

MAIN MENU

RHYTHM

WHAT IT IS
HOW IT SOUNDS
HOW IT FEELS
HOW IT LOOKS
WHAT IT ISN'T



PRE-QUIZ
POST-QUIZ



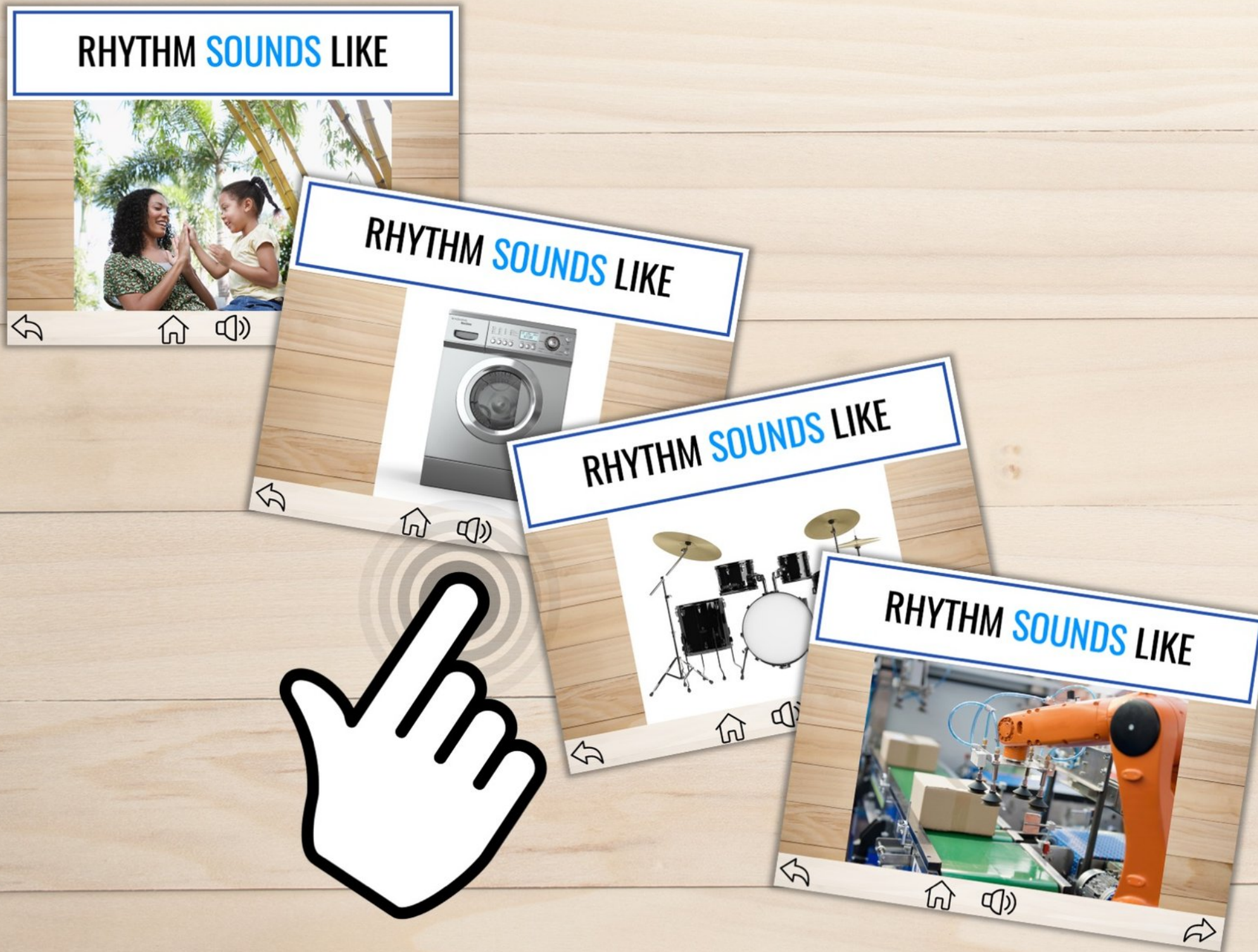
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Effortlessly teach the element of rhythm:

- ✓ Fun playalongs
- ✓ Interactive audio
- ✓ Real-life images
- ✓ Pre & post quiz
- ✓ Sample lesson plans

✓ Google Slides & PowerPoint Versions

Students make meaningful connections with **interactive audio** that connects to their daily lives outside of music class



Ask students to **recreate**
each sound using their
bodies or voices.

Students **see** rhythm via engaging videos

RHYTHM **LOOKS** LIKE



RHYTHM **LOOKS** LIKE



I used this to relate to elements of reading fluency in an ELA RTI course last year with my 2nd graders. They responded very well and loved it!

– James H.



Discuss the examples of
rhythm in each video.
Ask what they discovered.

Students **move** to interactive audio

RHYTHM **FEELS** LIKE



Echo t

RHYTHM **FEELS** LIKE



Echo the rhythms you hear
using found objects



RHYTHM **FEELS** LIKE



Echo the rhythms you hear



Have students **use found
objects** to play along to the
audio recordings.

Quick & easy assessments with immediate feedback

QUESTION #1

RHYTHM IS _____

A

HIGH AND LOW NOTES

B

THE STEADY PULSE OF MUSIC

C

THE LENGTH OF MUSICAL NOTES



ANSWER #1

RHYTHM IS _____

 HIGH AND LOW NOTES

 THE STEADY PULSE OF MUSIC

 THE LENGTH OF MUSICAL NOTES



This is perfect after having such a long break away from the students. You can adjust the pace needed for the kids. It also leads perfectly into teaching note values. Great resource!

– Jackie A.



Play a quick game by having students separate into groups, answer each question, then see which group answered the most questions correctly.

Musical opposites with audio samples help students understand what is **NOT** rhythm

RHYTHM IS **NOT** PITCH

Rhythm is the length of each note.



Pitch is how high or low a note sounds.



RHYTHM IS **NOT** STEADY BEAT

Let's pretend each chair is one beat.



Rhythms are the long and short sounds that fit in each beat.



Ask students to share some more examples of sounds that aren't rhythms.

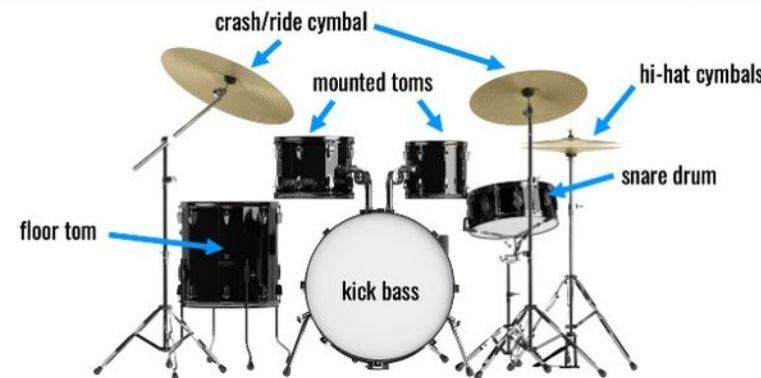
Bonus slides allow students to dig deeper
for even more interesting facts

RHYTHM SOUNDS LIKE



ANATOMY OF A DRUMSET

A percussion instrument



Love it. A take it and teach resource.

– Rebecca H.



Ask **early-finishers** to find all
the bonus slides and share
what they learned.

Challenge students with bonus questions

BONUS QUESTIONS

Click on the question you chose to check your answer

- A** Are steady beat and rhythm the same thing?
- B** What happens when you ignore rests in a rhythm pattern?
- C** How are rhythms, such as a quarter note, divided?
- D** How are pitch and rhythm different?



These questions come from the bonus slides



Ask students to work in pairs
to answer all the bonus
questions.

Sample lesson and ideas to help you review, sequence, and extend the presentation

BASICS OF RHYTHM

SAMPLE LESSON IDEA

GRADE

2nd Grade General Music

OBJECTIVES

Students will read and speak the following rhythms using rhythm syllables: J J J J

Students will play the following rhythms using rhythm instruments: J J J J

SAMPLE LESSON FLOW DAY 1 (approximately 25 minutes)

- Lead students through the "What it is" and "What it Sounds Like" sections of the [Basics of Rhythm](#) presentation.
- Then, sing [Chicken on the Fence Post](#) to students as they quietly tap the beat on their knees. Ask them to listen for the same and different parts of the song.
 - It's important that students stay engaged as they listen, whether that's through active movement or asking them to listen for a specific concept within the song.
- Play the Chicken on Fence Post Game.
 - Ask students to form two circles, one inner and one outer.
 - Have them connect hands (they could also connect via scarves if you have them).
 - Two students will remain outside of the circles. These students are the "fox". Place a stuffed or rubber chicken (or paper chicken cutout) in the center of the inner circle.
 - Ask the "fox" to close their eyes as you secretly choose two adjacent students from each circle.
 - The chosen students will raise their hands at the end of the song to allow the "fox" to get through.
 - Whichever fox grabs the stuffed chicken first is the winner.
 - The winning "fox" chooses another student to take their place.
 - To see a live action play of this game. Click [HERE](#).
- Encourage students to "take over" and sing the song for you as they feel comfortable.

----- End of Day One -----

SAMPLE LESSON FLOW DAY 2 (approximately 25 minutes)

- Sing the song once through as students pat the beat. Then, ask them to clap the rhythm as you sing it through a second time.
- Start another game of Chicken on the Fence Post. Be sure that every student gets a chance to be the "fox" as well as an open "door". End the game once everyone has had a chance to fill these roles. **Be sure that you aren't singing with the students as they play the game.**
 - John Feierabend, the noted music education pedagogue, "strongly recommends that teachers always sing for, not with, students." In fact, he goes on to say that "the significance of not singing with the class cannot be overstated." (Feierabend et al., 2018)
 - You may need to give your students more experience with this song over multiple class periods if they aren't used to singing without you. This will give them more time to internalize the song and build their confidence to sing on their own.

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ents through the "How It Feels" section of the Basics of Rhythm presentation. each playalong recording in the presentation, be sure to have students echo your rhythm patterns, using ones found in [Chicken on the Fence Post](#).

with the "What It Isn't" section.

#20 shows the difference between steady beat and rhythm. If you have chairs in classroom, take a moment to demonstrate this idea with students. This will also set them up to play the [Rhythm Chairs Game](#) in the future.

ents through the "What It Looks Like" section of the Basics of Beat presentation. would be a good time to practice writing rhythms. There's a [free printable sheet](#) in my blog post that you can use for this purpose.

----- End of Day Two -----

SON FLOW DAY 3 (timing will vary based on student interest)

en on the Fencepost, while students pat the rhythm.

ents sing the song back to you while patting the beat.

note as to whether or not your students are able to transition from the rhythm to eat easily. This would be a good time to assess the students and record your rgs via idocoo, your [paper planner](#), or other grading system.

re Basics of Rhythm presentation and allow students to decide the flow. They may visit some videos they'd seen the class before. Or they may want to move along to re playalong recordings again.

is also their chance to visit the bonus pages, where they can learn a bit more about er rests, drumsets, graphic notation, rhythm divisions, and creating rhythms with j items.

ents through the Quiz section of the Basics of Beat presentation.

----- End of Day Three -----

WORKS CITED

Strong, M., Boyle, K., Feierabend, L., Greene, B., Greenwood, C., Grimsby, R., Jackson, L., Knapp, C., Powers, C. and Schall-Brazee, S. (2018). *Feierabend*

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BASICS OF RHYTHM

ADDITIONAL LESSON IDEAS

N OF RHYTHM (approximately 50 minutes)

- review "What It Sounds Like" slides from the presentation.
- perform the relevant activities (moving, singing, & playing) from the blog post of ice.
- review "What It Isn't" slides from the presentation. They discuss the difference beat and rhythm.
- play and move to rhythms in the "How It Feels" slides from the presentation.
- take the quiz at the end of the presentation.

DUCTION OF RHYTHM (spread out over multiple class periods)

- follow the "What It Is" and "What It Sounds Like" slides from the presentation.
- perform the relevant activities (moving, singing, & playing) from the blog post of ice.
- follow the "What It Isn't" and "How It Feels" slides from the presentation.
- follow the "How It Looks" slides from the presentation.
- take the quiz at the end of the presentation.

L REPERTOIRE CHOICES WITH BLOG POST LINKS

of the songs below. Then, follow the relevant activities laid out in the blog post.

[use in New Orleans](#)

m,s,l) in 2/4 using J J

m,s,l) in 4/4 using J J J

[he Fence Post](#)

f,r,m,s,l) in 2/4 using J J J

[irs Game](#)

y rhythms can be used)

[ite Rhythms Game](#)

me (any rhythms can be used)

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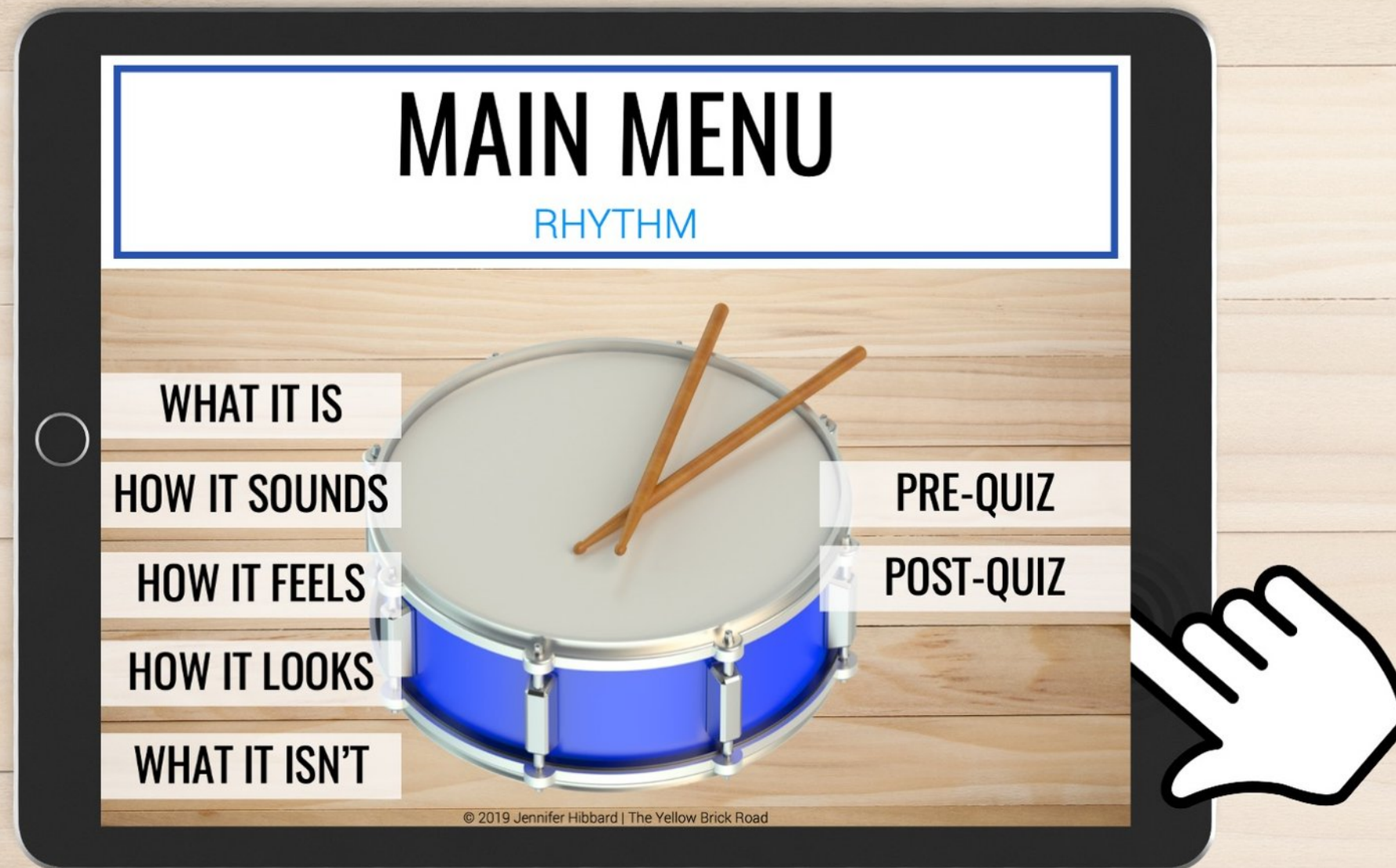
This has become one of my favorite lessons.
The students LOVE the videos.

— Megan P.

Click on the blog post links in
the sample lesson for more
fun, **movement-filled** ideas!

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It's so easy to navigate that students
can use it during e-learning days!

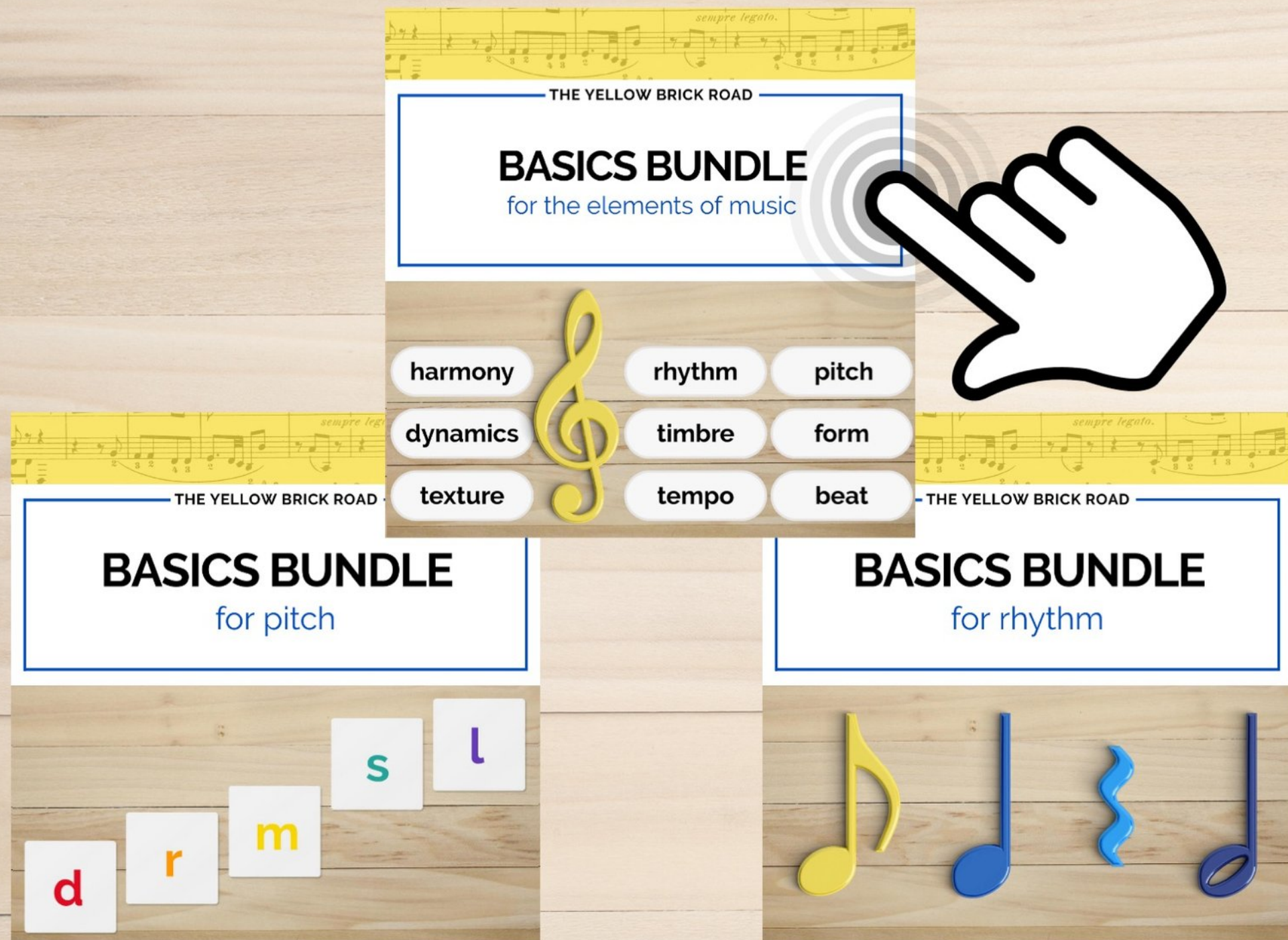


The entire basics series has been fabulous for
distance learning!

– La Negra Con Puntillo



Use the presentation as a
no-prep activity for
e-learning days or for subs.



THIS RESOURCE IS THE ONLY REASON I HAVEN'T TORN ALL MY HAIR OUT YET. I am a teacher in a small private elementary school, and we have two classrooms for grades K-8. I am also the de facto music teacher on Thursdays, and I was FREAKING OUT about what and how I would teach such a wide variety of ages and skill levels. A GREAT place to start is the basics of music, and this resource has all the slideshows and links ready to go so there is minimal prep on the part of the teacher. Seriously, this is like my favorite thing in the whole universe, and I will never not recommend it to others.

– Kathleen N.



Save money by
grabbing the **BUNDLES**