



Rhythm

- **Beat and rhythm.** Sing known songs with the words or rhythm names, while tapping the beat on one leg and the rhythm on the other. (An extension activity could be to swap legs on a signal from the teacher).
- **Beat to rhythm.** Students begin singing a song (with the words or rhythm names) and clap the beat. When the teacher gives an agreed signal (e.g. striking a drum, holding a sign with the word rhythm on it etc.) the students change to clapping the rhythm and so on.
- **Beat to rhythm (walking the beat).** Students stand in a circle facing anti-clockwise around the circle. A piece of string or wool is placed, or a line is drawn, across the centre of the circle. In one half a card with the word "beat" is placed on the floor. A card with "rhythm" on it is placed in the other half. The students walk around the circle clapping what is on the card in the same half as they are in and swapping as they cross the line.
- **Body percussion metre.** Body percussion is using the body to make different percussive sounds e.g. clapping hands, clicking fingers, slapping thighs etc. To emphasise metre use a loud sound on the 1st beat of each bar (e.g. stamping your feet) and quieter sounds for the other beats of the bar (e.g. clicking fingers).
- **Body percussion rhythmic pattern.** Use different body percussion sounds for the various rhythmic elements of a song. For example, quavers could be clapped, crotchets clicked etc.
- **Conducting.** Students should be able to conduct the beat as they sing known songs (beat practice). Students could also be encouraged to conduct the class when singing songs specifically for improving musicality etc.
- **Echo clapping.** This is where the teacher claps a rhythm (using only elements known consciously by the students). The students are required to clap the rhythm back while saying the rhythm names. This is a form of instant rhythmic dictation. The rhythm can be any length but 4 or 8 beats is most common.
- **Echo clapping in canon.** The teacher begins by clapping 2 beats of rhythm and continues to clap a rhythmic pattern. Students begin to clap what the teacher has clapped after listening for 2 beats. This will be in canon with the teacher. Students will have to listen as they clap to continue the canon once it has begun. Begin with just 4 beats of rhythm at a 2 beat canon and extend the number of beats until students can continue indefinitely. Saying the rhythm names will add to the difficulty of this task as well.
- **Flashcard sightreading.** Students sightread rhythms from flashcards and clap back or write down from memory.
- **Hidden rhythm.** Sing known songs in rhythm names, "hiding" various rhythms in your head. For example, sing the song out loud but use inner hearing for all the quavers.
- **Pass the rhythm.** Students sit in a circle and sing the song with the words or rhythm names. The first student claps the rhythm on the first beat of the song, the student on their left claps the rhythm on the second beat of the song and so on.
- **Question and answer.** The teacher claps 4 beats of rhythm (the question) to which individual students clap back a 4 beat answer with or without rhythm names). Discuss what makes a good answer (i.e. being similar but not exactly the same as the question etc).
- **Replacement rhythms.** Have the rhythmic pattern of a known song on the board. Clap and sing the rhythm names. Say the rhythm names again (while clapping the beat this time) and replace certain rhythms with others. For example, use  when  is written etc.
- **Rhythmic canon.** Sing known songs with the words while clapping the rhythmic pattern in canon (after 2 or 4 beats). The rhythm of the song could be on the board to begin with. Begin with half the class clapping and half singing and progress to all students singing and clapping. As an extension, sing the rhythm names and clap in canon.