

# SESSION 3: RHYTHM

**USE THIS LESSON TO:** explore and create rhythms.

🕒 45 minutes

**OBJECTIVES:** Students will...

- 🔪 Experiment with sounds and rhythms.
- 🔪 Learn basics of djembe drumming.
- 🔪 Employ rhythmic and musical skills to express identity.
- 🔪 Present and teach original rhythms to peers.

**ADDITIONAL MATERIALS:**

- 🔪 None

**PREPARATION:**

- 🔪 Print Challenge Sheet Packets in preparation for Pride Work.

**PROVIDED MATERIALS:**

- 🔪 None

**OPENING RITUAL** 🕒 5 minutes

As students enter the room, invite them to gather with their Pride and discuss the following prompts:

- What do you think is the most important expectation when working as a group?
- Is there anything from last session's Pride Journal that you'd like to share?

**VIDEO:** 🕒 3 minutes

- Play Video: 3 Rhythm.
- Invite students to pay attention to how rhythm is used in *The Lion King* as they watch the video, and to be ready to participate in call and response.

**GROUP ACTIVITY:** **Call and Response** 🕒 7 minutes

- Gather students in a standing circle.
- Tell the class that everyone will clap an original rhythm and teach it to the class using call and response.
- Going around the circle, have each student clap a rhythm.
- After a student claps a rhythm, the whole class should respond by clapping the same rhythm back.
- Continue around the circle until everyone has shared a rhythm.

**TEACHER TIP:** if you have access to percussion instruments, feel free to introduce them to your students for use in the call and response.

### **PRIDE WORK:** Creating the Drum Circle ⌚ 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



#### **Pride Rhythm**

Building off their Pride identity conversation, Pride A will work together to create an original Pride rhythm. Students may use body percussion or any percussion instrument available.



#### **Pride Rhythm**

Building off their Pride identity conversation, Pride B will work together to create an original Pride rhythm. Students may use body percussion or any percussion instrument available.



#### **Pride Rhythm**

Building off their Pride identity conversation, Pride C will work together to create an original Pride rhythm. Students may use body percussion or any percussion instrument available.

**TEACHER TIP:** Side-coach as you float among the groups. Use the following questions to encourage thoughtful collaboration:

- What makes your Pride unique?
- Students may use body percussion or any percussion instrument available.
- How can you use your body to create the rhythm?

### **SHARE:** ⌚ 10 minutes

- Invite the Prides to create one large standing drum circle.
- Have Pride A perform Rhythm 1 (call).
- The rest of the class should repeat Rhythm 1 (response).
- Then, Pride A should perform Rhythm 2 (call).

- The rest of the class should repeat Rhythm 2 (response).
- Repeat the above process with Pride B and Pride C.
- At the end of Pride C's second rhythm, encourage the class to end with a drum roll all together.
- Finally, try performing each Pride's rhythms sequentially, with each Pride calling as the others respond. Be sure to end with the drum roll!

**TEACHER TIP:** Encourage students to use their created rhythm as an attention grabber within their Pride going forward.

### REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- How do your Pride rhythms represent your Pride?
- What did you notice about the other Prides' rhythms?
- Did you like being the caller or the responder?

Have your Prides affix their work (challenge sheets, artifacts, etc.) to the Pride Wall.

### PRIDE JOURNAL 3:

Invite your students to complete a journal entry using these prompts:

- Think about your favorite music. What rhythms are you drawn to? What does that music and rhythm say about your identity? Write your response in your Pride Journal.