



FEATURE

READING, WRITING, AND RHYTHM

Meets National Core Arts Anchor Standards 5, 7, 9 and 10

OBJECTIVES

Develop and refine artistic work for presentation (*Pr5*)
Perceive and analyze artistic work (*Re7*)
Apply criteria to evaluate artistic work (*Re9*)
Synthesize and relate knowledge and personal experiences to make art (*Co10*)

MATERIALS

Music Alive! magazines (April 2019)
Rhythm sight-reading worksheet at musicalive.com/worksheets
Computer or mobile device with Internet access

START

Ask your students to read “Reading, Writing and Rhythm” on pages 10-13 before reviewing the words below. [This reinforces comprehension and vocabulary.]

DURATION—the time during which a note is played

INDICATOR—a device providing specific information on the condition of something

DENSITY—the degree of consistency

RUDIMENT—the first principle of a subject

TIMBRE—the quality of a musical sound or voice as distinct from its pitch and intensity

BEAT—the main accent or rhythmic unit in music

RHYTHM—the systematic arrangement of musical sounds

SYLLABIC—articulated in syllables

CONSECUTIVE—following continuously; in unbroken or logical sequence

TRIPLET—a group of three equal notes to be performed in the time of two

NOTATION—a system of written symbols used to represent musical elements

EXCLUSIVELY—to the exclusion of others; only

STAFF—a set of five parallel lines and the spaces between them on which notes are written to indicate their pitch

TABLATURE—a form of musical notation indicating fingering rather than pitch

DEVELOP

Have a class discussion about how we think about rhythm. Rhythm is all around us in so many different forms.

Discuss: **Why is rhythm so important?**

Talking points could be:

- Rhythm is what makes us want to dance
- Different parts of the world use different rhythms so their music is distinguishable and reflective of their culture

Make sure students understand the concept of time signature. What do the top and bottom numbers represent?

**What is the difference between beat and rhythm?
Why does it matter?**

What are dots and ties used for in standard music notation?

What are the differences between standard notation and drum notation?

CLOSE

Hand out the rhythm sight-reading worksheet. Work through it as a class. Begin each rhythm by stating the time signature, and clapping the beat slowly. Have students clap along. Then state each candy together as a class.

ASSESS

Did the students read the article?

Did they answer the review questions?

Did they practice speaking the rhythms on the worksheet?