**  
Uses the rhythms from **Apple Tree** but arranged in a different order: card 3 then 2/ 3 then 2
- **15 Hot Cross Buns (Rhythm cards 6/6/7/6)**  
Hot cross buns introduces the concept of the **REST**. Before introducing this to the children remind them of the **Feet Feet rhyme** from term one. Show them the **FEET FEET SCORE**. Why do they think there is no foot on the final beat? (because there are no words!)  
Show them **Hot Cross buns score** which is also pictorial notation – someone has stolen the bun in the final beat of the first card – there are only crumbs left! There are no words – only a silence. This is called a REST. Can they see that the two rhythms match **MARCH AND STOP (REST)** and **HOT CROSS BUNS (REST)**

**PLAY THE RHYTHM PEOPLE GAME – ON THE FOURTH SPOT NOBODY STANDS AS IT IS A REST**

**Show them the RHYTHM CARDS – 6 and 7**

- **16 Rain is falling down. (Rhythm cards 8/8/7/8)** The rhythm is slightly different to Hot Cross Buns but the structure is the same – one rhythm heard three times and with the RESTS in the same place. Show the children the **Rain is falling down Score** – first, then rhythm people – then the Rhythm cards numbered 7 /8
- **17 Mix a pancake (Rhythm cards 7/8/7/8)**  
The rhythm here is exactly the same as **Rain is falling down** but in a different order. Show the **Mix a pancake score** first, then in RHYTHM PEOPLE and finally from the rhythm cards numbers 7 and 8.
- **18 Row boys Row (Rhythm cards 6/8/1/6)**  
There are three different rhythm patterns in this song – all known.  
The children should be ready now to go straight to the rhythm reading from the stick notation cards numbered as above.
- **19 Bow wow wow (Rhythm cards 6/9/2/6)**  
There are three rhythm patterns in this song – two known and one new.  
Show the children using the rhythm notation cards. Ask if they can work out what order the rhythms appear.
- **20 Pease pudding hot (Rhythm cards 9/9/10/6)**  
This song has two known patterns and one new (10) – ask the children if they can discover the new rhythm pattern and write it / say the rhythm names.