# *This document is available on my website under the clinics section.*

# Part 1: Teaching Rhythm in Sheet Music With High EngagementDocument Camera or Projection (Castles and Dragons trumpet and flute)-Use for any part that has challenging rhythms (typically syncopation, dotted rhythms, notes with duration, shorter note values to longer and vice versa, rests)-Isolate challenging measures first then put into the phrase-When working on a full phrase start and end one measure before and after the phrase-Use bopping (play every note short and tongued) to teach students what they need to count in their head during notes with long duration and rests-Play the rhythm on a concert F to isolate just rhythm and to engage all students in the learning (can also be played on tonic for the key to get the key center in students ears)-Add actual notes to phrase for students that have the projected part and have the rest of the band play concert F (or tonic).

Sheet Music Rhythm Protocol
Step 1: Start with isolating the anticipated inaccurate rhythm first
Step 2: Give students a short time to think of what they think the counting is
Step 3: Check for understanding (cold call, pair then share)
Step 4: Write the counting in the sheet music (for students that have the part)
Step 5: Call and Response counting (I count they count back)
Step 6: Call and Response playing on Concert F
Step 7: Bop the entire phrase on a concert F (say rests out loud!) several times while students air bop
Step 8: Have students bop several times on a concert F
Step 9: Students with the projected part bop with actual notes all else continue playing concert F (or tonic)

Lead Sheets
-Superior method to teach musical concepts in addition to rhythm (articulation, phrasing, etc).
-I would have lead sheets for every piece if I had the time to make them (45 minutes per piece in Finale)
-I recommend limiting lead sheets to 3 or 4 musical lines (main theme, accompaniment, counter melody, second theme, etc). Too many concepts can cause students to lose interest and excitement for the music and limit ensemble time in the music.

Part 1: Rhythm Masters
Progressive rhythm sheets that are designed to help beginning and intermediate level students (literature grades 1-4) learn all common rhythms used in music ([www.masteringmiddlelevelmusic](http://www.masteringmiddlelevelmusic).com for more information).

Rhythm Masters Counting Protocol
Step 1: Write the counting above rhythms (one measure or entire line depending on difficulty and new/review)
Step 2: Check for understanding (cold call, pre-select) using doc camera (exemplar, no pencil kids 😊)
Step 3: I count/tap/pat, students listen tap/pat with metronome on (tempo 90 for non-sixteenth rhythms,
 tempo 60 for sixteenth rhythms) two times (once if an easier rhythm or review)
Step 4: Students count/tap/pat 2-3 times with me counting out loud as well
Step 5: Students count on their own (vary by having sections, sides of room, male/female, etc)
Step 6: Student counting checkoffs in pairs (if I feel it is an essential line to check-off)

Rhythm Masters Playing Protocol
Step 1: I count/tap/pat, students listen tap/pat with metronome on (tempo 90 for non-sixteenth rhythms,
 tempo 60 for sixteenth rhythms) two times (once if an easier rhythm or review)
Step 2: Students count/tap/pat 2-3 times with me counting out loud as well
Step 3: I play the line on a concert F or Bb while students air and finger two times (model how to count rests)
Step 4: Students play the line and count rests out loud several times until accurate
Step 5: Student playing check-offs in pairs

Beginner Recommended Rhythm Exposure (literature grade 1)
**Rhythm Masters Sheets 1-10**
Whole, Dotted half, half, quarter, dotted quarter-eighth, eighth notes, eight rests on and off the beat, all sixteenth permutations (four sixteenth, two sixteenth-eighth, eighth-two sixteenth, sixteenth-eighth-sixteenth, two sixteenth-eighth rest), eighth note triplets.

Intermediate Band Rhythm Exposure (literature grades 1-2)
**Rhythm Masters Sheets 11-12 and reinforcement sheets
Same as beginners, but add 3/8, 6/8, cut time**

Intermediate Band Rhythm Mastery (literature grades 3-4)
**All rhythms listed for beginner and intermediate band are mastered**What do I consider mastery? Students know the written counting and can play the rhythms mentioned above with minimal or no reminders or performance errors.
Part 3: Note Value Counting
-Used for the first three weeks of beginning band
-Teaches note value names as well duration
-Quick way to get students counting together in time (tempo = 90 is my standard beginner tempo)