

# Rhythmic Menu - Favorite Food Rhythms

## Discipline

Music

## Grade and/or Course Level(s)

1<sup>st</sup> - 5<sup>th</sup> grades

## Overview

Students will learn the basics of rhythmic literacy by correlating the number of syllables in a word to a rhythmic value. Students will select their favorite food that has toppings (pizza, ice cream sundae, cake, cookie, or sandwich) and create rhythmic patterns using words with varying numbers of syllables.

## Essential Understanding, Knowledge, Skills, and/or Processes

- How is music organized sound?
- How does the order of words affect a rhythmic phrase?
- How do we read and notate a rhythmic phrase?

## Outcomes

- Students will read rhythmic patterns.
- Students will notate rhythmic patterns.
- Students will demonstrate understanding of the relationship of rhythmic patterns and their impact on a rhythmic phrase.

## SOLs

- 1.12.b The student will demonstrate music literacy. Read and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests represented by a variety of notational systems.
- 2.12.d The student will demonstrate music literacy. Read and notate rhythmic patterns that include half notes, half rests, whole notes, and whole rests.
- 3.12.f The student will demonstrate music literacy. Read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 4.12.d The student will demonstrate music literacy. Read and notate rhythmic patterns that include dotted quarter note followed by an eighth note.
- 5.12.d The student will demonstrate music literacy. Read and notate rhythmic patterns of increasing complexity.

## Materials

1. Sheet of paper
2. Pencil or pen
3. Electronic Device

## Student/Teacher Actions

1. Teacher asks a question to begin discussion on rhythm and favorite food toppings. The discussion can be live, or posted virtually in a class discussion board within an online learning platform. Suggested questions include:
  - How is music organized sound?
  - What comes to mind when you hear the word “rhythm”?
  - How do toppings on a pizza, an ice cream sundae, a cake, a cookie, or a sandwich make it your favorite thing to eat?
2. Students select their favorite food and list toppings or ingredients to make this food.
3. Teachers provide students with parameters that generate desired outcomes for the total number of beats and rhythmic structure. Teacher and students work together to assign different rhythmic values to corresponding food toppings with different numbers of syllables.
4. Students audiate the food toppings rhythms that make up their favorite food. Students make connections and identify specific rhythms that match each topping based on the number of syllables in each word. Students gain an understanding of how the rhythm symbols match a topping’s word rhythm.
5. Students make a chart to pair rhythmic notation values with specific food toppings. Students can use notebook paper, student dry erase boards, or an electronic device.
6. Students use their rhythmic toppings to create a rhythmic composition. Teacher can have students make connections between the number of beats in a measure, and a food tray or plate. The total number of beats in a measure correlates to the plate or tray being full.
7. Students perform their rhythms by speaking their rhythm topping composition. Student compositions can be shared by posting a picture, or scanning their work. Students can share their performance in a video on a classroom learning platform such as Flipgrid or VoiceThread.
8. Teachers may also use YouTube video links to find drum beat examples of 60 beats per minute (bpm) up to 110 beats per minute (bpm) to add variety for students to keep a steady beat as they perform their rhythm compositions.

## Assessment Strategies

- Formative Assessment - Toppings Chart and Rhythmic Note Value Identification Chart
- Performance Assessment Rubric
- Composition Assessment Rubric
- Self-reflection Assessment Rubric

- Students can perform peer compositions and evaluate rhythms.

## Differentiation Strategies

- Use a variety of notation systems to make the favorite food rhythm composition.
- Use real or pretend foods as manipulatives to make your favorite rhythm composition.
- Use technology screen shots or gifs as manipulatives to make your favorite rhythm composition.
- Vary the length of composition and complexity of rhythms for different levels of musical ability.

## Extensions and Connections

- [Watch a video to learn a pizza rhythm with rhythm toppings.](#)
- [Watch a video for learning rhythm with food words.](#)
- [Watch a video to learn food rhythms in snack time music theory.](#)
- [Watch a video for food rhythm play through on bucket drums echo playing.](#)
- With adult assistance, students can make their favorite food based on student's topping's rhythm composition.
- Students can write about their inspiration for writing their rhythm composition.
- Draw, paint, or sculpt their favorite food with their favorite toppings.
- Research their favorite food to understand the origins of their favorite food. What historical events were happening at the time, and what famous people were alive during this time period?
- Research composers and current music writers who have written musical works on their favorite food and why they were inspired to write this music composition.
- Consider connections to another discipline, a career or college experience, a workplace readiness experience, etc. where your favorite foods are made. Write and explain your connections found in your research.
- Interview an adult about their favorite food and what toppings they would add to their favorite food. Make additional rhythm charts to match their favorite food items.
- Teach a family member or friend how to make their own toppings rhythm composition. Help them read their composition and perform using ordinary house hold items. Record and share.

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