

Exploring Pulse and Beat

Appropriate for Grade 3 General Music

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Sound and Silence:

Week 1:

- Students in a circle and maintaining a steady pulse with circular clapping
- Circular clapping with verbal cues for rests. Example, when the instructor calls out “five,” the group makes the circles in the air for five counts
- Vary the tempo and the length of rests
- Students turn their back and maintain the tempo through listening and circular clapping

Week 2:

- Repeat circular clapping and rests
- Individual clapping. Instructor sets the tempo and each student gets one clap and the tempo is maintained around the room. Instructor walks within the circle to the prescribed tempo
- Repeat at a new tempo. Encourage visual and kinesthetic cues

Week 3:

- Repeat week two
- Introduce rests. When the instructor calls out a number, that many students swing their arms in the air, but don't clap
- Repeat at a different tempo, the slower the tempo, the bigger the circular clap

Week 4:

- Repeat week three
- The student who gets to clap, gets to call out a number if he or she wishes (nothing higher than 10). That many people don't get to clap. The students now “own” the game.
- The instructor walks when the students get to clap. The instructor stands still and pulses when there are rests

Week 5:

- Repeat week four
- For the students who don't get to clap (someone had previously called out a number that made them silent), they get to say “change” at their turn and the direction of the circle changes.
- The instructor needs to be aware and ready to change direction at the students' cues

Extension:

- Once students are comfortable with subdivision, the week five game can be repeated with the instructor giving cues for twice as fast and twice as slow.

Disappearing Beat

Week 1:

- Students walk a sequence of eight-beat phrases, changing direction for each phrase
- Students anticipate the change of direction by applying anacrusis to beats seven and eight
- Explore different directions and levels

Week 2:

- Students walk a phrase of eight, then a phrase of seven, taking off one beat at the end of the phrase until they are down to one beat.
- Repeat and work with the anacrusis preceding beat one. This helps students anticipate the new phrase
- Chart it on the board:

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X X X X X X X X
X X X X X X X
X X X X X X
X X X X X
X X X X
X X X X
X X X
X X X
X X
X X
X
```

Week 3:

- Repeat the Disappearing Beat from week 2
- Do the reverse; starting on one, then one, two, etc. until you return to eight
- Chart it

Week 4:

- Repeat the Disappearing Beat, and the Appearing Beat
- Put the two together; start at eight and take away until you get to one. Don't repeat one, but start expanding out to eight
- Chart it

Week 5:

- Maintain a phrase of eight. Walk eight beats, then walk seven beats and circle clap on eight
- Walk six beats, circle clap on seven & eight.
- Continue until you are not walking at all, but clapping all eight beats
- Caution, maintain a circular clap, otherwise the tempo will accelerate.

- Chart it

```
X X X X X X X X
X X X X X X X O
X X X X X X O O
X X X X X O O O
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X X X X O O O O
 X X X O O O O O
 X X O O O O O O
 X O O O O O O O
 O O O O O O O O

Week 6:

- Repeat week five
- Start with eight claps, then seven claps and step on beat eight
- Continue replacing claps with steps from the end

Week 7:

- Repeat weeks five and six
- Put the two together
- Chart it

X X X X X X X X
 X X X X X X X O
 X X X X X X O O
 X X X X X O O O
 X X X X O O O O
 X X X O O O O O
 X X O O O O O O
 X O O O O O O O
 O O O O O O O O
 O O O O O O O X
 O O O O O O X X
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 X X X X X X X X

- Erase it before repeating. If you leave it up, the visual learners will focus on it and crash into other students.