

Stage 2/3 RHYTHM MODULE#1 (Rhythm 101): Michelle Leonard

Outcomes:

MUS St 2: 2.1, 2.2, 2.3, 2.4,

MUS St 3: 3.1, 3.2, 3.3, 3.4

Performing

- Revising the notes of the scale and the treble clef
- Exploring the background to how music is written rhythmically
- Exploring the names of the notes and how they operate in time
- Exploring how to write the notes rhythmically
- Singing and clapping a sequence of notes
- Exploring time signatures and bar lines
- Exploring patterns performed at a walking pace (Andante)

Organising Sound

- Interpreting traditional western notation
- Exploring rhythmic notation patterns

Listening

- Listening to instructions
- Listening to the difference in time of the different rhythmic patterns
- Appreciating the relationship between the time signature and the number of beats in a bar

Resources for extension

- Rhythmic notation <https://www.musikalessons.com/blog/2017/07/rhythm-notation/>
- Refer to Michelle's pitch modules
- Time signatures <https://www.musicnotes.com/now/tips/a-complete-guide-to-time-signatures-in-music/>
- Rests in music <https://hellomusictheory.com/learn/rests/>
- Andante <https://www.liveabout.com/andante-definition-2701497>

- Please note the excellent resource materials supplied by Michelle as an attachment to the module

Stage 2/3 RHYTHM MODULE#2 (Rhythm 102): Michelle Leonard
<p>Outcomes: MUS St 2: 2.1, 2.2, 2.3, 2.4, MUS St 3: 3.1, 3.2, 3.3, 3.4</p>
<p>Performing</p> <ul style="list-style-type: none"> • Revising the rhythmic notes, rests and time signatures • Exploring how to count the rhythmic notation • Exploring saying and clapping 8-bar and 12-bar rhythm patterns • Introducing semiquavers (16th notes) • Exploring patterns that contain semiquavers along with other rhythmic notation
<p>Organising Sound</p> <ul style="list-style-type: none"> • Exploring traditional western notation • Exploring rhythmic notation patterns
<p>Listening</p> <ul style="list-style-type: none"> • Listening to instructions • Interpreting traditional rhythmic notation • Listening to clapping of the 8-bar and 12 bar patterns
<p>Resources for extension</p> <ul style="list-style-type: none"> • Rhythmic notation https://www.musikalessons.com/blog/2017/07/rhythm-notation/ • Refer to Michelle's pitch and rhythm modules • Time signatures https://www.musicnotes.com/now/tips/a-complete-guide-to-time-signatures-in-music/ • Counting in music https://en.wikipedia.org/wiki/Counting_(music) • Rests in music https://hellomusictheory.com/learn/rests/ • Bar lines https://www.dummies.com/art-center/music/piano/musical-punctuation-bar-lines-and-measures/

- Semiquavers <https://www.mymusictheory.com/grade-1-course/126-4-time-names-of-notes>
- Please note the excellent resource materials supplied by Michelle as an attachment to the module

Stage 2/3 RHYTHM MODULE#3 (Rhythm 103): Michelle Leonard
<p>Outcomes: MUS St 2: 2.1, 2.2, 2.3, 2.4, MUS St 3: 3.1, 3.2, 3.3, 3.4</p>
<p>Performing</p> <ul style="list-style-type: none"> • Revising the rhythmic notes, rests and time signatures • Exploring the Italian words that indicate tempo and beats per minute (BPM) • Exploring conducting different time signatures • Exploring accented notes • Clapping patterns of accented and unaccented notes • Exploring different time signatures • Singing and counting the patterns and accents in 'America' (in 6/8) by Leonard Bernstein • Exploring the difference between accents and legato/staccato performances
<p>Organising Sound</p> <ul style="list-style-type: none"> • Exploring traditional western notation • Exploring rhythmic notation patterns • Exploring different time signatures
<p>Listening</p> <ul style="list-style-type: none"> • Listening to instructions • Interpreting traditional rhythmic notation • Listening to the way the beats are accented in different time signatures • Listening to the 6/8 feel and importance of accents in 'America' by Leonard Bernstein.
<p>Resources for extension</p> <ul style="list-style-type: none"> • Rhythmic notation https://www.musikalessons.com/blog/2017/07/rhythm-notation/ • Refer to Michelle's pitch and rhythm modules

- Time signatures <https://www.musicnotes.com/now/tips/a-complete-guide-to-time-signatures-in-music/>
- Italian tempo terms and BPM <https://www.musicca.com/musical-terms>
- Conducting in different time signatures <http://www.beststudentviolins.com/timesigs.pdf>
- Accents [https://en.wikipedia.org/wiki/Accent_\(music\)](https://en.wikipedia.org/wiki/Accent_(music))
- Refer to Anton's, Kerryn's and Sophie's modules to see how percussionists use accents
- 'America' (in 6/8) by Leonard Bernstein <https://youtu.be/I3-Sd1MPlhk>
- Legato and staccato <https://www.masterclass.com/articles/music-101-what-is-the-difference-between-legato-and-staccato#what-is-legato>
- Please note the excellent resource materials supplied by Michelle as an attachment to the module

Stage 2/3 RHYTHM MODULE#4 (Rhythm 1 ext): Michelle Leonard

Outcomes:

MUS St 2: 2.1, 2.2, 2.3, 2.4,

MUS St 3: 3.1, 3.2, 3.3, 3.4

Performing

- Revising, counting and clapping a pattern in 4/4 time that includes a range of rhythmic notation
- Exploring subdivision in music
- Performing the pattern backwards
- Exploring performing the pattern getting faster (accelerando)
- Exploring speaking the rhythmic pattern backwards and forwards
- Revising how body percussion is used at Moorambilla

Organising Sound

- Exploring traditional western notation
- Exploring rhythmic notation patterns
- Exploring subdivision in music

Listening

- Listening to instructions
- Interpreting traditional rhythmic notation
- Listening (in your head) to the underlying subdivision of music

Resources for extension

- Rhythmic notation <https://www.musikalessons.com/blog/2017/07/rhythm-notation/>
- Refer to Michelle's pitch and rhythm modules
- Counting in music [https://en.wikipedia.org/wiki/Counting_\(music\)](https://en.wikipedia.org/wiki/Counting_(music))
- Subdivision in music <https://takelessons.com/blog/learning-to-read-music-with-subdivision>
- Time signatures <https://www.musicnotes.com/now/tips/a-complete-guide-to-time-signatures-in-music/>

- Accelerando <https://www.dictionary.com/browse/accelerando>
- Rests in music <https://hellomusictheory.com/learn/rests/>
- Body percussion at Moorambilla Gala concert (4:10)
<https://vimeo.com/382732745>
- Refer to Anton's and Tai's modules for more examples of body percussion
- Please note the excellent resource materials supplied by Michelle as an attachment to the module

Stage 2/3 RHYTHM MODULE#5 (Rhythm 2 ext): Michelle Leonard and Ben Burton

Outcomes:

MUS St 2: 2.1, 2.2, 2.3, 2.4,

MUS St 3: 3.1, 3.2, 3.3, 3.4

Performing

- Revising performing rhythmic patterns in 4/4 time using place names
- Performing a 10-bar phrase with accompaniment
- Performing a 10-bar phrase with an accompaniment of the first 2 bars (as an ostinato pattern)
- Exploring the 10-bar phrase forwards and backwards
- Revising the spoken rhythmic patterns with accompaniment
- Exploring how a rhythm pattern can be repeated with different melodies

Organising Sound

- Exploring traditional western notation
- Exploring rhythmic notation patterns
- Devising rhythmic patterns in a time signature of your choice and send in to Moorambilla

Listening

- Listening to instructions
- Interpreting traditional rhythmic notation
- Listening to the way the spoken words help to distinguish the rhythm patterns
- Listening to how a rhythm pattern can be repeated with different melodies

Resources for extension

- Rhythmic notation <https://www.musikalessons.com/blog/2017/07/rhythm-notation/>
- Refer to Michelle's pitch and rhythm modules
- Counting in music [https://en.wikipedia.org/wiki/Counting_\(music\)](https://en.wikipedia.org/wiki/Counting_(music))
- Ostinato <https://en.wikipedia.org/wiki/Ostinato>

- Time signatures <https://www.musicnotes.com/now/tips/a-complete-guide-to-time-signatures-in-music/>
- Please note the excellent resource materials supplied by Ben as an attachment to the module

Stage 2 – Years 3-4 Outcomes	MUSIC
Performing	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.
Organising Sound	MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices MUS2.3 Uses commonly understood symbols to represent own work.
Listening	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 – Years 5-6 Outcomes	
Performing	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.
Organising Sound	MUS3.2 Improvises, experiments, selects and orders sound using musical concepts. MUS3.3 Notates and discusses own work and the work of others.
Listening	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.