

Grade 3 Music Monday

Call & Response Rhythms

Outcome: CP3.6

Create and perform music (vocal and instrumental) that demonstrates knowledge of:

- form (repeated or contrasting phrases: call/response, question/answer, rounds)
- rhythm (interplay of beat, tempo, and patterns of duration)
- pitch (combining pitch and rhythm to form melody)
- dynamics (levels of loud/soft)
- texture (combining and layering sounds)
- tone colour (differentiate).

Outcome: CH3.2

Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.

Introducing cultural connections:

- ✚ Explain that in many cultures drums and rhythms mean a lot to the people because they are used to share culture, visions, and stories passed down from ancestors.
- ✚ In First Nations culture, the drum has much significance. The drum is considered to be alive and is a heartbeat.
- ✚ Watch Nelson Leon video showcasing the significance of the drum
<https://www.youtube.com/watch?v=bEWA2oHLTr8>

Rhythm Activity:

- Have students sitting in a circle
- Each student should be given a small hand percussion instrument
- Teacher starts out as the “Caller”
- The caller does not start the call until all students are listening for it
- The caller starts with an example so students can learn the 3-step listening process and learn how to follow the caller’s cue so that the whole group recalls the rhythm together at the same time
- The caller creates a short and easy rhythm, and students follow this process:
 - Hear it (Listen and remember the rhythm)
 - Say it (Recall the rhythm verbally using “Tah”)
 - Play it (Play the rhythm on their instruments)
- For each call, the students need to listen to each other and provide feedback as a group as to whether their response was accurate and whether they were all together
- Students should attempt the call as many times as it takes to get it right as a group. As students get better at this, encourage them to be picky about their accuracy.

Variation/Next Steps:

- Call out longer or more complex rhythms
- Call out faster rhythms
- Implement dynamics (louder and softer sounds) when possible
- Incorporate musical vocabulary such as dynamics, texture, pitch, etc.
- Have boys do a rhythm, girls listen and provide feedback
- Have girls do a rhythm, boys listen and provide feedback
- Students can rotate the instruments around the circle periodically
- Have students become the “caller”
- Have students form groups of 3 and create a percussion composition to perform for the class