

Corrections and Additions to the Rhythm Learning Sequence Activities:
Notes from Edwin E. Gordon's Lectures During Several Summers
by Marilyn Lowe, June 2018

1. Page 3, Rhythm Unit 2-A-1. This unit needs more patterns. Use rest patterns (no DU sound), division, and division/elongation patterns.
2. Page 4, Rhythm Unit 2-A-2. This unit needs more patterns. Use division and division/elongation patterns.
3. Page 11, Rhythm Unit 3-B-1, Part 1. These patterns are wrong. They should be the same as Unit 4-C-1, Part 1, page 11. Should be all triple division patterns.
4. Page 19, Rhythm Unit 4-B-1, Part 2. Add a pattern (Du - ta-----ta)
5. Page 22, Rhythm Unit 4-C-1, Part 2. Patterns M and D are wrong. Patterns should be the same as Unit 3-B-2, page 13.

Rhythm Patterns from Gordon - LSA - Book 1

From a 1990s Seminar © GIA Publications

1 A 1 E M D
2 A 1 2
2 B 1 4

1 B 1 E M D
2 A 2 6
2 C 1 8

3 A 1 E M D
4 A 1 2
4 B 1 4

3 A 2 E M D
4 B 2 2

3 B 1 E M D
4 A 2 6
4 C 1 8

3 B 2 E M D
4 C 2 8

5 A 1 E M D
2 4

5 A 2 E M D
2 4

5 A 3 E M D
2 4

5 B 1 E M D
8

5 B 2 E M D
8

5 B 3 E M D
8

Rhythm Patterns 6A1-6A2

6A1

1 2

2/4 6/8

6A2

1 2

6/8 2/4

Rhythm Pattern Instruction - LSA

INTRODUCTION

1. These guidelines and suggestions come from notes taken at several of Edwin E. Gordon's seminars from 1992 onwards. This paper is not edited for publication.
2. Learning sequence activity patterns are for individual instruction. Use the teaching mode and the evaluation mode.
3. To introduce the criteria, the teacher should both ask the question and answer the question with the students. In other words, teach the answer.

Rhythm Unit 1-A-1

Aural/Oral

Duple meter MB/mb patterns (BAH)

Students move to & chant MB/mb patterns

Purpose:

1. To introduce duple meter MB/mb patterns using a neutral syllable.
2. Students learn to chant while moving to macrobeats and microbeats.
NOTE: Students will fatigue – expect to rest from movement as they tire.

Instructions:

1. Demonstrate the signals or gestures used for rhythm pattern learning sequence activities.
2. Show students how to audiate meter and move to macrobeats and microbeats.

Use the 'Watch Please Game' to develop coordinated movement.

NOTE: The 'Watch Please Game' may be used for all rhythm pattern LSAs.

3. "When I chant BAH-BAH BAH..... BAH-BAH BAH..... you are audiating duple meter. Do what I do."

Demonstrate moving to macrobeats and microbeats by putting the macrobeat in the heels and microbeats in the hands/arms while chanting rhythm patterns.

4. Show students how each macrobeat in the heels is split into two parts with hand/arm movement to create duple meter.
5. If successful moving to macrobeats and microbeats, students may be asked to audiate macrobeat and microbeat movement while chanting rhythm patterns.



Rhythm Unit 1-B-1

Aural/Oral

Triple meter MB/mb patterns (BAH)

Students move to & chant MB/mb patterns

Purpose:

1. To introduce triple meter macro/microbeat patterns using a neutral syllable.
2. Students learn to chant while moving to macrobeats and microbeats.
NOTE: Students will fatigue – expect to rest from movement as they tire.

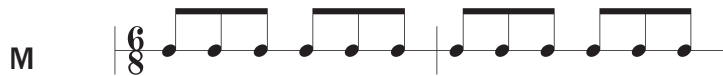
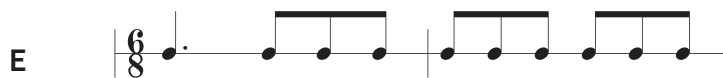
Instructions:

1. Demonstrate the signals or gestures used for rhythm pattern learning sequence activities.
2. Show students how to audiate meter and move to macrobeats and microbeats.
Use the ‘Watch Please Game’ to develop coordinated movement.

3. “When I chant BAH-BAH-BAH BAH..... BAH-BAH-BAH BAH..... you are audiating triple meter. Do what I do.”

The teacher demonstrates moving to macrobeats and microbeats by putting the macrobeat in the heels and microbeats in the hands/arms while chanting rhythm patterns.

4. Show students how each macrobeat in the heels is split into three parts with hand/arm movement to create triple meter.
5. If successful moving to macrobeats and microbeats, students may be asked to audiate macrobeat and microbeat movement while chanting rhythm patterns.



Rhythm Unit 2-A-1
Verbal Association

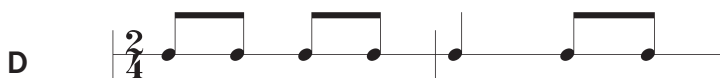
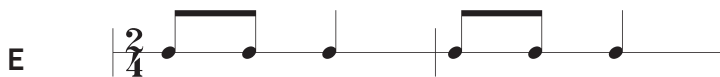
Duple meter MB/mb patterns (DU-DE)
Students label meter and rhythm pattern function

Purpose:

1. To let students hear duple rhythm syllables before they are asked to chant them.
2. To teach students the proper names (labels) of meter and function.
3. To discriminate between macro/microbeat patterns and different patterns.

Instructions:

1. Establish duple meter by chanting the rhythm sequence DU DE DU.....DU DE DU..... Explain that the macrobeat is named DU and the microbeats are chanted DE.
2. “Why is the meter duple?” Answer with/for students, “Because I audiated DU-DE.”
3. Explain that “if all of the DUs being audiated are chanted – if all, some, or none of the DEs audiated are chanted – and if no TAs are chanted, then it is a macro/microbeat pattern.”
4. Give examples. “When I chant all of the DUs that you are audiating, some DEs and nothing else, what is the pattern called?” Answer with/for students, “duple meter MB/mb pattern”
5. In preparation, ask questions which the teacher answers with the students.
 - “What is the meter when you hear DU-DE? ‘duple meter.’”
 - “What is the name of the macrobeat? ‘DU.’”
 - “What is the name of the microbeat in duple meter? ‘DE.’”
 - “Say ‘macro/microbeat.’”
 - “If you hear a TA what will your answer be? ‘No.’”
 - “If I do not chant all of the DUs you are audiating what will you say? ‘No.’”
6. During the pattern instruction time, ask questions to other students.
 - “Why did Bill say macro/microbeat?”
 - “Why did Jan say duple?”
7. Student response directions:
 - “If the pattern contains only macro and microbeats answer ‘macro/microbeat.’”
 - “If I do not chant all of the DUs you are audiating or if you hear a TA, answer ‘no.’”
8. Use gestures as for tonal patterns, pause-breathe-answer. **Students speak the answers.** (‘duple meter macro/microbeat pattern’ or ‘no’)



Rhythm Unit 2-A-2
Verbal Association

Triple meter MB/mb patterns (DU-DA-DI)
Students label meter and rhythm pattern function

Purpose:

1. To let students hear triple rhythm syllables before they are asked to chant them.
2. To teach students the proper names of meter and function.
3. To discriminate between macro/microbeat patterns and different patterns.

Instructions:

- Establish triple meter by chanting the rhythm sequence:
DU DA DI DU.....DU DA DI DU.....
Explain that the macrobeat is named DU and the microbeats are chanted DA DI.
- “Why is the meter triple?” Answer with/for students, “Because I audiated DU-DA-DI.”
- Explain that “if all of the DUs being audiated are chanted – if both or neither of the DA DIs for each macrobeat DU are chanted – and if no TAs are chanted, then it is a macro/microbeat pattern.”
- Give examples:
“When I chant all of the DUs that you are audiating, both or neither DA DIs for each macrobeat DU and nothing else, what is the pattern called?”
Answer with/for students, “triple meter macro/microbeat pattern.”
- In preparation, ask questions which the teacher answers with the students:
“What is the meter when you hear DU-DA-DI? ‘Triple meter.’”
“What is the name of the macrobeat? ‘DU.’”
“What are the names of the microbeats in triple meter? ‘DA DI.’”
“Say macro/microbeat. ‘Macro/microbeat.’”
“If you hear a TA what will your answer be? ‘No.’”
“If I do not chant all of the DUs you are audiating what will you say? ‘No.’”
- During the pattern instruction time, ask questions to other students.
“Why did Bill say ‘macro/microbeat?’”
“Why did Jan say triple?”
- Student response directions:
“If the pattern contains only macro and microbeats answer ‘macro/microbeat.’”
“If I do not chant all of the DUs you are audiating or if you hear one but not both microbeats (DA DI), or if you hear a TA, answer ‘no.’”
“If I chant all of the DUs you are audiating and some DU-DA-DIs and anything else, answer ‘no.’”
- Use gestures as for tonal patterns, pause-breathe-answer. Students speak the answers.
(“Triple meter macro/microbeat pattern’ or ‘no’)



Rhythm Unit 2-B-1
Verbal Association

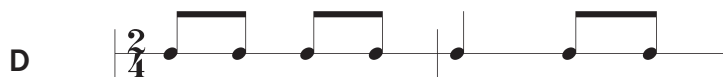
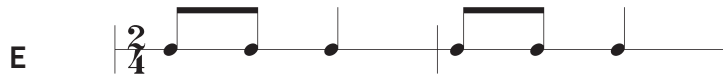
Duple meter MB/mb patterns (DU-DE)
Students move to & chant MB/mb patterns

Purpose:

1. To teach duple meter macro/microbeat rhythm syllables.
2. To build duple meter macro/microbeat rhythm pattern vocabulary.
3. To move to macrobeats and microbeats while chanting patterns using rhythm syllables.

Instructions:

1. Establish duple meter by chanting the rhythm sequence DU-DE DU.... DU-DE DU.....
Ask questions about duple meter. Answer with/for students.
“What is the meter? ‘Duple’.”
“What are you audiating for duple meter? ‘DU-DE’.”
“Show me your duple meter microbeats.”
2. Invite, encourage or challenge students to move to duple meter macrobeats and microbeats while you chant DU macrobeats.
3. Ask students to chant duple meter rhythm patterns while moving to macrobeats and microbeats. You may also ask students to chant duple meter rhythm patterns while only audiating macrobeats and microbeats.



Rhythm Unit 2-C-1
Verbal Association

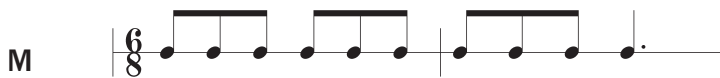
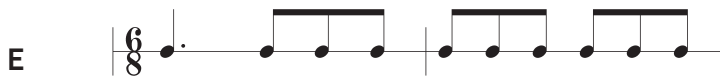
Triple meter MB/mb patterns (DU-DA-DI)
Students move to & chant MB/mb patterns

Purpose:

1. To teach triple meter macro/microbeat rhythm syllables.
2. To build triple meter macro/microbeat rhythm pattern vocabulary.
3. To move to macrobeats and microbeats while chanting patterns using rhythm syllables.

Instructions:

1. Establish triple meter by chanting the rhythm sequence DU-DA-DI DU...DU-DA-DI DU...
 Ask questions about triple meter. Answer with/for students.
 “What is the meter? ‘Triple’.”
 “What are you audiating for triple meter? ‘DU-DA-DI’.”
 “Show me your triple meter microbeats.”
2. Invite, encourage, or challenge students to move to triple meter macrobeats and microbeats while you chant DU macrobeats.
3. Ask students to chant triple meter rhythm patterns while moving to macrobeats and microbeats. You may also ask students to chant triple meter rhythm patterns while only audiating macrobeats and microbeats.



Rhythm Unit 3-A-1, Part 1

Aural/Oral

Duple meter MB/mb and division patterns (BAH)

Students move to & chant MB/mb & division patterns

Purpose:

1. To introduce duple meter division patterns using a neutral syllable.
2. To learn to chant patterns while moving in a continuous flowing style.
However, revisit MB/mb movement when needed.

Instructions:

1. Tell students how to move while chanting and listening – either in a continuous, flowing manner or to macro/microbeats, which should include flow.
2. Ask students to audiate (no physical movement) the underlying duple meter macrobeats and microbeats while patterns are chanted.
3. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
4. Show students that there are only three kinds of duple division rhythm patterns felt on one foot.
5. NOTE: This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



Rhythm Unit 3-A-1, Part 2 **Duple meter MB/mb, division, division/elongation patterns (BAH)**
Aural/Oral **Students move to & chant MB/mb & division/elongation patterns**

Purpose:

1. To introduce duple meter division/elongation patterns using a neutral syllable.
2. To learn to chant patterns while moving in a continuous flowing style.
 However, revisit MB/mb movement when needed.

Instructions:

1. Tell students how to move while chanting and listening – either in a continuous, flowing manner or to macro/microbeats. **NOTE: It is important to move to MB/mb when chanting division and division/elongation patterns.**
2. Ask students to audiate (no physical movement) the underlying duple meter macrobeats and microbeats while patterns are chanted.
3. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
4. Teacher and students may tap strongly on the macrobeat or microbeat where no sound is chanted.
5. NOTE: This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



Rhythm Unit 3-A-2

Duple meter MB/mb, division, division/elongation patterns (BAH)

Aural/Oral

Students move to & chant MB/mb & division/elongation patterns

Purpose:

1. To introduce duple meter division/elongation patterns using a neutral syllable.
2. To learn to chant patterns while moving in a continuous flowing style.
However, revisit MB/mb movement when needed.

Instructions:

1. Encourage students to move in a continuous, flowing manner.
NOTE: It is important to move to MB/mb when chanting division/elongation patterns.
2. Ask students to audiate (no physical movement) the underlying duple meter macrobeats and microbeats while patterns are chanted.
3. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
4. Show students that there are different three kinds of duple division/elongation rhythm patterns felt on one foot.
5. Teacher and students may tap strongly on the macrobeat or microbeat where no sound is chanted.



Rhythm Unit 3-B-1, Part 1
Aural/Oral

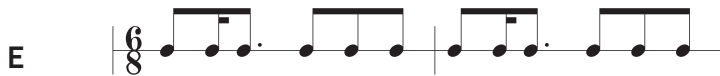
Triple meter MB/mb and division patterns (BAH)
Students move to & chant MB/mb & division patterns

Purpose:

1. To introduce triple meter division patterns using a neutral syllable.
2. To learn to chant patterns while moving in a continuous flowing style.
 However, revisit MB/mb movement when needed.

Instructions:

1. Encourage students to move in a continuous, flowing manner.
NOTE: It is important to move to MB/mb when chanting division patterns.
2. Ask students to audiate (no physical movement) the underlying triple meter macrobeats and microbeats while patterns are chanted.
3. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
4. NOTE: This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



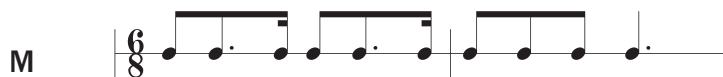
Rhythm Unit 3-B-1, Part 2 **Triple meter MB/mb, division, division/elongation patterns (BAH)**
Aural/Oral **Students move to & chant MB/mb & division/elongation patterns**

Purpose:

1. To introduce triple meter division/elongation patterns using a neutral syllable.
2. To learn to chant patterns while moving in a continuous flowing style.
However, revisit MB/mb movement when needed.

Instructions:

1. Encourage students to move in a continuous, flowing manner.
NOTE: It is important to move to MB/mb when chanting division/elongation patterns.
2. Ask students to audiate (no physical movement) the underlying triple meter macrobeats and microbeats while patterns are chanted.
3. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
4. Teacher and students may tap strongly on the macrobeat or microbeat where no sound is chanted.
5. **NOTE:** This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



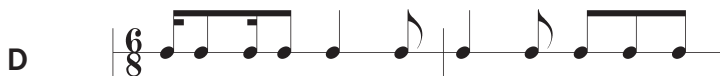
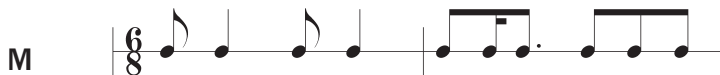
Rhythm Unit 3-B-2 **Triple meter MB/mb, division, and division/elongation patterns (BAH)**
Aural/Oral **Students move to & chant further MB/mb & division/elongation patterns**

Purpose:

1. To introduce additional triple meter division/elongation patterns using a neutral syllable.
2. To learn to chant patterns while moving in a continuous flowing style.
 However, revisit MB/mb movement when needed.

Instructions:

1. Encourage students to move in a continuous, flowing manner.
 Revisit MB/mb movement as needed.
2. Ask students to audiate (no physical movement) the underlying triple meter macrobeats and microbeats while patterns are chanted.
3. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
4. Teacher and students may tap strongly on the macrobeat or microbeat where no sound is chanted.
5. NOTE: This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



Rhythm Unit 4-A-1 Duple meter MB/mb , division, and division/elongation patterns (DU-DE)
Verbal Association Students label meter and rhythm pattern function

Purpose:

1. To help students become familiar with rhythm rhythm syllables.
2. To teach students the proper names of meter and function.
3. To discriminate between different types of rhythm patterns.

Instructions:

1. Teach students to say “division/elongation.” Make a game out of it. Students may say ‘D-E.’
2. Remind students why the meter is duple (because they are audiating DU-DE).
Review the 3 different pattern functions with their proper names:
Macro/microbeat, division, and division/elongation. Chant examples of each.
3. Students do not chant patterns but rather name meter and pattern function.
4. Teacher and/or students may tap strongly when no syllable is chanted on a DU (macrobeat).
5. Chant a division pattern.
Explain that if all the DUs being audiated are chanted and at least one TA with its DE is chanted, then it is a duple meter division pattern.
6. Establish duple meter by chanting the rhythm sequence DU-DE DU... DU-DE DU....
Encourage students to keep audiating those macrobeats and microbeats.
Chant a division/elongation pattern (a sound longer than a microbeat that is not a MB.)
Explain that if one or more of the DUs being audiated is not chanted and/or if a TA is chanted without its DE, it is a duple meter division/elongation pattern.
7. During instruction time the teacher answers questions with/for the students.
8. During evaluation students may be asked to answer questions about class and individual patterns. They should be prepared to answer individual questions, such as:
“Why did you (or John) say division?” ... “Because I heard TAs and all of the DUs.”
9. For variety and more practice, narrow the focus to a specific function. For example:
“For any pattern that is not a division pattern, answer, ‘No.’”
“For any pattern that is not a macro/microbeat or division pattern, answer, ‘No.’”
10. Use gestures as for tonal patterns, pause-breathe-answer. Students speak the answers.
“Duple meter macro/microbeat pattern”
“Duple meter division pattern”
“Duple meter division/elongation pattern”
“No”



Rhythm Unit 4-A-2
Verbal Association

Triple meter MB/mb and division/elongation patterns (DU-DA-DI)
Students label meter and rhythm pattern function

Purpose:

1. To help students become familiar with additional rhythm syllables.
2. To teach students the proper names of meter and function.
3. To discriminate between different types of rhythm patterns.

Instructions:

1. Remind students why the meter is triple (because you are audiating DU-DA-DI).
Review the 3 different pattern functions with their proper names:
MB/mb, division, and division/elongation. Chant examples of each.
2. Students do not chant patterns but rather name meter and pattern function.
3. Teacher and/or students may tap strongly when no syllable is chanted on a DU (macrobeat).
4. Chant a division pattern.
Explain that if all the DUs being audiated are chanted, no DAs or DIs are chanted separate from each other and at least one TA is chanted with its DU or DA or DI, then it is a triple meter division pattern.
5. Establish triple meter by chanting the rhythm sequence DU-DA-DI DU... DU-DA-DI DU...
Encourage students to keep audiating those macrobeats and microbeats.
Chant a division/elongation pattern.
Explain that if one or more of the DUs being audiated is not chanted, at least one DA or DI is separate from the other, and maybe one or more TAs is chanted, it is a triple meter division/elongation pattern.
6. During instruction time the teacher answers questions with/for the students.
7. During evaluation students may be asked to answer questions about class and individual patterns. They should be prepared to answer individual questions, such as:
“Why did you (or John) say division/elongation?”...
“Because I heard TAs and long microbeats that were not macrobeats.”
8. For variety and more practice, narrow the focus to a specific function. For example:
“For any pattern that is not a division pattern, answer, ‘No.’”
“For any pattern that is not a MB/mb or division pattern, answer, ‘No.’”
9. Use gestures as for tonal patterns, pause-breathe-answer. Students speak the answers.
“Triple meter macro/microbeat pattern”
“Triple meter division pattern”
“Triple meter division/elongation pattern”
“No”



Rhythm Unit 4-B-1, Part 1
Verbal Association

Duple meter MB/mb and division patterns (DU-DE)
Students move to & chant MB/mb & division patterns

Purpose:

1. To teach students duple meter division pattern rhythm syllables.
2. To build duple meter division rhythm pattern vocabulary.

Instructions:

1. Tell students -- anything that is not a DU or a DE is a TA. Give some examples.
2. Teach students how to chant the three combinations of divisions that can fit on one macrobeat. Chant two macrobeats and end with a macrobeat.

NOTE: It is important to move to MB/mb when chanting division patterns.

Make a game of it.

1) DU-TA-DE-TA

2) DU-TA-DE

3) DU DE-TA

3. Ask questions about the meter and answer with students at the beginning of instruction.
4. Encourage students to move in a continuous, flowing manner.
5. Remind students to keep audiating the underlying duple meter macrobeats and microbeats while patterns are chanted. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
6. During pattern instruction time, ask questions of other students.
 “What meter are you audiating?” ‘Duple’
 “Why is Bill audiating duple meter?” ‘Because he is audiating DU-DE’
7. NOTE: This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



Rhythm Unit 4-B-1, Part 2
Verbal Association

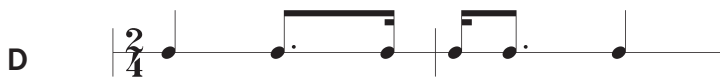
Duple meter MB/mb, division/elongation patterns (DU-DE)
Students move to & chant MB/mb & division/elongation patterns

Purpose:

1. To teach students duple meter division/elongation pattern rhythm syllables.
2. To build duple meter division/elongation rhythm pattern vocabulary.

Instructions:

1. Teach students how to chant the three combinations of division/elongation patterns that can fit on one macrobeat. **NOTE: It is important to move to MB/mb when chanting division/elongation patterns.** Make a game of it.
 - 1) DU-TA.....
 - 2) DU TA
 - 3) DU-TA.....TA
2. Ask questions about the meter and answer with students at the beginning of instruction.
3. Encourage students to move in a continuous, flowing manner.
4. Remind students to keep audiating the underlying duple meter macrobeats and microbeats while patterns are chanted. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
5. **NOTE:** This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



Rhythm Unit 4-B-2
Verbal Association

Duple meter MB/mb and division/elongation patterns (DU-DE)
Students move to & chant MB/mb & division/elongation patterns

Purpose:

1. To reinforce duple meter division/elongation rhythm syllables.
2. To further build duple meter division/elongation rhythm pattern vocabulary.

Instructions:

1. Review the three combinations of division/elongation patterns that can fit on one macrobeat.

NOTE: It is important to move to MB/mb when chanting division/elongation patterns. Make a game of it.

- 1) DU-TA
- 2) DU TA
- 3) DU-TA-TA

2. Demonstrate patterns with durations that are longer than one macrobeat.

- 1) DU-TA.....(silent du)
- 2) DU.....(silent du) TA
- 3) DU.....(silent du)

2. Encourage students to move in a continuous, flowing manner.
3. Remind students to keep audiating the underlying duple meter macrobeats and microbeats while patterns are chanted. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
4. NOTE: This section MAY BE divided into two parts to separate the division/elongation patterns that fit on one macrobeat from the division/elongation patterns that have durations longer than one macrobeat. *Use patterns from the Pattern CD.*



Rhythm Unit 4-C-1, Part 1
Verbal Association

Triple meter MB/mb and division patterns (DU-DA-DI)
Students move to & chant MB/mb & division pattern

Purpose:

1. To teach students triple meter division pattern rhythm syllables.
2. To build triple meter division pattern vocabulary.

Instructions:

1. Tell students anything that is not a DU or a DA or a DI is a TA. Give some examples.
2. At first teach students to say: DU-TA-DA-TA-DI-TA. Make a game of it.
 Tell students this may be too difficult for them to say.
 Ask students to say it fast. Who can say it the fastest?
 Ask students to say it slowly. Who can say it the slowest?
3. Show students how microbeats are split to create division patterns.
 Demonstrate different combinations of DU-TA-DA-TA-DI-TA and ask students to echo.
 There are seven different combinations that can fit on one macrobeat.

NOTE: It is important to move to MB/mb when chanting division patterns.

- 1) DU-TA-DA-TA-DI-TA
 - 2) DU-TA-DA-DI
 - 3) DU DA-TA-DI
 - 4) DU DA DI-TA
 - 5) DU-TA-DA-TA-DI
 - 6) DU DA-TA-DI-TA
 - 7) DU-TA-DA DI-TA
4. Ask questions about the meter and answer with students during instruction.
 5. Encourage students to move in a continuous, flowing manner.
 6. Remind students to keep audiating the underlying triple meter macrobeats and microbeats while patterns are chanted. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
 7. During pattern instruction time, ask questions of other students.
 “What meter are you audiating?” “Triple”
 “Why is Bill audiating duple meter?” “Because he is audiating DU-DA-DI”
 8. NOTE: This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



Rhythm Unit 4-C-1, Part 2
Verbal Association

Triple meter MB/mb and division/elongation patterns (DU-DA-DI)
Students move to & chant MB/mb & division/elongation patterns

Purpose:

1. To teach students triple meter division/elongation pattern rhythm syllables.
2. To build triple meter division/elongation rhythm pattern vocabulary.

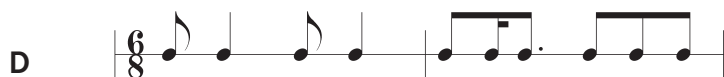
Instructions:

1. Tell students anything that is not a DU or a DA or a DI is a TA. Give some examples.
2. Teach students how to chant division/elongation combinations that have durations that are longer than one microbeat as well as shorter than one microbeat.
 Use MB/mb movement to show students how microbeats are split or elongated to create division/elongation patterns.

NOTE: It is important to move to MB/mb when chanting division/elongation patterns. Make a game out of it.

- 1) DU (silent da) DI
- 2) DU DA (silent di)
- 3) DU (silent da-di)
- 4) DU TA (silent da-di)
- 5) DU (silent da-di) TA
- 6) DU (silent da) TA DI
- 7) DU TA (silent da) TA (silent di) TA

2. Ask questions about the meter and answer with students at the beginning of instruction.
3. Encourage students to move in a continuous, flowing manner.
4. Remind students to keep audiating the underlying triple meter macrobeats and microbeats while patterns are chanted. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.
5. NOTE: This section is divided into two parts to separate the division patterns from the division/elongation patterns. *Use patterns from the Pattern CD.*



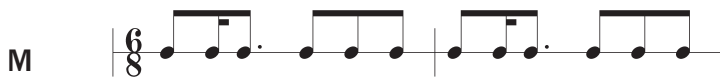
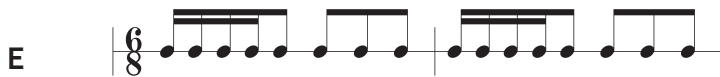
Rhythm Unit 4-C-2 Triple meter MB/mb, division, & division/elongation patterns (DU-DA-DI)
Verbal Association Students move to & chant MB/mb, division & division/elongation patterns

Purpose:

1. To reinforce triple meter division/elongation pattern rhythm syllables.
2. To further build triple meter division/elongation rhythm pattern vocabulary.

Instructions:

1. Review various combinations of DU-TA-DA-TA-DI-TA.
Separate division patterns from division/elongation patterns for clarity.
 Make a game out of it.
2. Encourage students to move in a continuous, flowing manner.
NOTE: It is important to move to MB/mb when chanting division and division/elongation patterns.
3. Remind students to keep audiating the underlying triple meter macrobeats and microbeats while patterns are chanted. To find out if a student is audiating properly, ask him/her to show macrobeats and microbeats with their body.



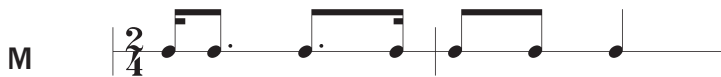
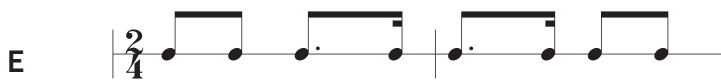
Rhythm Unit 5-A-1 **Duple meter MB/mb, division, & division/elongation patterns (BAH)**
Inference/Generalization/Verbal Association **S label meter and/or rhythm pattern function**

Purpose:

1. To relieve boredom and challenge students to apply what they know.
There is a whole different feel in inference learning.
2. To present unfamiliar patterns.
NOTE: Making inferences from familiar patterns promotes audiation.
3. To no longer instruct students but to guide them.

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. Use MB/mb, division, and division/elongation patterns throughout for variety.
4. Teacher does not teach the students the correct responses.
At most, teacher may guide students to correct responses in evaluation mode.
5. Use gestures as for tonal patterns, pause-breathe-answer. Students speak the answers:
“Duple meter division/elongation”
Students do not always need to name the meter.
Students may answer with “duple” and omit saying meter.
6. Teacher may ask questions about meter or function. For example:
“Was Bill right or wrong and why?”
Students may be evaluated with a correct answer to a question.
7. Students will perform with less proficiency in this criterion.
This is a bridging movement from discrimination learning to inference learning.
Students learn by being attentive to responses of others.



Rhythm Unit 5-A-2 **Duple meter MB/mb, division, & division/elongation patterns (BAH)**
Inference/Generalization/Verbal Association **Students chant patterns using DU-TA-DE-TA**

Purpose:

1. To relieve boredom and challenge students to apply what they know.
Students often know if their answer is incorrect.
Do not correct; the opportunity to generalize is what is important.
2. To present unfamiliar patterns.
NOTE: Making inferences from familiar patterns promotes audiation.
3. To no longer instruct students but to guide them.

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. Teacher chants neutral syllable patterns. Students echo back using rhythm syllables.
4. Use MB/mb, division, and division/elongation patterns throughout for variety.
5. Teacher does not teach the students the correct responses.
At most, teacher may guide students to correct responses in evaluation mode. .
6. Students will perform with less proficiency in this criterion.
This is a bridging movement from discrimination learning to inference learning.
Students learn by being attentive to responses of others.
7. Not necessarily after correct response. After forcing the answer, deflect the answer.



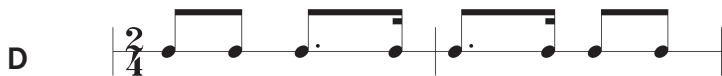
Rhythm Unit 5-A-3 **Duple meter MB/mb, division, & division/elongation patterns (BAH Inference/Generalization/Verbal Association** **S chant additional patterns using DU-TA-DE-TA**

Purpose:

1. To relieve boredom and challenge students to apply what they know.
Students often know if their answer is incorrect.
Do not correct; the opportunity to generalize is what is important.
2. To present additional unfamiliar patterns.
Making inferences from familiar patterns promotes audiation.
3. To no longer instruct students but to guide them.

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. Teacher chants neutral syllable patterns. Students echo back using rhythm syllables.
4. Use MB/mb, division, and division/elongation patterns throughout for variety.
5. Teacher does not teach the students the correct responses.
At most, teacher may guide students to correct responses in evaluation mode. .
6. Students will perform with less proficiency in this criterion.
This is a bridging movement from discrimination learning to inference learning.
Students learn by being attentive to responses of others.
7. Not necessarily after correct response. After forcing the answer, deflect the answer.



Rhythm Unit 5-B-1 **Triple meter MB/mb, division, & division/elongation patterns (BAH)**
Inference/Generalization/Verbal Association **S label meter and/or rhythm pattern function**

Purpose:

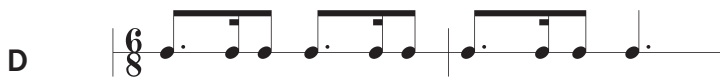
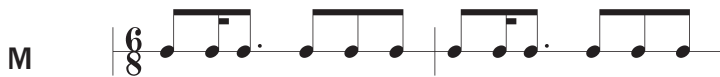
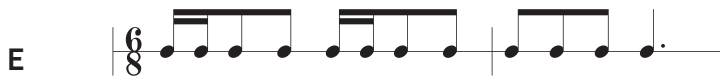
1. To relieve boredom and challenge students to apply what they know.
2. To present unfamiliar patterns.

NOTE: Making inferences from familiar patterns promotes audiation.

3. To no longer instruct students but to guide them.

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. Use MB/mb, division, and division/elongation patterns throughout for variety.
4. Teacher does not teach the students the correct responses.
At most, teacher may guide students to correct responses in evaluation mode.
5. Use gestures as for tonal patterns, pause-breathe-answer. Students speak the answers:
“triple meter division/elongation”
Students do not always need to name the meter.
Students may answer with “triple” and omit saying meter.
6. Teacher may ask questions about meter or function. For example:
“Was Bill right or wrong and why?”
Students may be evaluated with a correct answer to a question.
7. Students will perform with less proficiency in this criterion.
This is a bridging movement from discrimination learning to inference learning.
Students learn by being attentive to responses of others.



Rhythm Unit 5-B-2

Triple meter MB/mb and division/elongation patterns (BAH)

Inference/Generalization/Verbal Association

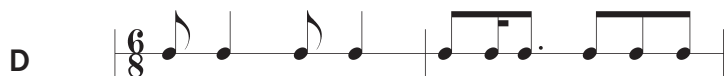
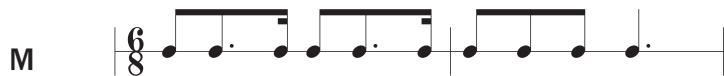
S chant patterns using DU-TA-DA-TA-DI-TA

Purpose:

1. To relieve boredom and challenge students to apply what they know.
Students often know if their answer is incorrect.
Do not correct; the opportunity to generalize is what is important.
2. To present unfamiliar patterns.
Making inferences from familiar patterns promotes audiation.
3. To no longer instruct students but to guide them.

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. Teacher chants neutral syllable patterns. Students echo back using rhythm syllables.
4. Use MB/mb, division, and division/elongation patterns throughout for variety.
5. Teacher does not teach the students the correct responses.
At most, teacher may guide students to correct responses in evaluation mode. .
6. Students will perform with less proficiency in this criterion.
This is a bridging movement from discrimination learning to inference learning.
Students learn by being attentive to responses of others.
7. Not necessarily after correct response. After forcing the answer, deflect the answer.
8. It is all right to change the Difficult pattern to something easier.

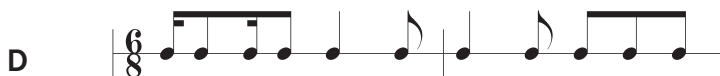


Rhythm Unit 5-B-3**Triple meter MB/mb and division/elongation patterns (BAH)****Inference/Generalization/Verbal Association****S chant patterns using DU-TA-DA-TA-DI-TA****Purpose:**

1. To relieve boredom and challenge students to apply what they know.
Students often know if their answer is incorrect.
Do not correct; the opportunity to generalize is what is important.
2. To present unfamiliar patterns.
Making inferences from familiar patterns promotes audiation.
3. To no longer instruct students but to guide them.

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. Teacher chants neutral syllable patterns. Students echo back using rhythm syllables.
4. Use MB/mb, division, and division/elongation patterns throughout for variety.
5. Teacher does not teach the students the correct responses.
At most, teacher may guide students to correct responses in evaluation mode. .
6. Students will perform with less proficiency in this criterion.
This is a bridging movement from discrimination learning to inference learning.
Students learn by being attentive to responses of others.
7. Not necessarily after correct response. After forcing the answer, deflect the answer.



Rhythm Unit 6-A-1 Duple/triple meter MB/mb, division, & division/elongation patterns (BAH)
Partial Synthesis **Students label meter as duple or triple**

Purpose:

1. To help students become effective listeners.
2. To teach students to recognize meter within a series of familiar rhythm patterns.
3. Presenting partial synthesis learning opportunities provides necessary readiness for generalization-verbal learning.
4. Teach students to recognize familiar patterns before they are asked to identify unfamiliar patterns.
5. **NOTE: The series of patterns are familiar but are in *unfamiliar* order.**

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. The teachers should audiate tempo and meter before chanting each series of patterns.
4. Hold up one finger for the first series of patterns and two fingers while chanting the second series.

Teach students, by rote, how to answer the questions and what the answers are:

“The first series was duple. ... The second series was triple.”

5. Ask students to audiate rhythm syllables associated with macrobeats and microbeats while teacher chants patterns using BAH.

In the teaching mode ask questions and answer with the students:

“Where are the macrobeats?”

“Where are the microbeats?”

“The first series was in duple because you were audiating DU-DE.”

“The second series was in triple because you were audiating DU-DA-DI.”

6. In evaluation mode chant both series of patterns.

Students name meters of the two series of patterns:

“The first series was duple and the second was triple”

“The first series was triple and the second was duple”

7. For variety:

Change the order of patterns in each series

Only one series of patterns may be chanted


Two series of patterns in the same meter may be chanted (change the order of the patterns)


8. Students may be asked more questions such as:

“Was Mary right or wrong, and why?”

“What were you audiating to make you decide that the first series was in duple meter?”

9. **NOTE: Each macrobeat in the duple meter series has the same number of sounds within it as the corresponding macrobeat in the triple meter series.**

1 

2 

Rhythm Unit 6-A-2 Duple/triple meter MB/mb, division, & division/elongation patterns (BAH)
Partial Synthesis **Students label meter as duple or triple**

Purpose:

1. To help students become effective listeners.
2. To teach students to recognize meter within a series of familiar rhythm patterns.
3. Presenting partial synthesis learning opportunities provides necessary readiness for generalization-verbal learning.
4. Teach students to recognize familiar patterns before they are asked to identify unfamiliar patterns.
5. **NOTE: The series of patterns are familiar but are in *unfamiliar* order.**

Instructions:

1. Do not establish any meter or context before presenting class, individual or evaluation patterns.
2. Students are marked only in evaluation mode.
3. The teachers should audiate tempo and meter before chanting each series of patterns.
4. Hold up one finger for the first series of patterns and two fingers while chanting the second series.

Teach students, by rote, how to answer the questions and what the answers are:

“The first series was duple. ... The second series was triple.”

5. Ask students to audiate rhythm syllables associated with macrobeats and microbeats while teacher chants patterns using BAH.

In the teaching mode ask questions and answer with the students:

“Where are the macrobeats?”

“Where are the microbeats?”

“The first series was in duple because you were audiating DU-DE.”

“The second series was in triple because you were audiating DU-DA-DI.”

6. In evaluation mode chant both series of patterns.

Students name meters of the two series of patterns:

“The first series was duple and the second was triple”

“The first series was triple and the second was duple”

7. For variety:

Change the order of patterns in each series

Only one series of patterns may be chanted


Two series of patterns in the same meter may be chanted (change the order of the patterns)

8. Students may be asked more questions such as:

“Was Mary right or wrong, and why?”

“What were you audiating to make you decide that the first series was in duple meter?”

9. **NOTE: Each macrobeat in the duple meter series has the same number of sounds within it as the corresponding macrobeat in the triple meter series.**

1 

2 