



Rhythm: The tempo or speed of a beat in a song

And the Beat Goes on.....

Life Skills:

Communicating with others
Demonstrating knowledge

Educational Standard:

NA-M.K-4.2 & 5-8 Performing on Instruments

Success Indicator:

Youth will demonstrate rhythm

Time: 30 minutes

Suggested Group Size:

Classroom or less

Supplies:

Instruments from your club kit
Colored pencils or crayons

Our lives have **rhythm**. Think about it. Your heart has rhythm. A clock has rhythm. The second hand of a clock makes a noise every time one second passes. The noise that the clock makes every second has a rhythm. The **tempo** is the speed of that noise. Now take a minute to feel your heartbeat. Your heartbeat will not always have the same rhythm or tempo. The rhythm and tempo of your heartbeat can change depending upon your level of activity or other factors – like fear.

Do the Activity:

Have youth find their pulse. The easiest place to find it is in their neck. Tell them their heart has a **rhythm**.

Have youth jump up and down for 30 seconds and find their heart rate again.

Ask them how has the **tempo** (the speed) of their heart changed?

Count aloud the following examples of rhythm with youth.

1 – 2 – 3 1 – 2 – 3

(and repeat several times)

1 – 2 – 3 – 4 1 – 2 – 3 – 4

(and repeat several times)

1 – 2 – 3 – 4 – 5 1 – 2 – 3 – 4 – 5

(and repeat several times)

1 – 2 – 3 – 4 – 5 – 6 1 – 2 – 3 – 4 – 5 – 6

(and repeat several times)

Clap each rhythm and have the youth clap them back with you.

Distribute instruments from your club kit and have youth play the counted rhythms.

Have each young person develop a rhythm of their own with their assigned instrument to share. After they share their rhythm, the other youth will play that rhythm on their instrument. (Such as 1-2/1-2-3 – repeated).

Have youth change the tempos of their rhythm – do it fast – do it slow.

If there are more youth than instruments, have some clap. Allow young people to try different instruments.

Talking it Over

Share What You Did

What did you like about this activity?
How did you discover how to play each instrument?
Which instruments were hard for you to play? Easiest?

Process What's Important

How were the instruments different?
How were the sounds of the instruments different? The same?

Generalize to Your Life

How is listening to sound a part of your everyday life?
What are some examples of rhythm that you experience in your everyday life?
(alarm clock, dog bark, ringing of your phone, door bell, school bell, siren, washer, dryer)
Why do things have different rhythms?

Apply What You Have Learned

How can you use sound to communicate?
How can you use music to communicate how you feel?

Background Information:

Rhythm is a steady beat divided into measures. A **measure** is a section of a rhythm pattern in music. Measures usually contain four beats, although this is not always the case. The pace of the rhythm is determined by the tempo.
Tempo is how fast or slow the rhythm is moving. Rhythm is a fundamental force of life. All things have rhythm.

More to do:

Have youth create rhythms by snapping their fingers, clapping their hands, stomping their feet, tapping a pencil, knocking on the door. Tell them to create their own instrument using objects around them to create a rhythm.

What is the rhythm of a **march**? 1-2-3-4
What is the rhythm of a **waltz**? 1-2-3
Play a recording of a waltz and a march and have young people keep time to them on their instruments and count aloud.
Have young people march around the room and keep time to the march.
Have young people do a 1-2-3 dance step to the waltz.

Vocabulary:

Rhythm
Measure
Tempo

Rhythm Around the World

- Czech: rytmus
- Dutch: ritme
- French: rythme
- German: rhythmus
- Italian: ritmo
- Norwegian: rytme
- Portuguese: ritmo
- Slovene: ritem
- Spanish: ritmo

Listen to a song and clap your hands or tap your toe to the beat – that's an easy way to find the rhythm.