

Rhythms, Raps & Rhymes

Unit 1 – Lesson 5: Counting in threes

Musical Elements:

Beat, rhythm, pitch, tempo

Objective:

Students gain a feel for groups of 3 beats ('3 beats in the bar').

Activities:

Listening, rapping, singing, moving, playing, creating (organising sound), composing

Useful vocab:

Beat, rhythm, rap, rhyme, break, rhythm pattern, threes, waltz, accent, bar, pitch, performance

You will need:

CD 1; drum, triangle, tuned percussion



TUNING IN

Tango Joe (unit 1, lesson 4)

CD 1: TRACK 11



Odd one out

Move to these pieces of music.

Show an accent on the first beat of each bar as you move.



Students move to the 4 excerpts on the CD track *Odd One Out*.

CD 1: TRACK 14

Which piece felt different to move to?

Piece No. 3 – it moves in **threes** instead of **fours**.

Let's all move to that piece again, accenting the 'ones'.

Students move to the CD track *Waltz of the Sea-Turtle*.

CD 1: TRACK 15

HINT: Beat No. 1 always comes on the *accented* beat.

WORKING WITH THREES

³ Rhythm pattern

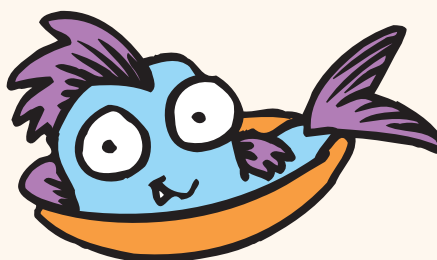
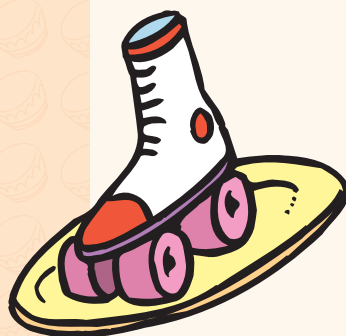
Students learn and perform the ³ rhythm pattern on the CD 1 videos (and on the CD track *Rhymers' Waltz – rap*).

Knee, clap, clap **knee**, (rest, rest)

Knee, clap, clap **knee**, (rest, rest)

Knee, clap, clap **knee**, clap, clap

Knee, clap, clap **knee**, (rest, rest)



Rhymers' Waltz

They use this pattern for the *Rhymers' Waltz*.


The Rhymers' Waltz

by Rob Fairbairn and Mark Leehy

Start with a fish, then add a dish. That's how we rhyme it, it works ev - 'ry time. Start with a tree, then add a flea. That's how we rhyme it it works ev - 'ry time.

Start with a plate
Then add a skate
That's how we rhyme it
It works every time


Start with a rake
Then add a snake
That's how we rhyme it
It works every time

Students say the rhyme to the  rhythm pattern.
Now they sing the rhyme.

Students suggest new rhyming couplets.

Teacher writes suggestions on board.

Class says new rhymes.

They use the  rhythm pattern.

NOTE: The CD track *Rhymers' Waltz – backing* can be used for the new rhymes.

Performance

Drum plays 'knee' part.



Triangle plays 'clap' part.



Body, tuned and untuned percussion plays the intro (introduction) and between verses.

A A A G E D

Thinkabout Talkabout

What is the purpose of an introduction (intro)?

It gives the performers a 'starting point' so that they can 'start together.'

It establishes a tempo (speed), a 'time signature' (fours or threes) and a starting note.

Who can create a new intro for the Rhymers' Waltz?

How can it be done by counting?

1 2 3, 1 2 3

How can we establish pitch?

Use the last note of the introduction (intro) to establish the starting note (D).

CD 1: TRACK 17



CD 1: TRACK 18

