

Disappearing Rhythms

Discipline

Music

Grade and/or Course Level(s)

Elementary: Grades K-5

Overview

Students will demonstrate knowledge of rhythmic literacy by playing *Disappearing Rhythms*. Students will identify and perform simple rhythms, and improve audition skills, as well as accuracy and fluency of rhythmic music literacy, through repetition in a fast-paced environment.

Essential Understanding, Knowledge, Skills, and/or processes

- How do you identify and define different rhythmic values?
- How do you perform different rhythmic patterns?

Outcomes

- Students will identify and define notes of different rhythmic values.
- Students will perform simple rhythmic patterns.
- Students will increase music literacy and fluency, through identification and performance.

SOLs

- K.15 The student will identify and perform rhythmic patterns. a) Include patterns that suggest duple and triple meter. b) Use instruments, body percussion, and voice. c) Include sounds and silence.
- 1.15 The student will recognize and perform rhythmic patterns. a) Include patterns that suggest duple and triple meter. b) Use instruments, body percussion, and voice. c) Include quarter notes, paired eighth notes, and quarter rests.
- 2.15 The student will classify, perform, and count rhythmic patterns. a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include half notes, half rests, whole notes, and whole rests.
- 3.15 The student will classify, perform, and count rhythmic patterns. a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.

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- 4.15 The student will classify, perform, and count rhythmic patterns. a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include dotted quarter note followed by an eighth note.
- 5.15 The student will classify, perform, and count rhythmic patterns. a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Increase complexity, including syncopations.

Materials

- Dry-erase board or chalkboard
- Dry-erase markers or chalk
- Eraser
- Optional: percussive instruments

Student/Teacher Actions

1. Teacher displays a simple rhythmic pattern for students. Begin with one measure of basic duple meter. Rhythm can be drawn on a physical white board, virtual whiteboard, or displayed in a digital presentation.
2. Students audiate the rhythm by clapping or vocalizing the rhythm. Teacher leads practice and repetition with this rhythmic pattern at a steady and manageable tempo for students to achieve student mastery. Repeat the rhythmic pattern with one measure of rest between repetitions.
3. Teacher erases or deletes one beat in the pattern. Students must remember what the missing beat is and perform it as though it is still displayed.
4. Students continue repeating the rhythmic pattern, while maintaining a steady tempo. Teacher continues to erase or delete one beat in the pattern each time students finish a repetition. In a virtual environment, help students keep a steady beat by playing a drum track or adding a track into programs such as [Chrome Music Lab](#).
5. Once the rhythm has completely disappeared, a new rhythmic pattern is created.

Assessment Strategies

- Student observation
- Student demonstration and performance
- Self-assessment/self-reflection form

Differentiation Strategies

- Students can compose the rhythmic pattern.
- Students can perform these rhythmic patterns with or without instruments.

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- Based upon formative assessment while students perform, the teacher can quickly adjust the difficulty of the rhythmic pattern, or adjust the tempo.

Extensions and Connections

- Instead of simply erasing one beat at a time, replace one beat in the measure after each repetition. This creates a slightly new rhythm with every repetition.
- Students can perform in two groups simultaneously. One group can play an ostinato or steady beat while the other group performs the rhythmic pattern.

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