

## ***UNDERSTANDING RHYTHM* TEACHER TRAINING WORKSHOP AND VERMONT STANDARDS**

The workshop *Understanding Rhythm: Concepts, Improvisation and Melody* meets the following Vermont middle school standards (A7-8), high school proficiency standards (APHS), and advanced standards (AAHS).

### **Hour 1: Introduction/Rhythmic vocabulary/Accurate note placement**

### **Hour 2: Rhythmic suspension**

### **Hour 3: Shape**

Basic elements and concepts of rhythm, including many examples from jazz, Caribbean, African, and Balkan styles.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Performing rhythms accurately with voice, body percussion, and percussion instruments.  
Increasing the breadth of rhythms participants can perform.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Reading rhythms easily and accurately.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

Learning culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

Comparing pieces in jazz, Caribbean, African and Balkan styles using culturally based aesthetic concepts and vocabulary.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

### **Hour 4: Polyrythm**

### **Hour 5: Suspension and shape in jazz and popular styles**

While similar in coverage of basic skills and concepts to the first three sessions, these sessions add an emphasis on listening to, analyzing and comparing music from several cultures.

*Skill Development: Creating (A7-8:4, APHS:4, AAHS:4)*

Learning to combine rhythms polyrhythmically.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Understanding how rhythm organizes melodies in jazz and world music, including Caribbean, African, and Balkan styles.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Reading rhythms easily and accurately.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

Learning culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

Comparing pieces in jazz, Caribbean, African and Balkan styles using culturally based aesthetic concepts and vocabulary.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS:16)*

Comparing and contrasting pieces in jazz, Caribbean, African and Balkan styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Building on previous knowledge of music and culture.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

*Approach to Work: Interactions (A7-8:21, APHS:21, AAHS:21)*

Working effectively in a group; understanding the relation of individual effort to group outcome.

Learning culturally appropriate interactions in jazz, Caribbean, African and Balkan styles of music.

## **Hour 6: Reading notation**

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Reading rhythms easily and accurately.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Applying rhythmic concepts to practice.

## **Hours 7 & 8: Polyrythm/Ensemble playing**

*Skill Development: Creating (A7-8:4, APHS:4, AAHS:4)*

Learning to combine rhythms polyrhythmically.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and percussion instruments.

Learning basic technique on percussion instruments.

Increasing the breadth of rhythms participants can perform.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Understanding how rhythm organizes melodies in jazz and world music, including Caribbean, African, and Balkan styles.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

Learning culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

Comparing pieces in jazz, Caribbean, African and Balkan styles using culturally based aesthetic concepts and vocabulary.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS:16)*

Comparing and contrasting pieces in jazz, Caribbean, African and Balkan styles.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Working effectively in a group; understanding the relation of individual effort to group outcome.

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

*Approach to Work: Interactions (A7-8:21, APHS:21, AAHS:21)*

Working effectively in a group; understanding the relation of individual effort to group outcome.

Learning culturally appropriate interactions in jazz, Caribbean, African and Balkan styles of music.

## **Hours 9 & 10: Improvisation/Rhythmic variation**

*Skill Development: Creating (A7-8:4, APHS:4; AAHS:4)*

Learning techniques of rhythmic variation, as a springboard to improvisation.

Becoming familiar with concepts for rhythmic improvisation.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Increasing the breadth of rhythms participants can perform.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS:16)*

Comparing and contrasting pieces in jazz, Caribbean, African and Balkan styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Improvising on the basis of information in the program.

## **Hours 11 & 12: Melody and melodic improvisation through rhythm**

*Skill Development: Creating (A7-8:4, APHS:4, AAHS:4)*

Learning techniques of rhythmic variation, as a springboard to improvisation.

Basing melodic improvisation on rhythmic concepts.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm organizes melodies in jazz and world music, including Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Improvising on the basis of information in the program.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

Applying rhythmic concepts to melodic practice, e.g., scales and modes.

## **Hour 13: Composition**

*Skill Development: Creating (A7-8:4, APHS:4, AAHS:4)*

Learning to combine rhythms polyrhythmically.

Basing melodic improvisation on rhythmic concepts.

Basing musical composition on rhythmic concepts.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Reading rhythms easily and accurately.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Utilizing an understanding of culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS:16)*

Utilizing an understanding of jazz, Caribbean, African and Balkan styles to create compositions in participants' familiar styles.

*Making Connections: Art and Culture (A7-8:18, APHS:18, AAHS:18)*

Utilizing an understanding of jazz, Caribbean, African and Balkan styles to create compositions in participants' familiar styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Composing on the basis of information in the program.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Applying rhythmic concepts to composition.

*Approach to Work: Interactions (A7-8:21, APHS:21, AAHS:21)*

Appreciating and supporting other students' compositions.

### **Hour 13.5: Practicing**

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Increasing the breadth of rhythms participants can perform.

Applying rhythmic concepts to melodic practice, e.g., scales and modes.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Reading rhythms easily and accurately.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Applying rhythmic concepts to melodic practice, e.g., scales and modes.