

Title	<i>Rhythm and Meter</i>
Target Group	Standards 1 /2 /3
<i>Aspects of this Music Starter have been developed into the Worked For Me ... unit plan</i>	
Rhythm and Meter	
Starting Point	<ul style="list-style-type: none"> • Distinguishing between rhythm and beat
Possible Throughlines	<ul style="list-style-type: none"> • It is important to develop a bank of musical ideas and concepts
Challenges	<ul style="list-style-type: none"> • Teaching the conventions of group participation • Simultaneous imitation as a tool for learning • Using knowledge acquired to create simple compositions
What If?	<ul style="list-style-type: none"> • We keep a steady beat • We identify beat / no beat • We practise getting slower / getting faster • We develop rhythmic memory • We interpret graphic scores • We define different meters
Transdisciplinary Potential	<ul style="list-style-type: none"> • Developing social skills through games
Related Repertoire	Publications by: <ul style="list-style-type: none"> • <i>Music Express</i> • Andre Van de Plas • <i>Boomerang Jam</i> and other publications by Susie Davies-Splitter • <i>Sheningans</i> • Mike Jackson • <i>Springboards – Ideas for Music</i> • <i>Upbeat</i> • Peter Butler • <i>ABC Sing Books</i>
Assessment Possibilities	<ul style="list-style-type: none"> • Imitates rhythms whilst patsching the beat of songs, rhymes, jingles and dances • Classifies sounds as beat / no-beat • Undertakes body pattern /echo activity • Participates in games. For example: <ul style="list-style-type: none"> ○ The Fishpond ○ Death Clap ○ Freeze Statues ○ 4 Corners ○ Rhythmic Bingo ○ Put it Together Rhythm Cards ○ Rhythm Tic Tac Toe ○ Chair Beat
Related Music Vocabulary	<ul style="list-style-type: none"> • Tempo • Ta, ti ti, za, ta-aa etc. • Meter • Ostinati • Patsch