RHYTHM BOARD
- NOT RHYTHM BORED! -
MOVING ON.
TAKING OWNERSHIP.

This resource accompanies video #4 (October Curiosity Box).

This resource is designed to help you reinforce your pupils' understanding of rhythmic concepts in compound time.

There are FIVE progressive stages:

#1  READING

#2  MEMORISING

#3  WRITING

#4  COMPOSING

#5  LUCKY DIPPING

However, these are simply ideas to help you get cracking! There's lots of scope to be imaginative and creative...

P.S. Look out for the video called 'Lesson Snapshots' in the video section of your October Curiosity Box to see some of these ideas being used in real lesson scenarios.
YOU WILL NEED:

1. RHYTHM BOARD - print out 2 sheets and stick together
2. RHYTHM BOARD CARDS*
3. Printer & white paper
4. Scissors
5. Sellotape

*Which rhythm concepts will you reinforce in your pupil’s lesson?

Now print out the appropriate cards. Remember: the 3 sets of cards that you have (in the October Curiosity Box) are colour-coded to reflect the levels of difficulty.

RHYTHM BOARD CARDS

<table>
<thead>
<tr>
<th>SET 1 (purple)</th>
<th>Establish the feel of compound time with these foundational rhythm patterns</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>SET 2 (blue)</td>
<td>Say hello to semiquavers in compound time</td>
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<tr>
<td>SET 3 (red)</td>
<td>Next up: dotted quavers in compound time</td>
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<td></td>
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</tbody>
</table>
STAGE 1: READING

Teacher
Create a rhythm on the Rhythm Board using the Rhythm Cards

TIP
You don’t have to fill the board (4 full bars). You might start with just a 2 bar rhythm.

Teacher
Ask your pupil to join you in tapping and saying the rhythm patterns

Pupil
Joins in with you - tapping and saying aloud rhythm names/counts

TIP 1
Say “Off we go” (to the rhythm of crotchet-quaver & dotted crotchet) to establish the tempo. You might even ask your pupil to say this - and to establish a different tempo (faster/slower) the next time.

TIP 2
You might ask your pupil to choose whether to count aloud using (1) word rhythms (2) French rhythm names or (3) metrical counting.

TIP 3
After doing this activity WITH your pupil, ask your pupil to do it by him/herself. If they struggle, identify what they’re struggling with and create an action plan to iron out the problem.

Teacher
Stick with the same cards that are on the board, but ask your pupil to rearrange a few of the cards

Pupil
Creates a new rhythm pattern

TIP
Encourage pupils to consider phrasing and demonstrate and discuss the effect of phrases finishing with quavers/semiquavers instead of longer rhythm values such as dotted crotchets.

Teacher
Ask your pupil to now tap this new rhythm pattern

Pupil
Taps and counts aloud

TIP 1
For tapping - use a set of wooden claves.

TIP 2
Encourage your pupil to say the word rhythms aloud and to count rhythmically. To demonstrate this you might say a sentence in a ‘robotic’ voice and then say it again with the inflections that we normally use when speaking. Then demonstrate counting in a ‘robotic’ voice, comparing it with the effect when inflections (that relate to the pulse) are used.

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STAGE 2: MEMORISING

Teacher  Using the rhythm pattern on the board (which your pupil has just tapped) ask him/her to turn over one or two cards and tap the full rhythm again

Pupil  Taps rhythm and counts aloud - consciously remembering what the rhythm is on the overturned card(s)

TIP  After your pupil has turned over the card(s), ask him/her to tell you the rhythm names on the overturned cards. For example: “This card has a dotted crotchet and this card has a dotted crotchet rest.”

Teacher  Ask your pupil to turn over specific rhythm cards

Pupil  Turns over appropriate cards and taps/counts the whole way through again - consciously remembering what the rhythm is on the overturned cards

TIP  You might even ask your pupil to turn over certain rhythm ingredients that occur on particular beats. For example: “Turn over all the cards with 3 quavers on the second beat of the bar.”

Teacher  Continue until all cards are overturned, and then ask your pupil to…

Pupil  Create the memorised rhythm on another rhythm board with another set of rhythm cards - before turning over the cards on the original board, comparing to check accuracy

TIP  Encourage your pupil to internalise (hear in his/her head) the memorised version as they work this out.

Teacher  Make an audio recording of your pupil tapping the rhythm from memory

Pupil  Tap the full rhythm from memory - and then listen back to the recording whilst following the rhythm board

TIP  Ask pupil to self-evaluate, identifying specifically any incorrect rhythms.
**STAGE 3: WRITING**

**Teacher**  Tap a 2 bar rhythm  
**Pupil**  Imitate teacher’s rhythm  
**TIP 1**  Your pupil needs to be prepared to imitate your rhythm without hesitating, without missing a beat.  
**TIP 2**  So that your pupil can anticipate when to start imitating, gesture to them towards the end of the second bar. (This is demonstrated in video #4).  
**TIP 3**  Essentially, you (the teacher) are improvising rhythm patterns here - be aware that you need to stay within the boundaries of the rhythmic concepts that you present. Sometimes, this requires a bit of practice!  

**Teacher**  Continue with the above activity using a specified set of rhythm ingredients until your pupil has imitated (e.g.) four or six 2 bar rhythms  
**Pupil**  Imitates teacher’s rhythm  
**TIP**  Be aware of the rhythm elements that you are using with your pupils (if you’re reinforcing foundational rhythms, don’t slip in a rhythm with semiquavers - yet!)  

**Teacher**  Tap a 2 bar rhythm and SAY aloud the word rhythms or French rhythm names  
**Pupil**  Imitate tapping and saying  
**TIP**  Remember that tip from Stage 1? No robotic-sounding voices!  

**Teacher**  Tap a 2 bar rhythm  
**Pupil**  Imitates AND says the word rhythms or French rhythm names (analysis) - then s/he will ‘write’ this rhythm using the rhythm cards  
**TIP**  If your pupil struggles to identify what to say, allow him/her to simply tap the rhythm a few times and then say the word rhythms or French rhythm names when ready. Once your pupil has analysed the rhythm in this way (e.g. adding appropriate word rhythms) they can ‘write’ it, usually with little difficulty, using the rhythm cards.
STAGE 4: COMPOSING

Teacher  Ask your pupil to create TWO 2 bar phrases in 6/8 (this will fill the rhythm board)

Pupil  Experiments with various options - swopping the cards around, reading and tapping the various combinations that they come up with, until s/he has created a ‘definitive’ version

TIP  If, by chance, your pupil creates a rhythmic pattern, *which is exactly the same as a rhythmic phrase that occurs in a chant or song they’ve recently learnt*, encourage him/her to tap this phrase (from their composition) in isolation and identify which chant/song it’s from - and, specifically, which phrase number (for example: phrase 2, 4 and 8 of Jambo Jam).

Teacher  Tap your pupil's rhythm composition and deliberately make one or two rhythm errors for your pupil to identify

Pupil  Carefully listens to you tapping and follows his/her rhythm composition

TIP  Be specific. Tell your pupil that you’re going to make (e.g.) 2 rhythmic errors. Say that you want him/her to identify exactly where the error occurred (bar & beat numbers). Taken a stage further, you might ask your pupil to analyse. In other words, identify precisely what you did at these two error spots (e.g. 6 semiquavers instead of 3 quavers).

Teacher  It’s a composition - and even rhythm compositions deserve a name! Ask your pupil to name his/her composition

Pupil  Pupil names composition and gives a reason for their choice of name

TIP  Best way to ‘preserve’ your pupil's Rhythm Board Composition is to take a photo (ideally on both your phone/iPad and your pupil’s phone/iPad). You might ask your pupil to also memorise it - so that s/he can tap it from memory at next week’s lesson.
STAGE 5: LUCKY DIPPING

Card #1  “Add words to the rhythm you’ve composed”
TIP   You might prepare a list of ‘themes’ to help your pupil get started.
These themes (inspired by Emoji!) might include:

- 🍔 Ordering at McDonalds
- 🎃 My friends’ names
- 🎃 Making Jack-o-lanterns on an autumn afternoon
- ✈ Right now I wish I could fly to…
- ₪ A VERY funny rainy day
- 📚 Excuses: why I didn’t do my homework
- 🎅 Snowy holiday memories

Card #2  “Add phrasing and a melody to the rhythm you’ve composed”
TIP 1 Encourage your pupil to choose a scale on which to compose their melody: major/minor scale, major pentatonic/minor pentatonic scale, blues scale, whole tone scale, modes…
TIP 2 How about harmonising with a simple bass line?

Card #3  “Choose a scale to play using the rhythm you’ve composed”
TIP   Hear it in your head (internalise) it before you play it.

Card #4  “Ask your teacher to choose a rhythm ingredient from your rhythm composition. Circle every occurrence of this rhythm ingredient in the 6/8 piano piece you’re currently learning”
TIP   Get your pupil to use one colour of pencil/pen - and then you might ask them to select a different rhythm ingredient from their rhythm composition and circle every occurrence with a different colour of pencil/pen.
Card #5  “Teach a friend"
TIP  Ask your pupil to record this (iPad/phone) and show you the recording at next week’s lesson.

Card #6  “Create the rhythm of the song Jambo Jam”
TIP  Ask your pupil to sing this song first (just to be sure s/he remembers it before attempting to write it!)

Card #7  “Gesture a rhythm pattern”
TIP  How might a pupil physically gesture the rhythm of 3 quavers compared to a crotchet-quaver rhythm?