



# Let's Practise!

## Rhythms and rhythm syllables

### Performing

- Student keeps the beat on body and chants the rhythm names to a song
- Walk the beat and clap and sing the rhythm to a well-known song
- Teacher says and claps rhythm, student echoes
- Teacher claps a rhythm pattern (without giving rhythm names), student echoes and gives rhythm names.
- Students chant rhythm names to a known song in canon with teacher
- Student chants the syllables to a song but is instructed to say only certain syllables aloud and imagine the sound for some others.
- Clap a 4-beat rhythmic ostinato while you say the rhythm for a song you are learning.
- Sing rhythm names to one song and clap rhythm to a different song (equal length)

### Reading

- Identify which bar of the music the teacher is clapping
- Say and clap rhythm patterns from flashcards
- Memorise rhythms from flashcards
- Arrange rhythm flashcards to a known song in the correct order.
- Identify which rhythm the teacher plays from list on board or notebooks
- 2 part reading – play one part sing or tap the second and vice versa.

### Writing

- Students number a number of rhythm patterns in the order played
- Students write down the rhythm patterns the teacher plays

### Creating

- Read a rhythmic pattern and change one (two, three) beats
- Echo clap an 8 beat pattern the teacher claps. Then use the last 4 beats as the beginning of a new pattern.
- Improvise 4, 6, 8 or more beat rhythmic patterns using syllables.

## Melodic elements and Sol-fa

### Performing

- Teacher sings with sol-fa and hand signs, student echoes
- Teacher hums on single vowel or plays, student sings sol-fa and hand signs
- Sing a known song from stick notation with sol-fa and hand sign's
- Sing sol-fa to known song and clap rhythm in canon
- Teacher hums changes to a known song. Student identifies what was changed and memorizes the new melody.

### Reading

- Teacher hums, sings or play changes to a song. Class identifies what was changed and identifies the new song.
- Student identifies which bar is played by the teacher and sings back.
- Students "correct" teacher's mistake by correctly identifying notes 'that are written incorrectly on the staff
- Students identify which pattern teacher sings (several are on board)

### Writing

- Students fill in missing notes to a known song (stick or staff notation)
- Students transpose known song from one staff position to another.
- Students write a known song on the staff, transferring from stick notation
- Dictation: write sol-fa under a given rhythm pattern
- Dictation: write what teacher plays/sings onto the stave

### Creating

- Improvise melodic answers to "questions".
- Read a melodic pattern and change a few notes