



Name \_\_\_\_\_

### WHAT IS BEAT?

The **beat** is the underlying pulse of the music, which is usually steady with a rate that seldom changes during a musical composition.

Ex. Members of a marching band keep in step with each other because of the music's **steady beat**.

- The steady pulse in music used to measure time is the beat.
- The beat is the most basic element of musical time, forming a background against sounds of varied lengths.
- Like the tick of a clock, beats have a precise, measurable speed or tempo.

### STRONG/WEAK

As a younger student, you began to learn how music is organized and structured. You probably practiced tapping, clapping, walking and playing the steady beat.

Ex. 1

1. Clap the heartbeats in example #1 above, saying "beat, beat, beat, beat" as you clap.
2. Number the heartbeats from one to four in each box (measure) above, then tap the hearts, counting the numbers aloud as you tap.

Ex. 2

3. Number the heartbeats in example #2 from one to four in each measure. Pat the large heartbeats, saying 'strong' on them and touch your shoulders on the smaller heartbeats as you say 'weak'.

Ex. 3

4. Number the heartbeats in example #3 from one to three in each measure, then tap them as you say 'strong - weak - weak'.



## GRID ACTIVITIES:

1. Maintaining a moderate steady beat, read the numbers aloud in this grid, from left to right, one row at a time, clapping as you say the shaded numbers.
2. Repeat the activity, clapping the shaded numbers and snapping the unshaded numbers, counting aloud.
3. Repeat the second step without counting aloud and increase the speed slightly as you go.
4. Divide the class into eight equal groups, assigning each group one specific line to perform. After each group practices, perform all the lines together simultaneously, using clapping and snapping.

## Steady Beat Grid

1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8

5. Repeat step four, giving one person in each group an unpitched instrument to play on the shaded numbers.
6. Perform each line of the grid slowly from top to bottom with a recording of "Canon in D" by Pachelbel or a similar piece of music. Perform it again with a faster piece such as "The Stars and Stripes Forever March" by John Philip Sousa.

## BONUS QUESTIONS

1. Which number in the grid from top to bottom should sound the loudest when all lines are played simultaneously left to right? Why?
2. Which numbers should sound the softest? Why?
3. Which lines should sound the same? Why?
4. Is it possible to have music with no beat at all? Explain your answer.
5. Two other names for heartbeats in music are \_\_\_\_\_ and \_\_\_\_\_.

X