

LESSON PLAN: Rhythms With Words

Objective:

Students will be able to play complicated rhythms by associating them to commonly used words.

Resources:

None required!

Procedures:

- 1 Establish a back beat. You can use the Little Kids Rock website to play a basic back beat or have the class manufacture one (see lesson plan “Classroom As Drumset”).
- 2 While the beat continues ask students to join with you in playing the rhythm of words you say. Start with “Dis-co” saying it over and over in as 1/8th notes: “dis-co dis-co dis-co dis-co” (you’ll say the word 4 times in one measure. If you prefer, you can substitute the word “coun-try”)
- 3 Again with the continuing beat say the words “hea-vy me-tal”. We’re using these words as 16th notes, so you’ll say it four times in a row to complete one measure: “hea-vy me-tal hea-vy me-tal hea-vy me-tal hea-vy me-tal”.
- 4 The word “rock” will stand for a full beat quarter note. Mix this alternately with the other two rhythms saying “rock dis-co rock dis-co” or “rock hea-vy me-tal rock hea-vy me-tal”. Using this word for a quarter note while contrasting it with words we’re using for 8th and 16th notes will help students focus on these rhythms while developing a good awareness of time keeping.
- 5 Do call and response by mixing up these words and rhythms in various ways. You might do “rock dis-co dis-co hea-vy me-tal” or “hea-vy me-tal dis-co hea-vy me-tal rock”. Repeat a few patterns until this feels easy for everybody. Invite other students in the class to lead the call and response.
- 6 Continue as before except this time use your hands to play the rhythms on your desk or on your lap. Alternate right and left hand for each rhythm, but make sure to start each rhythm with the right hand.

National Core Arts Standards (Music):

National Core Arts Standards (Music): Anchor Standard 1: Generate and conceptualize artistic ideas and work. Example: General Music MU:Cr1.1.3 b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Example: General Music MU:Pr5.1.5 b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art. Example: General Music MU:Cn11.1.(PK-8) a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Common Core Correlation: CCSS.Math.Content.3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. (fractions as subdivision of beat)



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