

# Beat and Rhythm

**Musical Elements:**  
Beat and rhythm

**Objectives:**  
Students keep a steady beat.

Students recognise and clap the rhythm pattern □ | ti-ti taa.

**Activities:**  
Listening, singing, moving, playing

**Useful vocab:**  
Beat, pattern, □ | ti-ti taa

**You will need:**  
CD 1; Chart No. 1 and Chart No. 2; sticks or chopsticks, shakers

## Unit 1 – Lesson 1: Keeping the beat Introducing the rhythm pattern □ | ti-ti taa

### Welcoming Song: Hey everybody

By Rob Fairbairn

1. Hey e-v'ry - bo - dy (Hey e-v'ry - bo - dy) Let's all sing a - long.  
 (Let's all sing a - long) Come on e-v'ry - bo - dy Come on e-v'ry bo - dy  
 Let's all play a - long. (Let's all play a - long) (ti - ti taa)  
 (ti - ti taa) (ti - ti taa) (ti - ti taa)

- Hey everybody (*Hey everybody*)  
All across the land (*All across the land*)  
Come on everybody (*Come on everybody*)  
Moving to the band (*Moving to the band*)
- Hey everybody (*Hey everybody*)  
All around the world (*All around the world*)  
Come on Everybody (*Come on everybody*)  
All the boys and girls (*All the boys and girls*)



### BEAT

**Hey Everybody – play the beat**  
Each student has a pair of sticks or chopsticks.  
They play the *beat* right through the song *Hey Everybody* as they sing ('put the beat in your sticks').

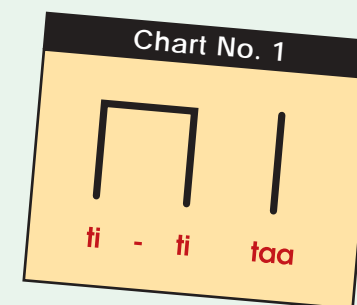
*The beat is like a heartbeat.*  
*It keeps going right through the song.*



### RHYTHM

**Hey Everybody – clap the pattern**  
Now let's put the pattern in our hands.  
Students now sing the song, clapping the **rhythm pattern** □ | ti-ti taa as it occurs between verses.

*This pattern has a name.*  
*It is called ti-ti taa.*  
*It looks like this* (teacher shows Chart No. 1)



Repeat, this time with *knee pats* instead of hand claps.  
(*Let's put the pattern on our knees.*)  
Repeat with *finger taps* or *tongue clucks* (*Let's put the pattern in our fingers.*)

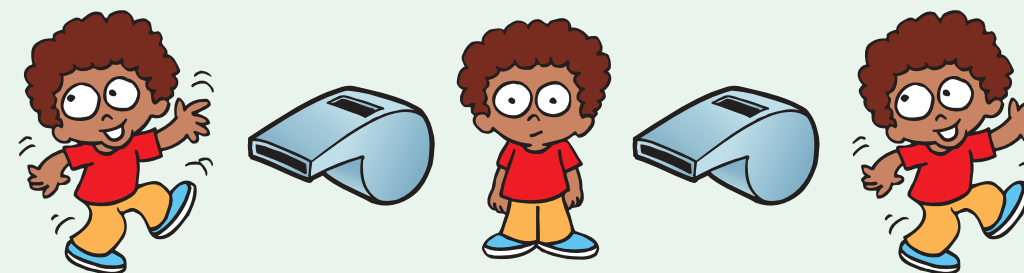
### BEAT AND RHYTHM

**Hey Everybody – get it together**  
Students in 2 groups. All sing  
Group 1 plays the *beat* on the sticks throughout.  
Group 2 plays the **rhythm pattern** on shakers, whenever it occurs.  
Groups swap.



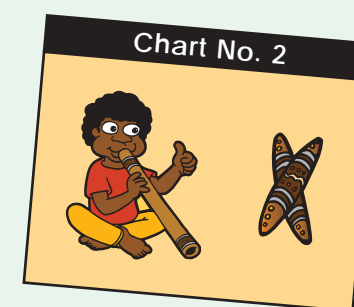
### Extension – Stop and Go

Students move to the *beat* of *Stop and Go*. They freeze when they hear the **rhythm pattern** □ | ti-ti taa played on the whistle. When they hear it again – they continue moving.



### CONTEXT

'Hey Everybody' uses 2 Aboriginal instruments.  
Does anyone know what they are called?  
(Didgeridoo and clapping sticks)



### EVALUATION: Spot the pattern

Students listen to the CD track *Evaluation – spot the pattern*, raising their hands in the air whenever they hear the *rhythm pattern* □ | ti-ti taa played on the whistle.

CD 1: TRACK 01



CD 1: TRACK 02



CD 1: TRACK 03

