

PATTERNS AND SEQUENCES

RHYTHM ANIMALS AND NOTATION

L.I. - To understand the concept of 'beats' and 'counts' * and how they correspond to the duration of notes.

- ♪ Divide the board vertically and place a mouse, spider, caterpillar, ladybird and fly picture card in one half.
- ♪ On the other side, place the corresponding notation cards.
- ♪ Choose a picture card, show it to the children and ask if they can find the correct notation card.
- ♪ Once you have matched them all, place them in a row and try clapping and saying them as a class. (I usually place the pictures on top of the notation cards).
- ♪ When clapping or tapping a fly, use an extended outward action as you say 'fly' to reinforce the notion that a fly is 'longer' than a mouse.
- ♪ You might also like to refer to the 'visual representation' diagram in the preface, as it may help some children to grasp the concept of a fly lasting for the same as two 'mice'.
- ♪ Pair the children and send them off with their own set of ten picture and notation cards and ask them 1. To match them up and 2. To practise clapping the rhythm sequence that they have composed. Once they have performed it, they can shuffle the cards and try again.
- ♪ Teacher/TA can then circulate and listen to the results.

20 min

RESOURCES

- ♪ WB/IWB,
- ♪ Animal picture cards,
- ♪ Notation cards.



TEACHER'S NOTES / Date

- * 'Beat' and 'Count' are quite abstract terms and often difficult for young children to grasp. When referring to longer notes, I tend to use the word 'second' and whilst not strictly accurate, it is nonetheless a familiar term and better conveys the notion of duration ie. that a fly lasts for twice as long as a mouse, a bee 3 times longer and so on...

Assessment / Extension / Links

- ♪ This is a great assessment exercise, as the teacher circulates they will get a really good idea of which children are grasping the concept.
- ♪ After they have performed their rhythm, they will enjoy shuffling the cards.