

RHYTHM GAMES

for perception & cognition

by Robert M. Abramson

revised edition

CONTENTS

INTRODUCTION	2
PRELUDE TO CHAPTER I	4
CHAPTER I TEMPO GAMES	6
CHAPTER II DYNAMICS GAMES	16
CHAPTER III ACCENT GAMES	23
CHAPTER IV GAMES OF REST	30

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Game No. 12 SKIPPING OR GALLOPING THE BEAT

CD 1
track 21

PURPOSE: To use two new movements to realize a tempo.

EQUIPMENT: Piano or drum.

FORMATION: Students standing in a circle, facing in a predetermined direction, in a good starting position.

DIRECTIONS:

The teacher plays a skipping or galloping rhythm on the drum or piano. The students are instructed to skip or gallop the beat which the teacher sets. At the verbal command “GO” the students move around the circle, taking one skip or gallop on each beat. When the music stops, the students freeze in a position of poise.

Skipping

TEACHER'S NOTE:

At a moderate tempo the skip or gallop is very easy. At a slow tempo the students must skip or gallop higher into the air in order to feel the full length of the beat. At a fast tempo the skip or gallop hardly moves into the air at all.

EXAMPLE:

Teacher: Skip-ping Gal-lop "Go"

Students:



Game No. 13 COUNTING TO EIGHT

CD 1
track 23

PURPOSE: To develop the students' memory for beat and tempo.

EQUIPMENT: Piano or drum and one tennis ball.

FORMATION: Students sitting in a circle.

DIRECTIONS:

The teacher demonstrates that he will play and count eight beats at a regular tempo. As soon as he has finished counting and playing the eight beats, the students pass the ball around the circle for eight beats in the same tempo, and stop. Now the teacher plays eight beats, counting out loud, in a new tempo. After the eighth beat, the students immediately respond by passing the ball at the new speed for eight beats, arranging their space for speed and efficiency. Practice this game until the students are proficient at it in all tempi.



Game No. 1 CAN YOU STOP? — CAN YOU START? (Moderate Tempo)

CD 2
track 15

PURPOSE: To develop coordination, quick response, and a feeling for the precise measurement of silence.

EQUIPMENT: Drum or piano.

FORMATION: Students sitting.

DIRECTIONS:

The teacher sets and maintains a moderate tempo on the drum or piano. At the verbal command “GO” the students clap the tempo which the teacher has set. When the teacher calls any number from one to ten, the students must clap silently for that number of beats while they count the number out loud in rhythm. They then resume regular clapping until the next number is called.

EXAMPLE:

Teacher: 

Students: 

Clap 1 2 3 4 5 Clap

Variation No. 1 CAN YOU STOP? — CAN YOU START? (Slow Tempo)

The teacher sets and maintains a slow tempo on the drum or piano. At the verbal command “GO” the students clap the tempo which the teacher has set. When the teacher calls a number from one to ten, the students must mime clapping for that number of beats, counting the number out loud in rhythm. They then resume regular clapping until the next number is called.

Variation No. 2

The same game played at a fast tempo.

TEACHER'S NOTE:

Slow tempi are difficult. Breathing in rhythm (inhaling on one slow beat and exhaling on the next) helps to keep the tempo steady. If counting is done out loud during the silent beats, the numbers must be spoken slowly and evenly for the entire length of the beat.

CD 2
track 16

CD 2
track 17