



ACCENTS / RHYTHM INSTRUMENTS

Name _____

ACCENTS

Some beats are stronger than others and known as stressed or **accented** beats. Strong beats are usually heard at regular intervals, grouping the beats in twos (strong-weak), threes (strong-weak-weak) or fours (strong-weak-weak-weak) or even more.

An accented note, will usually catch the listener's attention more than the quiet beats. Longer notes in a rhythm pattern or phrase carry more weight and come on the strong beats, making it difficult to distinguish dynamics from the rhythm.

Every meter contains natural **accents**, counted this way:

2 = ONE two ONE two ONE two ONE two

3 = ONE two three ONE two three ONE two three

4 = ONE two *three four ONE two three four

6 = ONE two three *four five six ONE two three *four five six

*In 4 and slow 6 meters, there is often a **secondary** (less heavy) accent on a middle beat, in addition to the **primary** (heavy) accent on the first beat of each measure.

PRACTICE WITH ACCENTS

Clap the following lines, being louder on the underlined beats. In this way, the use of accents groups the beats together.

Number of	2	<u>1</u>	2	<u>1</u>	2	<u>1</u>	2	<u>1</u>	2	<u>1</u>	2	<u>1</u>	2
Beats per	3	<u>1</u>	2	3	<u>1</u>	2	3	<u>1</u>	2	3	<u>1</u>	2	3
Group	4	<u>1</u>	2	3	4	<u>1</u>	2	3	4	<u>1</u>	2	3	4

In the example below, circle the note that is on the strong beat.



RHYTHM INSTRUMENTS

Unpitched instruments are often referred to as 'rhythm' instruments and are played to strengthen inner rhythmic sense and enhance the music.

Experiment by using instruments to play the rhythm of the first beat of each measure (heavy timbre), the rhythm of the meter (steady beat) and the rhythm of the words (lighter timbre). Determine which instruments sound appropriate for each rhythm.

Through the use of percussion instruments in class, several concepts can be strengthened involving rhythm:

- keeping a steady beat
- determining musical form
- varying tempo
- varying dynamics (strong and weak sounds)
- reading music notation
- contrasting patterns


DISCOVER•PERFORM•CREATE


Discover which unpitched instruments can sustain a sound for several beats, then experiment playing in duple and triple meter. Students who are not playing can pat the steady beat as they wait their turn.


Ex. Drum $\frac{2}{2}$ 


 Castanets $\frac{3}{4}$ 

Perform the following parts for instruments as you sing the familiar song, "Yankee Doodle".

Claves $\frac{2}{4}$ 

Tambourine $\frac{2}{4}$ 

Triangle $\frac{2}{4}$ 

Drum $\frac{2}{4}$ 

Divide into small groups and create your own percussion instrument parts for a familiar song. Perform your composition for the class as they sing.

BONUS QUESTION

Can you name the four families (groupings) of unpitched rhythm instruments?

