

**Rhythm, Rhythm, Rhythm:
Teaching The Most Important Thing In Music. Strategies For The Instrumental Classroom.**

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- Strategies for Reading Rhythms In The Performance Classroom

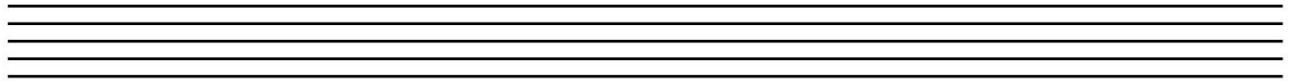
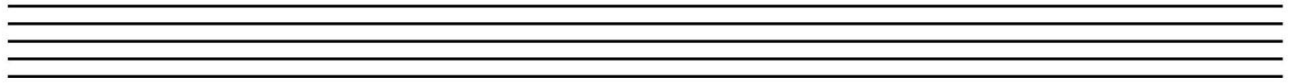
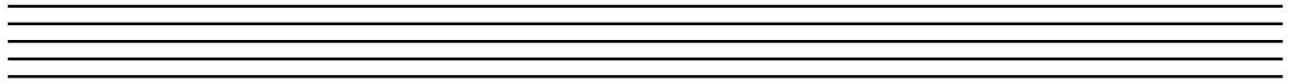
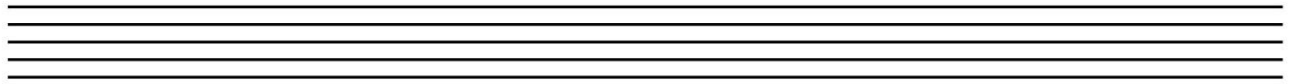
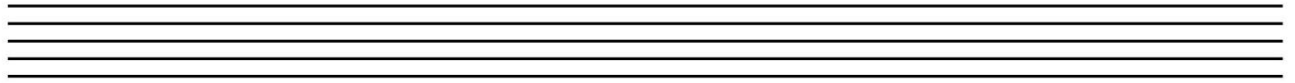
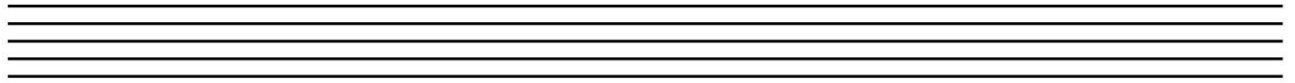
- Main Idea #1 – Stay On The Same Concept For A Long Time
 - Method books & even rhythm methods move too fast
 - Each new rhythmic concept requires time and repetition to become comfortable and transferrable
 - Use your materials in a variety of ways
 - Ex. [Rhythmic Projections](#) pp. 1-6 – ¼ note & rest
 - Count & clap
 - Pluck on open strings
 - Pluck on D scale
 - Bow on open strings
 - Bow on D scale
 - Copy and write in counting

- Main Idea #2 – Count Out Loud...A Lot...All The Time
 - Always sing parts on counts
 - When you model for them
 - When they sing their parts
 - When they silent finger their parts
 - When they play their parts
 - Develop an understanding of how each rhythm is broken down
 - Neighbor counting
 - Divide inside/outside or by sections and have one group count for the group that's playing. Then switch
 - Frequently, you'll find that the most work needs to be done for the group that's doing the counting.
 - Count a measure before playing
 - Count it using the problem rhythm
 - Call out each beat 1 and beat 3
 - Teach multiple counting strategies
 - 1--&3--&
 - **1&2&3&4&**
 - 'half-note'; 'dot-ted-half'
 - Hand motions to associate with certain durations

- Main Idea #3 – Use A Variety Of Methods to teach each concept
 - Keep something new in front of them
 - Writing Unit
 - Do a sight reading unit
 - Go down 2 levels and read something new every day for 2 weeks
 - One Week Pieces
 - Pull from a variety of method books & supplements so you can stay in the same place, but keep it fresh
 - Rhythmic Projections
 - Board Rhythms
 - Melody pass arounds
 - This is the key to Differentiated Instruction
 - Lots of strategies for each skill

- Main Idea #4 – Where Am I?
 - Know what beat each note happens on
 - Play “What Beat Is This?”
 - Melody Pass-arounds
 - Divide by sections and have each section take a measure, then $\frac{1}{2}$ a measure, then one beat, then one note
 - The hardest part about counting rhythms are the rests & sustains
 - Clap once on the & of 2
 - Scaffolding in this exercise
 - Start by counting and clapping with them
 - Take out your clapping
 - Can still help with vocal emphasis
 - Then take out emphasis
 - Take out your counting
 - Take out their counting
 - Add your conducting
 - Student conductors for warmups
 - really gets kids watching
 - emphasizes for students the importance of keeping going
 - when the student conductor misses a beat because they messed up the pattern, it's really noticed and everyone has trouble. When the student conductor messed up the pattern, but keeps a steady beat, the group can always keep following
 - Make sure they can always identify 1 & 3 in the conducting pattern
 - where are the 'touchpoints' in each measure
 - while kids are playing, have them call out "1" & "3" during each measure
 - Dotted rhythms
 - Frequently, the issue is not how long the note lasts, but do you really know where the beat is that you should change on.
 - Dotted $\frac{1}{2}$ = Where is beat 4?
 - Dotted $\frac{1}{4}$ = Where is the & of 2? Where is the & of 4?

- Sequence for teaching dotted $\frac{1}{4}$ s
 - Start with basic syncopation
 - The dotted $\frac{1}{4}$ won't be right until they can quickly identify each $\frac{1}{8}$ beat of the measure
 - Do lots of 'point and names' on the beats
 - Focus on &of2 and &of4
 - Introduce dotted $\frac{1}{4}$ note.
- Main Idea #5 – Work rhythm exercises into your rehearsals
 - Not just a warmup
 - Vignette lessons
 - When you encounter a rhythm problem in a part, stop rehearsal and get everyone back to a brief fundamentals exercise
 - Everyone play a scale emphasizing the problem rhythm, then go right back to rehearsal
 - Ex rhythm – $\frac{1}{2}$ tied to $\frac{1}{8}$ with articulation on &of3.
 - Everyone clap once on the &of3
 - Everyone play a G scale only playing on the &of3
 - Partner Counting
 - Sing your part on counts
 - Sing on counts while you play
- Recommended Reading
 - Teaching Rhythm: New Strategies and Techniques for Success
 - David Newell
- Other resources
 - Essential Musicianship for Strings books 1 & 2
 - Allen, Gillespie, Tellejohn-Hayes
 - Fine Tuning
 - Spinosa, Rusch
 - Sight Read It for Strings
 - Dabczynski, Meyer, Phillips
 - Christmas Kaliedescope
 - Frost



Rhythmic Projections

Rhythm Exercises for Building Mastery
by Seth Gamba



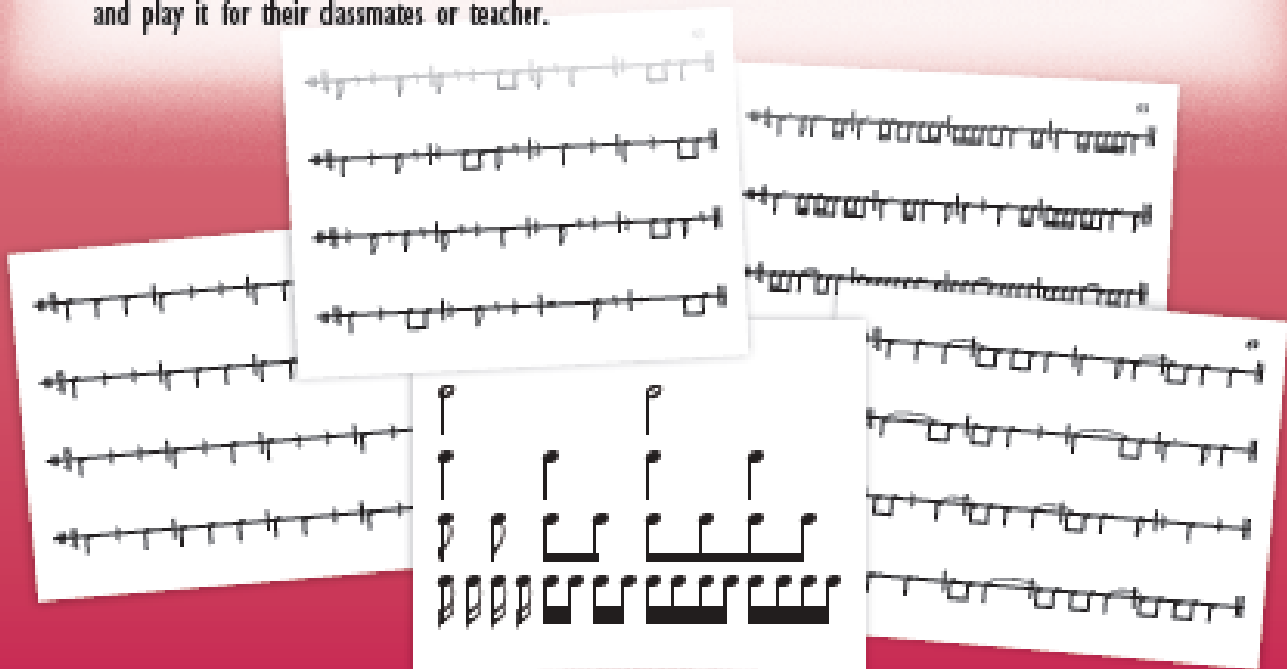
- Use with classroom projectors or print on overhead transparencies
- Keep your whole class focused with step-by-step concepts and examples
- Works for any grade level!

Rhythm is the most important concept in music. Most methods for teaching rhythm to students present a concept, give it a couple of lines, and then move on to something new. Most students learn those lines by memorizing them without really understanding the rhythmic concept that's being presented. **Rhythmic Projections** is a set of exercises designed to give students the varied repetition they need to understand and internalize a rhythmic concept without being able to memorize it. With over 100 pages of examples, there's just too much to memorize. **Students have to learn how to read!**

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- Step by step introduction of concepts going from **very easy to highly advanced**.
- **Over 400 exercises** that fully explore each rhythmic concept.
- Exercises are not intended to be used strictly in order; each section **begins at the easy level** of its concept and then **moves to more difficult exercises**. For example, you may start 16th note or 12/8 exercises without having done the 8th note syncopation exercises.
- Sustained and syncopated rhythms are always presented with their tied and rested equivalents so students can **easily see how different rhythms are proportional or similar** to each other.
- Rhythm-only format is perfect for **any combination of instruments or voices**. Different clefs or transpositions? No problem!
- Projected format means **no student books to pass out**, take up, keep organized, or lose.
- Use a pointer to make sure everyone is in the same place at the same time. Take away the pointer to help students **move from guided practice to independence**.
- Use the rhythm exercises to **give writing assignments** to your students. Language Arts teachers know that to be a good reader, you have to be a good writer. Music is no different! Students can copy rhythms using the notes of any scale and write in their counting. This lets you quickly identify individuals who are having trouble understanding concepts, and **reinforces all aspects of their reading development**.
- Use rhythm exercises to **introduce composition**. Students choose their own notes to go with the rhythm and play it for their classmates or teacher.



Order Rhythmic Projections today!