Episode 4
Rhythm
It dances on the beat

Overview
Rhythm provides the styles and grooves in music. To distinguish between beat and rhythm, Quaver takes a journey into the head of a drummer to find his main beat. He composes and decomposes rhythms in the studio, on his cooking show, and on his travels around the globe. From the simplest of patterns to the most complex of drum solos, rhythm is a limitless world waiting to be explored.

Lesson Objectives
Students will learn:
• To differentiate between the main beat and rhythm.
• To recognize how rhythm is the foundation of all musical styles.
• To notate rhythms using various methods.
• To combine and perform simple rhythm patterns.

Vocabulary
Main beat
Rhythm
Measure*

* concepts included in the Teacher Guide, but not in the DVD
**Music Standards in Lesson**

1: Singing alone and with others  
2: Playing instruments  
4: Composing and arranging music*  
5: Reading and notating music  
6: Listening to, analyzing, and describing music  
7: Evaluating music and music performance  
8: Understanding the relationship between music and the other arts

Complete details at [QuaverMusic.com](http://QuaverMusic.com)

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**Key Scenes**

<table>
<thead>
<tr>
<th>What they teach</th>
<th>Music Standard</th>
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<tbody>
<tr>
<td>Tap dancing on the beat</td>
<td>Rhythm is the combination of short and long sounds over the main beat.</td>
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<tr>
<td>A journey into the head of Dave the drummer</td>
<td>Rhythms can be combined, but the main beat must be kept in the head.</td>
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<tr>
<td>Dave and Quaver go on a world tour</td>
<td>Rhythm is the foundation of all styles of music.</td>
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<tr>
<td>Cooking with Rhythms</td>
<td>Beats can be divided to create new rhythms.</td>
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<tr>
<td>Song: <em>Rhythm Is a Beautiful Thing</em></td>
<td>Using the spoken word and instruments, four rhythms are combined in a piece of music.</td>
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**Lesson Intro**

Introducing the episode

The world is filled with rhythmic patterns heard every day. Ask students to demonstrate the rhythms of the following:

- Sawing a board
- Waves against the shores
- A galloping horse
- A dripping faucet
- A moving train
- Birds chirping

Ask students to brainstorm and imitate other patterned sounds. Rhythm in music is built on a steady beat which we hear in our heads. Quaver explores the world of rhythm in both musical and non-musical ways.

* concepts included in the Teacher Guide, but not in the DVD
Discussion Points

- Rhythm is different patterns of sounds connected to what?
  the main beat
- What was found at the center of Dave’s head?
  the main beat
- In which country are beats sometimes grouped in measures of thirteen?
  India
- How many different rhythms are there?
  as many as you can create

Materials Needed
- Wood blocks and tambourines

Beat Leader
Purpose: How to internalize the beat and keep a steady beat
Direct students to sit in a circle and select one student as the Beat Leader to keep a steady beat by moving his/her body (i.e. clapping, stomping, patting their legs, etc.). Students must mimic the Leader. Pass the steady beat around the circle by nominating new beat leaders. Improvise a rhythm over the steady beat to demonstrate the difference between beat and rhythm.

Playing Along  Track 1
Purpose: How to differentiate between beat and rhythm
Distribute two kinds of instruments to students. For example, Group 1 could mark a steady beat with wood blocks and Group 2 could provide a rhythm pattern using tambourines. Using Row, Row, Row Your Boat (Track 1) or another selection, have students play along with their instruments.

Rhythm Telephone
Purpose: How to play and copy rhythms accurately
Direct students to stand single-file facing forward. Tap a simple, four-beat rhythm pattern on the shoulders of the last student in line. Each student consecutively taps the same rhythm on the shoulders of the student in front of him/her. Stress accuracy. The object of the game is for the first student in line to clap the same rhythm pattern given to the last student in line.
Beat & Rhythm Signals

Purpose: The difference between beat and rhythm in a song

Sing a simple song with students clapping the steady beat throughout the piece. Repeat with students clapping the rhythm. Before playing the song again, show them signals to be used for each (beat = hand on head, rhythm = hands on hips). As students sing the song, signal whether they should clap the steady beat or the rhythm.

VIDEO REPLAY

Rhythm Is a Beautiful Thing

Purpose: Repeating rhythm patterns in a song

Have students clap along to *Rhythm Is a Beautiful Thing* (Track 2). Practice the rhythm words first:

- El-e-phant - soup
- Ger-bils - Ger-bils
- Hip-pos like choc-o-late
- Cheese-I like-cheese

QTips

The phrases steady beat and main beat are used interchangeably when teaching music.

5 WEB ACTIVITIES

**QGrooves**

Direct students to create a rhythmic percussion part in QGrooves by dragging tiles on to the percussion line. Experiment with muting the percussion track to hear how rhythm is the driving force in most songs.

**QBackBeat**

Direct students to create a rhythmic percussion part in QGrooves by dragging tiles on to the percussion line. Experiment with muting the percussion track to hear how rhythm is the driving force in most songs.
Rhythm Assessment

Split students into groups of five or less. Provide a steady beat and have each group in turn create rhythms to the words and phrases they see outlined on the IWB.

For the second part of this assessment play Ten Rhythms (Track 3). The track includes a continuous steady beat and ten different rhythms of one measure. After each rhythm is a gap which allows students to clap the rhythm they just heard.

Make that Rhythm

Purpose: Rhythm creation
Assign students to fill in the eight 4-beat measure boxes on the worksheet. Have them practice clapping the rhythmic pattern of the dots drawn in the boxes at home and be prepared to perform them in the next session.

Rhythm Diary

Purpose: Listening to rhythms in the world
Instruct students to make a list of things that produce rhythms heard in the course of a day. Then have them write a narrative that includes at least two of these items.

Example:
I walked past the clock
Tick-tock, tick-tock
I looked in my aquarium
Blub, blub, blub, blub
Language Arts (Track 4)
Have students sit in a circle and give them a category such as zoo animals, cars, birds, etc. Have each choose one word relevant to the topic that has either one or two syllables. Play the backing track *Sliding (Track 4)* to provide a steady beat and have them say and clap their words. The result will be a language arts rap.
Example:

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<td>Mon</td>
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<td>par</td>
<td>rot</td>
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Art
Rhythm is long and short patterns of sound. Similar patterns are found in art using lines. Find long and short lines within famous pieces of art such as “American Gothic” and “The Mona Lisa.” Instruct students to create a drawing using only long and short lines.

16th and 32nds!! (Track 5)
Purpose: Further divisions of the beat
One beat can be divided into four pieces, creating 16th notes. By dividing a beat into eight pieces, 32nd notes are created. Play *Semidemi Song (Track 5)* which features 16th notes and 32nd notes. Ask students if the speed of the main beat affects how many notes can be played in a measure.

Rhythm Swap
Purpose: The skills required to begin notating and playing more complex rhythms
Divide students into teams of two and challenge each team to make up complicated rhythms that they can clap together. Instruct each team to write down their rhythms using rhythm boxes and give their rhythm composition a name. Direct teams to exchange their compositions and see how well each performs the rhythm written by another team.
TEACHER NOTES

Featured Instruments

- Drum Kit
- Bass Drum
- Snare Drum
- Hi Hat