

Grids and Rests

OBJECTIVES

- 1b play tuned and untuned instruments with control and rhythmic accuracy
 - 1c practise, rehearse and present performances with an awareness of the audience
 - 4a listen with attention to detail and internalise and recall sounds with increasing aural memory
 - 4c how music is produced in different ways and described through relevant established and invented notations
- Musical Elements - rhythm, timbre

RESOURCES

Grid sheets (make a large version of each grid).
Instruments.

ORGANISATION

Class facing grid sheet.
Opportunities for group work.

ACTIVITY

	1	2	3	4
A	●	●	●	
B		●	●	●
C	●		●	●
D	●	●		●
E	●		●	

STAGE 1

	1	2	3	4
A	↓	↓	↓	↓
B	↓	↓	↓	↓
C	↓	↓	↓	↓
D	↓	↓	↓	↓
E	↓	↓	↓	↓

STAGE 2

	1	2	3	4
A	↓	↓	↓	↓
B	↓	↓	↓	↓
C	↓	↓	↓	↓
D	↓	↓	↓	↓
E	↓	↓	↓	↓

STAGE 3

Leader chooses a row from A - E (1st chart)

While counting one to four class claps on every ●

Rest (no clap) in the blank boxes.

You may wish to say the lines as well as clap using the words clap and rest.

e.g. Row D on stage 1 grid would be clap clap rest clap.

Keep repeating row until rhythm is established.

DEVELOPMENT

1. Begin with a group on one line (keep playing it) but gradually add more groups on other lines.
2. Use contrasting body sounds or add instruments.
e.g. Row A - claves Row B - tambourines. This gives opportunity for the children to listen to the timbre of specific instruments.
3. The charts with traditional notation can now be used.
4. Children can make and play their own chart in small groups.

NOTE: Timbre is the quality of sound