

Unit 2 **Rhythm and Tempo**

1.2 Rhythm and Tempo

Teacher's guide

For this exercise, every picture refers to a beat / clap. Students shall to clap beats of four every time; however they should bear in mind that an empty space means that they should 'have a rest'. Each beat / clap represents a crotchet. Variations on this exercise can involve slow or fast clapping.


Clap the rhythm

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

Continue this rhythm:

10. 

1.2 Rhythm and Tempo

Teacher's guide

For this exercise, every circle refers to beat / clap. The teacher shall either clap the rhythm from the first column, or the other from the second column. Students should listen carefully and follow on the handout in order to identify which rhythm has been played. Then they should tick the correct sequence.

Tick the correct rhythm and clap

1. ○ ○ ○ ○

○ — ○ ○

2. ○ ○ ○ ○

○ ○ — ○

3. ○ ○ ○ —

○ ○ ○ —

4. ○ ○ — —

○ — — ○

5. ○ — ○ —

○ — ○ ○

6. ○ — ○ ○

○ ○ ○ —

7. ○ ○ — ○

○ — ○ —

8. — ○ — ○









○ — — ○

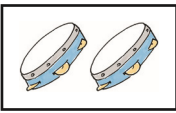




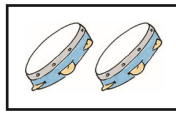


1.2 Rhythm and Tempo









Teacher's guide

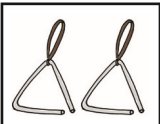
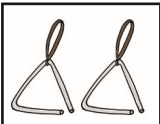




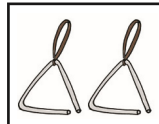

For this exercise, every picture signifies a beat / clap. Students shall clap beats of four every time, though they should bear in mind that an empty space means that they should 'have a rest'. Each beat / clap represents a crotchet and pictures of instruments that are grouped in boxes refer to the sound of two quavers.






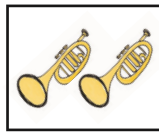


Clap the rhythm



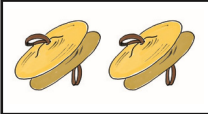





1.     |    

2.     |    



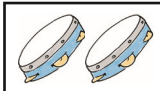

3.     |    

4.     |    

5.     |    

6.     |    

Complete this rhythm:

    |

1.2 Rhythm and Tempo

Teacher's guide

For this exercise, every circle refers to a beat / clap. The teacher either claps the rhythm from the first column, or the other from the second column. Students should listen carefully and follow on the handout in order to identify which rhythm has been played. Then they should tick the correct box. One dot represents a crotchet while two dots joined together represent two quavers.

Tick the box

1.	<input type="checkbox"/>	●	●●	●	●	<input type="checkbox"/>	●●	●	●	●
2.	<input type="checkbox"/>	●	●	●	●●	<input type="checkbox"/>	●	●	●●	●
3.	<input type="checkbox"/>	●●	●●	●	●	<input type="checkbox"/>	●●	●	●●	●
4.	<input type="checkbox"/>	●	●	●●	●	<input type="checkbox"/>	●	●●	●	●
5.	<input type="checkbox"/>	●●	●●	●	●●	<input type="checkbox"/>	●●	●	●	●●
6.	<input type="checkbox"/>	●	●	●●	●●	<input type="checkbox"/>	●	●●	●●	●
7.	<input type="checkbox"/>	●●	●	●	●	<input type="checkbox"/>	●●	●	●	●●
8.	<input type="checkbox"/>	●	●	●●	●	<input type="checkbox"/>	●	●●	●	●

1.2 Rhythm and Tempo

Teacher's guide

Here teachers should remind students that the value of a crotchet is equivalent to the value of two quavers (see page 39). Then students are told that each bar should contain a value of four beats. The teacher should also introduce the sound of a minniim (ta-a) and its value in terms of crotchet beats.

Tick the box

- 1. ● ● ●● ● ●● ●● ● ●●
- 2. ● ● ● ● ● ● ● ●
- 3. ● ●● ● ● ● ● ● ●●
- 4. ●● ● ● ● ●● ● ● ●●
- 5. ●● ●● ● ●● ●● ●● ●● ●
- 6. ●● ●● ● ●● ● ●● ●● ●●
- 7. ● ● ● ●● ● ● ● ●
- 8. ● ●● ● ●● ● ● ●● ●●

1.2 Rhythm and Tempo

Teacher's guide

The teacher chooses to clap or play a rhythm either from Column A or Column B. Students listen carefully at least twice and indicate which rhythm has been played by ticking the correct box in Column A or Column B. In the subsequent exercise students are asked to fill in the space by drawing a crotchet, two quavers or a minim.

Tick the correct box

Column 'A'

Column 'B'

1. 



2. 



3. 



Continue this rhythm by inserting a crotchet (ta), 2 quavers (ti-ti) or a minim (ta-a)

