

## RHYTHM CONTENT SEQUENCE

#	LEVEL	CONTENT	CHARACTERISTICS	METERS
1	1	chants	macro/micro	duple, triple, un pr, un unpr [combined, intact meters]
2	1	patterns	macro/micro	duple, triple
3	1+	chants	divisions	duple, triple
4	1+	patterns	divisions, macro/micro	duple, triple
5	2	chants with syllables	macro/micro	duple, triple
6	2	patterns with syllables	macro/micro	duple, triple
7	2+	chants with syllables	divisions	duple, triple
8	2+	patterns with syllables	divisions, macro/micro	duple, triple
9	2+	patterns	macro/micro	un pr, un unpr
10	2+	chants with syllables	macro/micro	un pr, un unpr
11	2+	patterns with syllables	macro/micro	un pr, un unpr
12	3	chants	elongations	duple, triple
13	3	patterns	elongations, divisions, macro/micro	duple, triple
14	3	chants with syllables	elongations	duple, triple
15	3	patterns with syllables	elongations, divisions, macro/micro	duple, triple
16	3	chants	divisions	un pr, un unpr
17	3	patterns	divisions	un pr, un unpr
18	3	chants with syllables	divisions	un pr, un unpr
19	3	patterns with syllables	divisions, macro/micro	un pr, un unpr
20	3	patterns	macro/micro	combined
21	3	chants with syllables	macro/micro	combined
22	3+	chants	rests	duple, triple
23	3+	patterns	rests, elong, div, m/m	duple, triple
24	3+	chants with syllables	rests	duple, triple

25	3+	patterns with syllables	rests, elong, div, m/m	duple, triple
26	3+	chants	elongations	un pr, un unpr
27	3+	patterns	elongations, div, m/m	un pr, un unpr
28	3+	chants with syllables	elongations	un pr, un unpr
29	3+	patterns with syllables	elong, div, m/m	un pr, un unpr
30	3+	chants	ties	duple, triple
31	3+	patterns	ties, rests, elong, div, m/m	duple, triple
32	3+	chants with syllables	ties	duple, triple
33	3+	patterns with syllables	ties, rests, elong, div, m/m	duple, triple
34	3+	chants	upbeats	duple, triple
35	3+	patterns	upbeats, ties, rests, elong, div, m/m	duple, triple
36	3+	chants with syllables	upbeats	duple, triple
37	3+	patterns with syllables	upbeats, ties, rests, elong, div, m/m	duple, triple
38	4	patterns; shifting 2/3, 3/2 (grouping)	macro/micro	un pr
39	4	patterns; shifting 2/3/2, 3/2/2, 3/3/2, etc.	macro/micro	un unpr
40	4	patterns with syllables; shifting grouping	macro/micro	un pr
41	4	patterns with syllables; shifting grouping	macro/micro	un unpr
42	4+	patterns; shifting meters	macro/micro	duple/triple
43	4+	patterns; shifting meters	macro/micro	un pr/un unpr
44	4+	patterns with syllables; shifting meters	macro/micro	duple/triple
45	4+	patterns with syllables; shifting meters	macro/micro	un pr/un unpr
46	4+	chants	rests	un pr, un unpr
47	4+	patterns	rests, elong, div, m/m	un pr, un unpr
48	4+	chants with syllables	rests	un pr, un unpr
49	4+	patterns with syllables	rests, elong, div, m/m	un pr, un unpr
50	4+	patterns mixing divisions	smaller divisions of 2's and 3's	duple
51	4+	patterns with syllables mixing divisions	smaller divisions of 2's and 3's	duple
52	4+	patterns mixing divisions	smaller divisions of 2's and 3's	triple
53	4+	patterns with syllables mixing divisions	smaller divisions of 2's and 3's	triple
54	4+	chants	ties	un pr; un unpr
55	4+	patterns	ties, rests, elong, div, m/m	un pr; un unpr

56	4+	chants with syllables	ties	un pr; un unpr
57	4+	patterns with syllables	ties, rests, elong, div, m/m	un pr; un unpr
58	4+	chants	upbeats	un pr; un unpr
59	4+	patterns	upbeats, ties, rests, elong, div, m/m	un pr; un unpr
60	4+	chants with syllables	upbeats	un pr; un unpr
61	4+	patterns with syllables	upbeats, ties, rests, elong, div, m/m	

### NOTES—RHYTHM CONTENT SEQUENCE

NOTES	<ol style="list-style-type: none"> <li>1. Define patterns as 4 macro beat patterns but two perhaps in dialogue.</li> <li>2. Stress nature of continuing with all content as new content is added.</li> <li>3. New patterns mixed with old.</li> <li>4. Connection with SWC</li> <li>5. Extracting patterns from chants</li> <li>6. Make point about mixing new patterns with familiar, easier, to highlight new. Example, mix rest patterns first just with macro/micro beat patterns, then throw in a few divisions.</li> <li>7. Note importance of doing chant activity before patterns.</li> <li>8. Note combined meter assumes continued exposure.</li> <li>9. Note this is sequential throughout, even if several at same level, steps should be done in succession.</li> <li>10. There is an aural sequence and an oral sequence. Both follow this sequence, but a child may be at step 14 aural--saturation, yet 4 orally--skill. Same sequence for syllables, same sequence for reading. (except fancy stuff at end divisions of divisions.) Same sequence for movement</li> <li>11. Sequential numbers</li> <li>12. Not a lot of new at level 4 as there are so many other dimensions coming in at that point with reading and performance, and movement. Also so much to catch up--oral to aural.</li> <li>13. Might have # 8 saturation, 3 dialogue, 5 movement, 1 reading</li> </ol>
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|  | <p>14. By 4+ there is so much generalization that all those steps are hardly necessary. Children can read about anything as well.</p> <p>15. I got through 53. The rest is the logical extension of the sequence.</p> <p>16. Reading sequence parallel through 4, but because of visual considerations ( 3/4; 6/8), the sequence becomes a bit fragmented while developing visual strategies.</p> |
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