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Rhythm

This pack explores rhythm in Laura Shighihara's Grasswalk.

Learners will:

- Recognise and identify the pulse of the music
- Recognise and identify crotchet beats
- Recognise and identify quaver beats
- Explore the difference between crotchets and quavers
- Explore starting and stopping in time with the music

Contents:

- Movement Activity
- Composition Activity
- Playing Activity

Suggestions for adaptations and extensions are included within this document. Please tailor these activities to improve accessibility and engagement for the people you are working with. You can work through the activities in order or pick your favourite to focus on. Many of these activities can be done one-to-one, in small groups, or in larger classes.

These resources were created by [Drake Music Scotland](https://www.drakemusicscotland.org). We use [Figurenotes](https://figurenotes.org) to support learning. To find out more visit [Figurenotes.org](https://figurenotes.org). We'd love you to get in touch for more discussion and ideas. Email Figurenotes@DrakeMusicScotland.org or call 0131 659 4766.

Rhythm

Movement Activity

In this activity we will explore the rhythm through movement. Some of this activity can take place outside.

Suggested excerpt for listening: Whole piece

Movement:

Plant = Pulse

Using the Plant flashcard provided, spend some time clapping or nodding along to the music. Explain that this is the pulse or the heartbeat of the music.

Next, bring the Plant rhythm into the body, taking inspiration from Dalcroze, and take a “grasswalk” gently walking in time to the pulse of the music.

Once your group have a good feel for the pulse, or the Plant rhythm, introduce the Zombies rhythm by following the same process as the plant.

Once your group has a good grasp on the Zombies rhythm, begin interchanging between the two by instructing which one they should be doing. Use the flashcards to support this.

If your group are managing this well, introduce a stop or freeze. There are short stops in the bass line that would work very well for this, or you can pause the music.

Extension:

Play a version of grandmother’s footsteps. One person is at one end of the room with their back turned. The rest of the group are either a plant or zombies.

Choose one person to be the grandmother. Split the rest of the group into either plants or zombies. Position all plants and zombies in a line standing next to each other. Ask grandmother to stand at the opposite side of the space, preferably facing a wall, with their back turned.

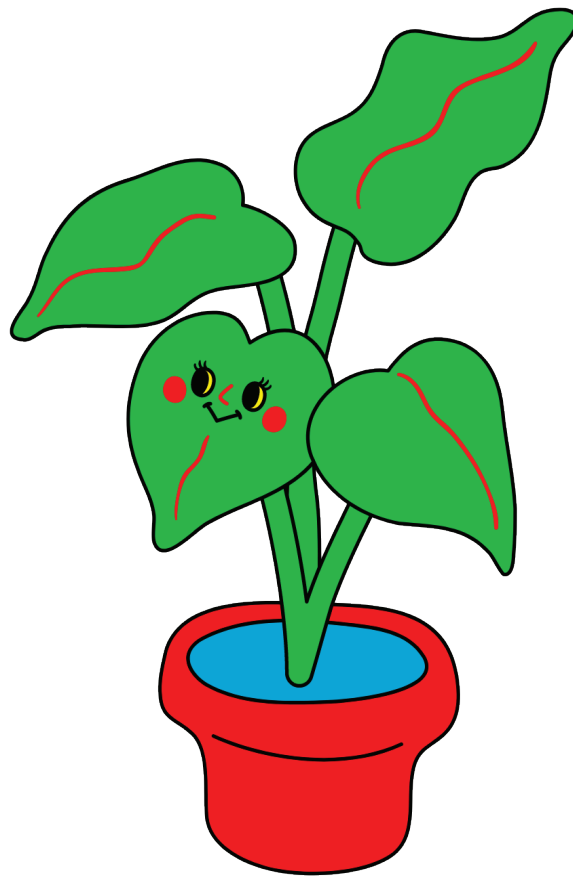
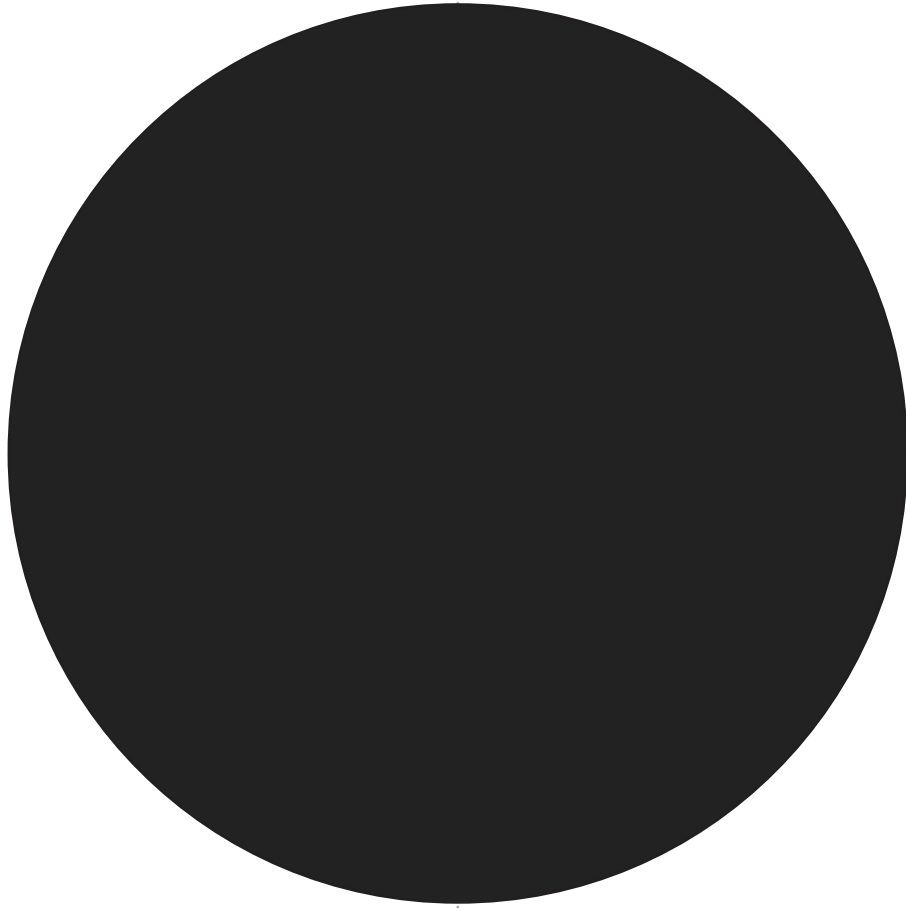
Play the music. Plants can take one normal sized step in time with the music. Zombies can take two very short steps in time with the music. When the music stops, grandmother turns around, everyone else must freeze. Anyone moving will be out of the game. The aim is to reach the wall without being caught.

Rhythm

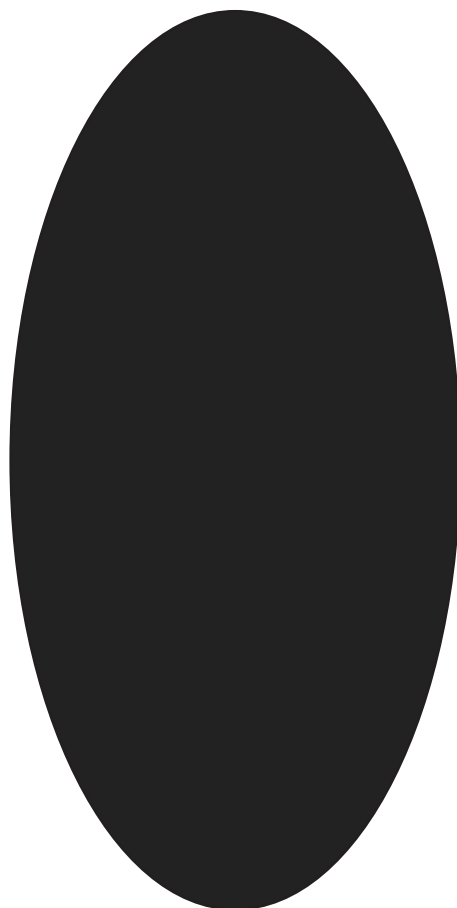
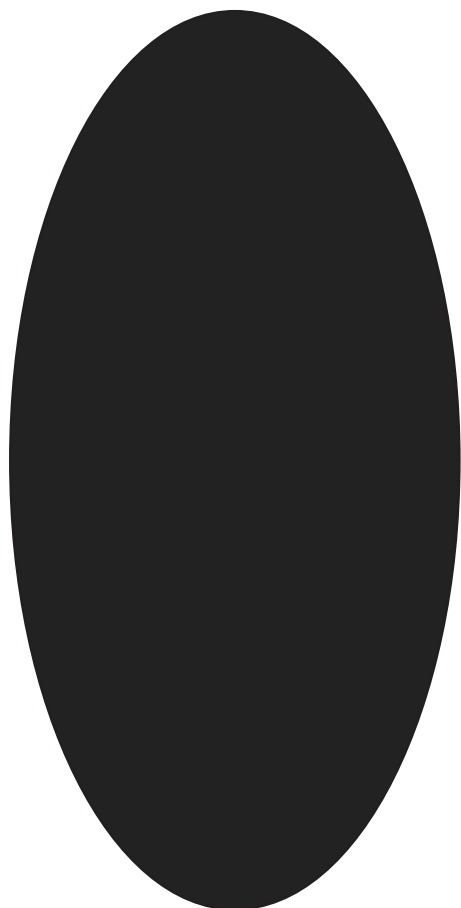
Movement Activity

Adaptations:

- Move through the lesson plan at the learners' pace. You can spend a long time moving to the pulse.
- Work with movement that is available to your group. Consider finger taps, nodding, or vocal sounds if not walking. Ensure the movement differs between Plant and Zombie.
- If movement is limited, introduce instruments to make the lesson more interesting. Music apps on tablet devices would work well for this as you can increase the sensitivity.
- Flashcards may not be useful as a prompt for some. Support this with physical and vocal gestures to prompt changes between rhythms.
- If working with a smaller group, place a line in the middle of the room using masking tape and do a head to head version of grandmothers footsteps. You can be the grandmother and the first to the line, wins.



Plant



Zom - bies

Rhythm

Composition Activity

In this activity we will create our own drum solo using crotchet and quaver rhythms we introduced in the movement activity.

Within this piece there is a snare drum line made up of crotchet and quaver beats. Have a listen out for them. Use the flashcards provided in the previous activity to reinforce the learning.

Composing:

Using the Plant and Zombies rhythms from the movement activity, finish the example and create your own drum solo. You will need:

- The worksheet provided on the next page
- The Plant and Zombie flashcards from the movement activity
- Pens or pencils

Have a go at playing the first half of the solo provided in the worksheet on the next page. When there is no note, there is no sound. Explain that this is known as a rest. Model this yourself with some sticks or pencils on a table. Encourage your group to join in or have a go themselves.

Use the Plant and Zombies rhythms to fill out the rest of the solo. Then try playing the whole solo.

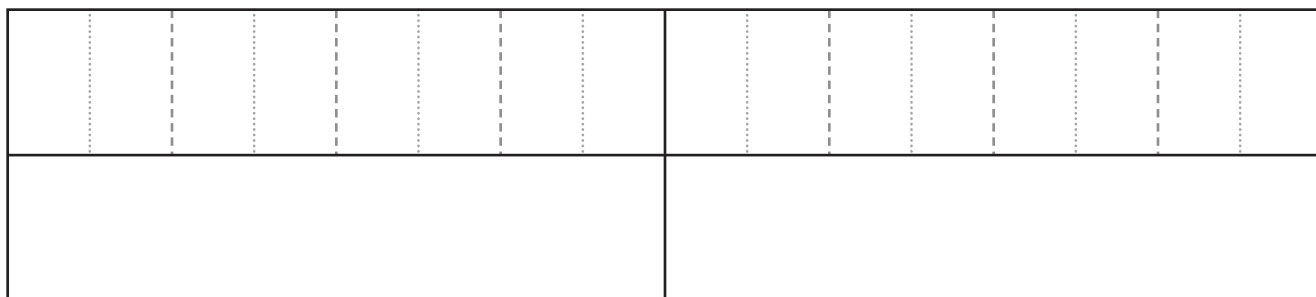
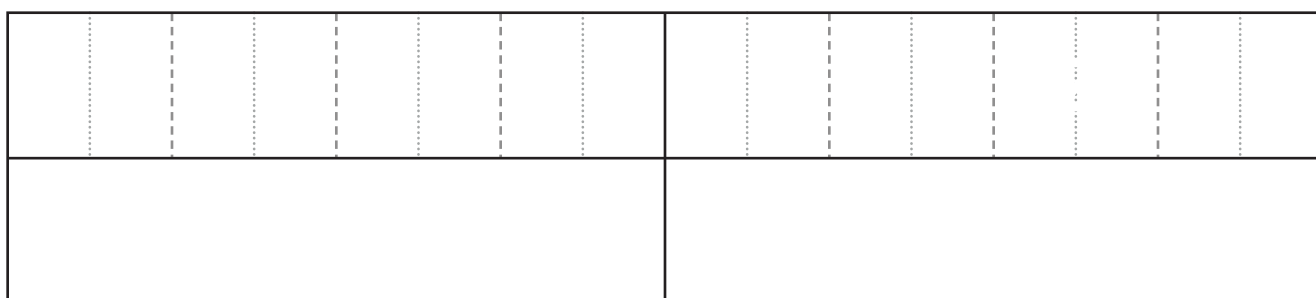
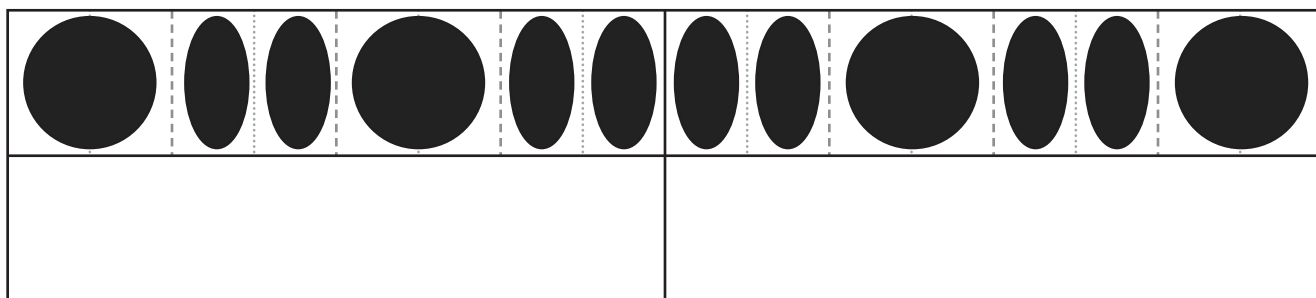
Extension:

Have each pupil play their own solo in full. They can practice at home with their hands and knees or wooden spoons on a pillow.

You can ask each pupil to find a partner and swap solos to play each other's. They can create duets by playing at the same time. Make sure they use different surfaces or percussion instruments for this to make the duet come alive.

Adaptations:

- You do not need instruments for this activity. You can use pencils, tables, hands and knees - whatever is available.
- You can use drum sounds on tablets or vocal sounds for limited mobility.

[illegible]

Rhythm

Playing Activity

In this activity we will learn to play an adapted snare line from the music.

Suggested excerpt: Snare line bar 45-52

Playing:

Introduce the idea of a buzz with a drumstick or pencil on a drum, table top or an available tight surface. The concept of a buzz stroke is to allow the stick to bounce multiple times by adding pressure. This creates a buzzing sound.

Each buzz in this extract lasts for the length of a crotchet. Use the flashcards provided and ask your group to try this.

Listen to the suggested excerpt and see if you can spot the buzzes. Now learn the adapted extract on the next page. Model this first. Now ask your group to try.

Extension:

Once your group has a firm grasp on the extract, try playing along to the music. There is a similar line found in bar 17-25. Try spotting the slight differences and play along.

In the actual score, the drum roll is a 32nd note roll, which has eight strokes in the space of a crotchet. Try to move your hands as fast as possible to create a roll sound within the time of a crotchet and play along to the music. See if you can manage to squeeze in all 8 demisemiquaver strokes.

Adaptations:

- If buzzing is challenging for some, either move your hands as fast as you can to create a roll sound, or use vocal sounds such as “bzzz”.
- Any tight surface can be used to play on - a table, chair, or upside down bucket/plastic tub. You can use sticks, pencils, upside-down beaters.
- You can also use tablets with apps that create a tremolo, such as ThumbJam.
- Alternatively, small movements can be used to differentiate between the buzz and the strokes, such as hand waving or head shaking.



Buzz

Grasswalk - Drum Part

Laura Shigihara

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