

Further Reading

Further learning

The teacher should organise rhythm activities into a sequence based on increasing difficulty. The activities should start with beat patterns, and then move on to division patterns, elongation patterns, and more.

The teacher should begin with rhythmic patterns that the learners are familiar with. They may clap rhythms of their names, simple words or rhythms of songs they know.

Imitation of sounds for the environment, especially repetitive sounds would make it easy for the learner to understand concepts related to rhythm.

Rhythm can also be taught in groups, such as in drum circles, where a master plays a rhythm as others try to play it back.

Rhythm can also be learnt by use of body movements such as walking, clapping, running. The movements are used to establish the beat. The beat is then subdivided and clapped to work out short durations. The beat can be elongated to get longer durations.

Rhythm can also be learned by clapping along with recorded music, marching to the beat and playing a simple rhythm and having someone echo it.

This way the learner will learn music notes such as crotchet, pair of quavers, minim and semibreve and how they are used in music.