

Lesson Objective: To know the names and lengths of basic notation
Challenge: To be able to perform the rhythms of notation by clapping
Further Challenge: To be able to play create and perform their rhythms

S3

- Be able to **create** and **perform** your own rhythms

S2

- Be able to **name** and **perform** musically notated rhythms

S1

- Be able to **identify** and **perform** written rhythms



S1

Be able to **identify** and **perform** written rhythms

S2

Be able to **name** and **perform** musically notated rhythms

S3

Be able to **create** and **perform** your own rhythms

In music we use rhythms all the time..... But what are rhythms?

The **POSH** answer!



a strong, regular repeated pattern of movement or sound



The **easy** answer!

A repeating pattern of sounds

Long and short sounds put together

The part that makes you want to dance

S1

Be able to **identify** and **perform** written rhythms

S2

Be able to **name** and **perform** musically notated rhythms

S3

Be able to **create** and **perform** your own rhythms

But how do we perform rhythms together without getting it all mixed up?

We write them down!



So as a musician it is important we know what they are and how to play them!

S1

Be able to **identify** and **perform** written rhythms

S2

Be able to **name** and **perform** musically notated rhythms

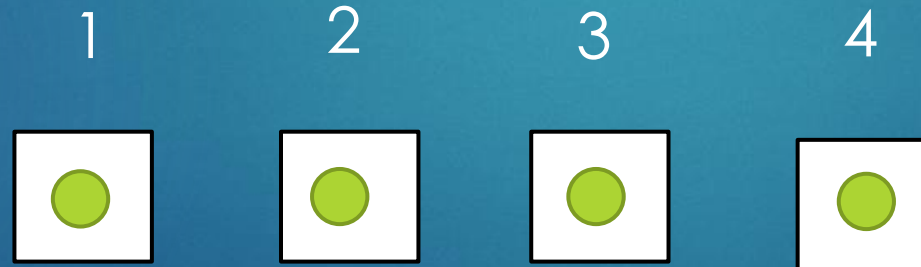
S3

Be able to **create** and **perform** your own rhythms

Introduction to written rhythms

In music we have our pulse (the part people sometimes call the beat) this usually goes 1, 2, 3, 4 and is the part we would nod our heads to.

If we were to ask you to clap on every one of these beats, I could draw it like this.



But this is easy...!!.....

S1

Be able to **identify** and **perform** written rhythms

S2

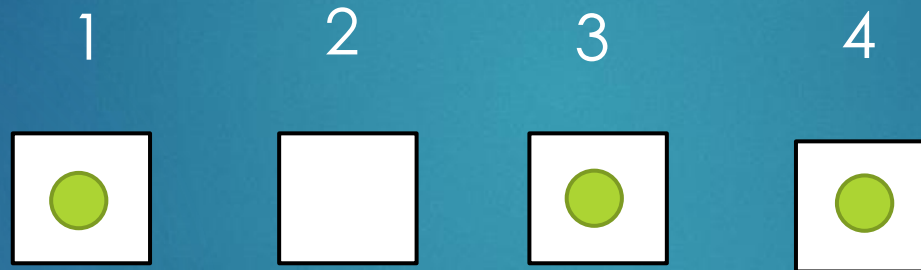
Be able to **name** and **perform** musically notated rhythms

S3

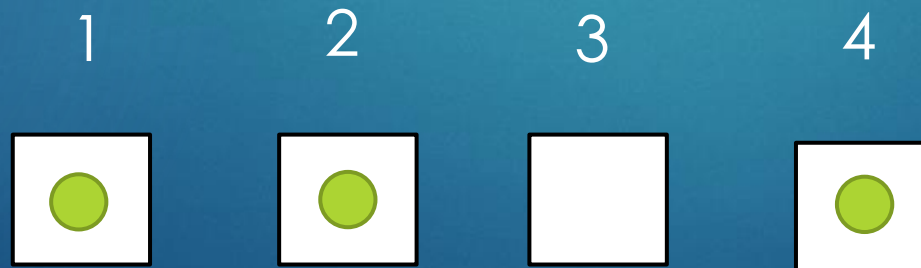
Be able to **create** and **perform** your own rhythms

Introduction to written rhythms

That was easy as we just clapping in time we each other, what if we were to remove one of the claps?



or



S1

Be able to **identify** and **perform** written rhythms

S2

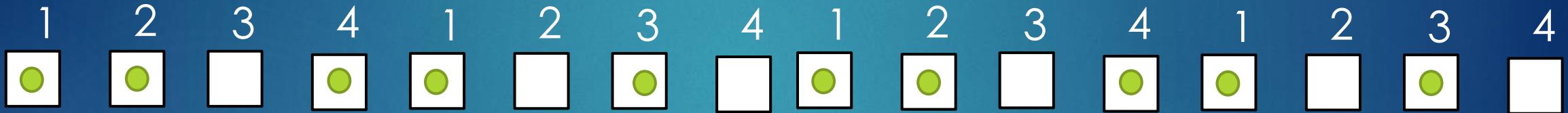
Be able to **name** and **perform** musically notated rhythms

S3

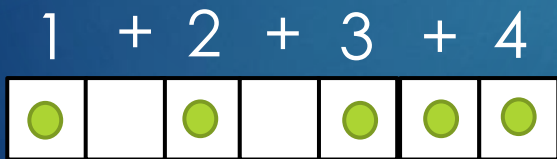
Be able to **create** and **perform** your own rhythms

Introduction to written rhythms

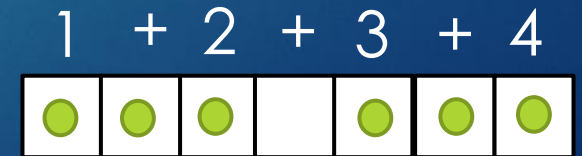
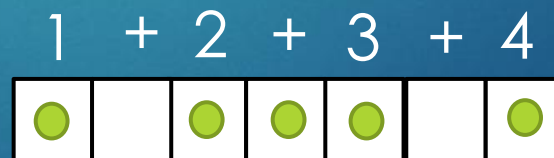
What if we wanted to make these rhythms longer?



Or if we wanted to go quicker, and add claps between our beats!



Have a go at these!



Lesson Objective: To know the names and lengths of basic notation
Challenge: To be able to perform the rhythms of notation by clapping
Further Challenge: To be able to play create and perform their rhythms

S3

- Be able to **create** and **perform** your own rhythms

S2

- Be able to **name** and **perform** musically notated rhythms

S1

- Be able to **identify** and **perform** written rhythms



S1

Be able to **identify** and **perform** written rhythms

S2

Be able to **name** and **perform** musically notated rhythms

S3

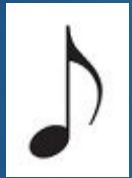
Be able to **create** and **perform** your own rhythms

1 + 2 + 3 + 4

These boxes are ok



But it would make your music very long and complicated if we always used them, so in music we use various symbols



Quaver – lasts $\frac{1}{4}$ of a beat



A minim lasts 2 beats



A crotchet lasts one whole beat



Semi-breve lasts 4 beats

So lets see how these symbols work with out earlier diagrams

S1

Be able to **identify** and **perform** written rhythms

S2

Be able to **name** and **perform** musically notated rhythms

S3

Be able to **create** and **perform** your own rhythms

Musical notation

Our rhythm becomes

1	2	3	4
●	●	●	●
♪	♪	♪	♪

This rhythm

becomes

1	+	2	+	3	+	4
●		●		●	●	●
♪		♪		♪	♪	♪

How would this rhythm written?

Answer



1	+	2	+	3	+	4
●		●	●	●		●
♪		♪	♪	♪		♪

Now try using musical notes to write these!

1	+	2	+	3	+	4
●				●	●	●
♪				♪	♪	♪

1	+	2	+	3	+	4
●	●	●	●		●	●
♪	♪	♪	♪		♪	♪

1	+	2	+	3	+	4
●		●	●		●	●
♪		♪	♪		♪	♪

Don't miss the 2 beats!

S1

Be able to **identify** and **perform** written rhythms

S2

Be able to **name** and **perform** musically notated rhythms

S3

Be able to **create** and **perform** your own rhythms

Now we know musical notes, lets try clapping these!

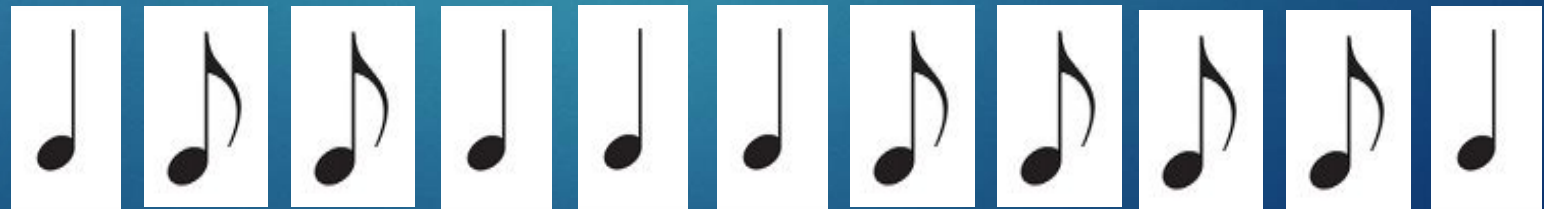
1



2



3



Lesson Objective: To know the names and lengths of basic notation
Challenge: To be able to perform the rhythms of notation by clapping
Further Challenge: To be able to play create and perform their rhythms

S3

- Be able to **create** and **perform** your own rhythms

S2

- Be able to **name** and **perform** musically notated rhythms



S1

- Be able to **identify** and **perform** written rhythms



S1

Be able to **identify** and **perform**
written rhythms

S2

Be able to **name** and **perform**
musically notated rhythms

S3

Be able to **create** and **perform** your
own rhythms

Now its your turn!

Have a go at creating a rhythm of your own – then write it
down using the musical notation

If you cant think of a new rhythm then think of some
rhythms you know and try writing these down

Be ready to perform your rhythm to the class!!

Lesson Objective: To know the names and lengths of basic notation
Challenge: To be able to perform the rhythms of notation by clapping
Further Challenge: To be able to play create and perform their rhythms

S3

- Be able to **create** and **perform** your own rhythms



S2

- Be able to **name** and **perform** musically notated rhythms



S1

- Be able to **identify** and **perform** written rhythms

