



LIVE Arts with Keith Bartlett

Get Rhythm!

Overview

This session will give students the opportunity to participate in a live broadcast by professional musician Keith Bartlett. Students will learn about beat (keeping time) and how rhythms are created using beat.

Artist Bio

After leaving the farm north of Harris (and high school in Rosetown), Saskatchewan, Keith Bartlett supported himself as a musician while earning a BA (English Literature) and BEd from the University of Saskatchewan.

Bartlett has performed across Canada and in the United States, South America, and Africa, in concerts, jazz clubs, folk festivals, radio and television. He has also composed theme music for national television.

Since 2000, Bartlett has operated his own music school in North Battleford, Saskatchewan. He offers private and group classes in guitar, fiddle, piano, 5--- string banjo, African drumming, instrumental accompaniment, harmony singing, arranging for songwriters and recording production.

Bartlett performs concerts frequently, his choice of music always eclectic ("it's not the material; it's what the musician brings to the material"), sometimes in solo performances in smaller, intimate gatherings; he has a special fondness for the rural areas of the world.

Music

Grade 1-2

Oct. 2, 9:30am-10am Broadcast

Curriculum Aims & Goals

Creative/Productive:

Students will learn how to create beat and rhythm. They will create two different drumbeats using two different sounds.

Critical/Responsive:

Students will have to respond to demonstration of drum beats through a follow the leader activity

Cultural/Historical:

Students will learn about the use of drumming in Africa to communicate messages and how this influences contemporary African drumming.

Pre-Broadcast Preparation

Your students will need to create two different drum sounds.

They can use their desk and body but you may want to gather some found drum objects. Have your students bring empty plastic containers from home (margarine and yogurt containers work well).

You may also have drums in your school that can be used for this activity.

Broadcast Program (30 min)

- Introduce Yourself – Keith shares a story of visiting Africa (with drum) (5 min)
- Africa Drumming video clip (5 min)
- Call & Response/ Follow the Leader (5 min)
- Body movement to rhythm- Low/soft High/loud (5 min)
- Beat & Rhythm (10 min)

Creative/Productive:

Outcome: CP1.6 Demonstrate understanding of patterns and the elements of music including:

- same and different patterns
 - rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds)
 - dynamics (loud and soft)
 - pitch (high and low sounds)
 - texture (sounds heard alone or together)
 - tone colours (distinguish between).
- a. Use movement and body percussion to investigate and represent music patterns and concepts.
 - b. Make same and different patterns using found objects, voice, and percussion instruments.
 - c. Recognize and perform a steady beat and various grade-appropriate rhythmic patterns (e.g., clapping, stepping, and counting).
 - d. Imitate, create, and respond to simple rhythmic and melodic patterns (i.e., ostinati). Investigate contrasts between sounds (e.g., fast/slow, long/short).

Outcome: CP2.6

Create and perform music that demonstrates understanding of:

- form (repetition and contrast)
 - beat (strong and weak beats/accents) and meter (2/4 and 4/4)
 - rhythm (create ostinati)
 - tempo (fast/slow paces)
 - dynamics (loud/soft)
 - pitch (high/low sounds) and pitch direction (moving up/down/staying the same)
 - texture (layers of sounds)
 - tone colour (variety).
- e. Contribute to music inquiry questions and processes to explore form and the elements of music (e.g., How could each group represent AB (i.e., binary) form using voices, bodies, or instruments in different ways?).
 - h. Maintain a steady beat (pulse) and identify accents with a strong movement.
 - i. Perform and create various grade-appropriate melodic and rhythmic osintati (patterns) using repetition and contrast.
 - j. Compare and use different tempos (fast/slow, faster/slower paces) and dynamics (loud/soft, louder/softer sounds) in speech and music.

Teacher Guided Hands-On Activity (30min-1 Hour)

Activity 1: Beat & Rhythm

You will be using the resource document *LIVE Arts 6 Rhythms by Keith Barlett* (available in the resource section of the website). This guide includes notation of the basic beats and sample music plus on-line examples to share with your students. Start by demonstrating the most basic beats. Then have your students follow the beat. Follow up this beat by singing or playing the example provided on the document to reinforce the rhythm!

It is very important to establish the need for leadership early on ... that playing music is a social and very precise group activity, so that randomness and chaos are instinctively avoided.

Materials:

If your school has drum sets use them for this activity OR

Use 'found' drums, for example:

Round Containers --- plastic cottage cheese, ice cream pails, tin cans if there are no sharp edges

1. Start by having each player experiment with the two tones and decide which hand they will use to play the bass tone and which hand they will use to play the treble tone (that is why we avoid instructing with Left/Right).
2. Begin by demonstrating the first beat listed in the '6 Rhythm' guide'- 4/4 Time, have your students repeat the beat with you until all of your students are in time. Now continue the beat and add the song sample 'This Old Man', if you are uncomfortable singing for your students you can always just speak the lyrics.

This old man
He played 1
He played knick knack on my thumb
with a knick knack patty wack give a dog a bone
this old man came rolling home!

This old man
He played 2
He played knick knack on my shoe
with a knick knack patty wack give a dog a bone
this old man came rolling home!

Repeat this process using the other beats and sample music on the chart (you can do this activity over several sessions, experimenting with the different beats).

Teacher Guided Hands-On Activity (30min-1 Hour), con't...

Activity 2: LEADING A DRUM CIRCLE, Some basic steps

1. Start by experimenting with a basic 2/2 beat. Create the first beat by hitting the percussion instrument to make the lower note or the 'boom' sound; then, create the second note by making the 'ting' sound (use a different part of the drum or use a different percussion instrument). Practice the 2/2 beat until all of the students are in time. Then, experiment with increasing and decreasing the tempo (the speed) of the 2/2 beat.
2. Move on to experiment with 4/4 time, building on the 2/2 time. Try placing emphasis on different beats in the 4/4time: **1 234** or **1 2 34** or **123 4**
3. Continue to lead each example until the entire group is in unison. Now experiment with circle members adding different beats on top of the standard 4/4 rhythm. Remember that the beauty of drum circles lies in people of varying capacities playing together; rather than in every member playing the same notes in unison. For example, for some simply being able to hit the first beat (the "one") of each measure will fit very nicely with others who are able to add 8th notes and 16th notes, and insert rests (for example, 1 2 &4). As in all music, the important thing is that all players observe the 1st beat of each measure together, and that all play at the same tempo.