



Lesson: Rhythm Composition: Meter & Tempo

OVERVIEW

Students will create and perform 12 measure rhythm compositions. This lesson correlates with the rehearsal lesson “Rehearsing & Conducting Meter & Tempo” found in the “Lesson Plans for Rehearsing” folder of this curriculum.

LEARNING GOAL

After individual exploration, student groups will compose 12 measure pieces with one tempo change and one rhythm change.

RESOURCES & MATERIALS

- Percussion/Rhythm instruments as available

Student copies of:

- [Rhythm Composition Assignment](#) sheet
- [Individual Rhythm Composition](#) worksheet
- [Rhythm Composition Staff](#)
- [Rhythm Composition Rubric](#)
- [Rhythm Composition Reflection](#)

PROCESS

1. Divide students into groups of 3-4 with each student choosing an instrument or other means of making percussive sound.
2. Allow students time to experiment/improvise with their instruments/sounds to create individual and ensemble sounds
3. After experimenting with ideas, direct each student to notate a 12 measure rhythm pattern for their instrument/sound, making sure that it fits with the other sounds/rhythms in their group. Their patterns must include at least one tempo change and one meter change at some point in the piece. (See the [Rhythm Composition Assignment](#) & [Rhythm Composition Rubric](#))
4. Allow the groups to practice and then present their compositions to the rest of the class.

5. Ask the class to identify where the tempo change and meter change occurred by silently raising their hands during the performance. For example, right hand when the tempo changes and left hand when the meter changes.
6. Have students reflect and complete a self evaluation of their experience and performance using the [Rhythm Composition Reflection](#).

EXTENSIONS

- Sing a familiar piece of music, and then ask students to conduct it in various tempi. Ask them to talk about what they notice about performing the song with a different tempo and what they prefer.
- Have students take turns conducting and rehearsing the entire piece with the possibility of a student conductor for a performance.
- Using the link below, students can explore and create their own metronome.

LINKS

Free online metronome: <http://www.metronomeonline.com/>

Rhythm Composition Assignment



Names: _____

THE COMPOSITION ASSIGNMENT WILL BE ASSESSED ON THE FOLLOWING:

1. Choose your group/instruments:
 - 3-4 people in your group
 - Select instruments or other percussive sounds for each person
2. Create your composition:
 - Each student creates their own 12 measures of rhythm for their instrument to add to the group composition
 - Notate neatly by hand on staff paper or from computer programs as available (example: Finale Notepad, Sibelius...)
 - Include one meter change of 4/4 to 3/4 or vice versa
 - Include at least one tempo change
3. Practice and perform your composition. Performance Due Date: _____
 - Practice your composition so that you stay together in tempo and to demonstrate the meter and tempo change clearly
 - Turn in a copy of your composition attached to this sheet prior to performing
 - Present/perform your composition on your chosen instruments to the class at your assigned time
4. Reflection and assessment: Write up a personal critique of your composition and performance using the Rhythm Composition Rubric

Things to remember:

- Use notes and rests symbols as determined by your teacher
- Use barlines and time signatures correctly
- Add tempo markings on music
- Begin with your repeated rhythm sequences (ostinati) and then add variety with other rhythm patterns
- Keep it simple if this is your first composition. Simple yet correct in format is better than a complicated mess.

Outline 4 different note combinations (a full measure each) that you could use in your composition:

1.

2.

3.

4.

Time Signatures:

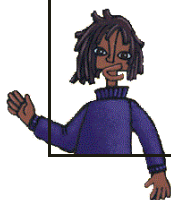
_____ 3/4

_____ 4/4

Tempo Markings:

1. _____

2. _____



INDIVIDUAL RHYTHM COMPOSITION WORKSHEET

Name: _____ Instrument: _____

If you are notating a one pitched instrument such as a hand drum or triangle use just a one line staff. If you are notating a multiple pitched instrument such as bongos or a conga drum use multiple line staff indicating high or low pitches based on the note placement. See examples below: (remember to add time signature and barlines)



Or...

RHYTHM COMPOSITION STAFF



Instrument 1: _____ Student: _____

Instrument 2: _____ Student: _____

Instrument 3: _____ Student: _____

Instrument 4: _____ Student: _____

Title: _____

Example of notation :



(Write in a rhythm on each line. Remember to add time signatures and tempo markings!)

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

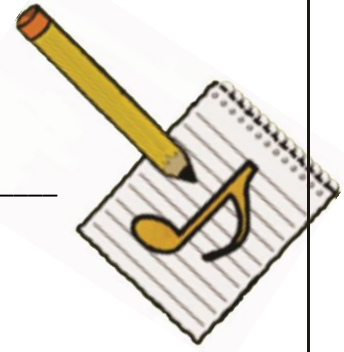
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

RHYTHM COMPOSITION RUBRIC



	EXEMPLARY	PROFICIENT	EMERGING	BEGINNING
COMPOSITION				
NOTATION: TIME SIGNATURE	Contains 4/4 and 3/4 time signatures, and returns to the first time signature	Contains 4/4 and 3/4 time signatures	Contains only one time signature	Has no time signature
NOTATION: TEMPO	Has more than two tempo markings	Has two differing tempo markings	Has one tempo marking	Has no tempo marking
NOTATION: RHYTHM PATTERNS	All measures are complete with correct notation and bar lines utilizing more notes and rests than indicated by the teacher	All measures are complete with correct notation and bar lines as outlined by the teacher	Most measures are complete with correct notation and bar lines as outlined by the teacher	Some measures are complete with correct notation and bar lines as outlined by the teacher
PRACTICE				
PRACTICE ETIQUETTE	Students practiced with consistent etiquette in class and at home	Students practiced with consistent etiquette in class	Students practiced with proper etiquette most of the time in class	Students practiced with proper etiquette some of the time in class
PERFORMANCE				
PERFORMANCE: TIME SIGNATURE	Performs the 4/4 and 3/4 time signatures with 100% accuracy with expression	Performs the 4/4 and 3/4 time signatures with 100% accuracy	Performs the 4/4 and 3/4 time signatures with 75% accuracy	Performs the 4/4 and 3/4 time signatures with 50% accuracy or less
PERFORMANCE: TEMPO	Performs the tempos with 100% accuracy with expression	Performs the tempos with 100% accuracy	Performs the tempos with 75% accuracy	Performs the tempos with 50% accuracy or less
PERFORMANCE: RHYTHM PATTERNS	Performs the rhythm patterns with 100% accuracy with expression	Performs the rhythm patterns with 100% accuracy	Performs the rhythm patterns with 75% accuracy	Performs the rhythm patterns with 50% accuracy

RHYTHM COMPOSITION REFLECTION



Name: _____ Class: _____

1. How would you describe the difference between 3/4 and 4/4 meters?
2. How would you rate your group's performance based on the rubric provided by your teacher?
3. What challenges did your group have along the way? How did you resolve them? If you did not resolve them, how might you resolve them in future assignments?
4. What more could your teacher do to help with similar future assignments like this one?