



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY LESSON PLAN 1.2			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Learning type	Creating	Lesson length	Approx. 30-40 minutes
Resource links	Video #1 PAGANINI <i>Caprice No. 24</i> https://www.youtube.com/watch?v=WsJyuJppA7s Video #2 https://www.youtube.com/watch?v=qVrkc6zRzEE		
Learning objectives	Students will explore the use of <i>rhythm</i> in the main theme from Paganini's <i>Caprice No. 24</i> and create and perform their own movements to the rhythmic patterns.		
Australian Curriculum alignment	ACAMUM090 Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM090		



Canberra Symphony
Orchestra

LESSON 1.2

Recap

APPROX. 2 MINUTES

Measures of understanding

Students can perform the rhythmic pattern in time by:

- performing the body percussion as a whole class
- saying the time names in time

Activity	Watch Video #1 again. Keep the beat by either: <ul style="list-style-type: none">• tapping shoulders then head• conducting down and up• marching in a circle, changing directions with each new phrase• marching on the spot and conducting, changing conducting hands with each new phrase.
-----------------	---



Canberra Symphony
Orchestra

LESSON 1.2

Find the rhythm

APPROX. 5 MINUTES

Measures of understanding

Students can perform a body percussion/movement to the rhythm.

Question	<ul style="list-style-type: none">What is the difference is between beat and rhythm? <p><i>(Beat is the steady pulse under the music. Rhythm is varied and is the actual time value of the notes – the long and the short.)</i></p> <p>You may like to create your own definitions of each and display in the classroom for future reference.</p>
Watch and listen	Listen to Video #1 , focusing on the rhythm.
Activity	Listen to Video #1 again and ask students to ‘fairy clap’ along with the rhythm (two-finger quiet clapping).
Questions	<ul style="list-style-type: none">Are the any repeated rhythms? <p><i>(Yes: the first three bars of the first phrase are the same rhythm.)</i></p> <ul style="list-style-type: none">What do we call a repeated pattern in music? <p><i>(An ostinato)</i></p>
Activity	Model a body percussion example of the rhythm for the first phrase. The rhythm is fast, so try this at a slower tempo (speed) to begin with. <u>Body Percussion</u> Stomp – click; tap legs x 4 Stomp – click; tap legs x 4 Stomp – click; tap legs x 4 Clap clap Once you have modelled, ask students to join in with you. See if you can get faster and faster until you can perform it in time with the Video #1 .



Canberra Symphony
Orchestra

LESSON 1.2

Find the rhythm (cont.)

Activity	<p>Perform the body percussion again without the music, adding in the time names for each rhythm.</p> <p><u>Time names</u></p> <p><i>I tim-ka tika-tika I tim-ka tika-tika I tim-ka tika-tika I ta ta</i></p> <p><u>Time names and body percussion alignment</u></p> <p>Stomp – click = <i>tim-ka</i></p> <p>Tap legs x 4 = <i>tika-tika</i></p> <p>Clap clap = <i>ta ta</i></p>
-----------------	---



Canberra Symphony
Orchestra










LESSON 1.2

Learning stick notation

APPROX. 3 MINUTES

Measures of understanding

Students can draw the following rhythm patterns accurately: *tim-ka*, *tika-tika* and *ta*.

Question	<ul style="list-style-type: none">Do students notice anything similar about the rhythm values we have used (<i>tim-ka</i>, <i>tika-tika</i>, <i>ta</i>)? (They are all one beat in length)						
Activity	<p>Demonstrate how to draw each of these rhythms in stick notation on the board.</p> <p>Ask students to practise drawing each rhythm if this is unfamiliar.</p> <table border="1" data-bbox="395 1005 732 1413"><tr><td data-bbox="395 1005 579 1146"><i>Tim-ka</i></td><td data-bbox="579 1005 732 1146"></td></tr><tr><td data-bbox="395 1146 579 1279"><i>Tika-tika</i></td><td data-bbox="579 1146 732 1279"></td></tr><tr><td data-bbox="395 1279 579 1413"><i>Ta</i></td><td data-bbox="579 1279 732 1413"></td></tr></table>	<i>Tim-ka</i>		<i>Tika-tika</i>		<i>Ta</i>	
<i>Tim-ka</i>							
<i>Tika-tika</i>							
<i>Ta</i>							



Canberra Symphony
Orchestra

LESSON 1.2

Write the rhythm

APPROX. 5-8 MINUTES

Measures of understanding

Students can notate the third phrase mostly accurately using beat circles and stick notation.

Activity	<p>Give students an A4 worksheet with 16 beat circles (four lines or four circles) or ask students to draw this themselves. The circles should be large enough to write the rhythms (approx. 2.5 centimetres in diameter).</p> <p>Have students use the known rhythms (<i>tim-ka</i>, <i>tika-tika</i>, <i>ta</i>) to notate (write out) the rhythm for the third phrase.</p> <p>Note</p> <p>Each circle represents one beat. Each of the above, known rhythms is also worth one beat.</p> <p>Play the video multiple times to allow students to complete the notation of the third phrase. Remind students to listen for ostinato or repeated rhythms.</p> <p>This activity may be completed as a whole class, in pairs, or individually, depending on the prior knowledge and ability of your students. Check the rhythm as a class.</p> <p>Rhythm</p>																
	<table border="1"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>																



Canberra Symphony
Orchestra

LESSON 1.2

Write the rhythm (cont.)

Questions	<ul style="list-style-type: none">• Which rhythms are even? <i>(tika-tika, ta)</i>• Which rhythms are uneven? <i>(tim-ka)</i>• What effect does this have on the music? <i>(Open to interpretation – students might say it sounds lilting, moves the music forward, or makes it sound like a dance.)</i>
------------------	--



LESSON 1.2

Create your own rhythm

APPROX. 15-20 MINUTES

Measures of understanding

Students can work collaboratively to use the rhythms **tim-ka**, **tika-tika** and **ta** to create their own 8–16 beat rhythmic pattern, demonstrated through one or more of the following ways:

- notating the rhythm in beat circles
- saying the time values
- creating a corresponding body percussion

<p>Activity</p>	<p>Have students work in pairs to create their own eight or 16 beat rhythm using the known rhythmic patterns (tim-ka, tika-tika, ta). Students should:</p> <ul style="list-style-type: none"> • write their rhythm pattern out using eight or 16 beat circles • say their rhythm aloud • create body percussion to accompany their rhythm • perform their rhythm to the class. <p><u>Body percussion tips</u> (Refer to the Find the rhythm activities above)</p> <p>Reiterate that each rhythm should have a consistent, matching movement e.g. ta = clap. Students may like to develop a key to represent this.</p>
<p>Challenge activities</p>	<p>Challenge #1 Have students notate each rhythm pattern individually or as a class</p> <p>Challenge #2 Join all the rhythm patterns together to form a whole-class rhythmic composition</p> <p>Challenge #3 Use the la pentatonic scale (la, do, re, mi, so) (e, g, a, b, d) to set pitch to your rhythmic composition.</p> <p><u>La pentatonic scale</u></p> <p>La = E Do = G Re = A Mi = B So = D</p>