

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

# My Rhythm Project

Music, and more specifically, rhythm, has been the backbone of music since the Neanderthals could bang on rocks with sticks. And as scholarly as counting can be, **YOU MUST BE ABLE TO PLAY IT!** As we are learning what manuscript notation is, and how to use it, *you are going to put the Neanderthals to shame!* For our rhythm unit, you will begin writing rhythms that will be forever immortalized in the annals of the Washington Latin Public Charter School Music Department Archives. I will show these to future classes to show them “how it’s done!”

## Wait, what are we doing?

You are going to be writing a composition that contains the following:

- ✓ 32 measures
- ✓ No more than 1 whole note or whole rest
- ✓ No more than 4 half notes or half rests
- ✓ Quarter notes and rests
- ✓ Eighth notes and rests
- ✓ Sixteenth notes and rests
- ✓ Two different time signatures (selections below)
- ✓ At least one dotted rhythm
- ✓ At least two ties

Once you have written your composition, you’ll count the measures per normal. Once you are done counting and you have satisfied all of the checkmarks above, ***go back and double check!***

You may then okay it with Ms. Nevola to be sure that you have satisfied all the criteria and you’ve counted correctly. Once she gives you the “go ahead,” she will hand you a large piece of paper upon which you will neatly write your rhythm. You will also write your counting below the rhythm. Once you have made it aesthetically appealing, you must then begin practicing to perform in front of your peers.

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### **So wait, what's the point?**

The goal of this assignment is to show me, through a performance, that you can clap a rhythm in multiple meters. You may also choose to incorporate desk-banging, or foot-stomping or, if you are truly creative, you may use an instrument (pencil, pen, ruler, marker, etc.) to strike different surfaces to get different timbres.

### **So, wait, when will it be due?**

Your project will be due Tuesday, February 23<sup>rd</sup>. I will check performances on that Monday, and we will do our full performances Tuesday, February 23<sup>rd</sup>. You will be videotaped so that I have documentation of your performance and can go back and review your performance.

### **How are you going to grade them? And what are these assignments worth?**

Your performance is evaluated as a quiz and will be out of 45 points. You'll be graded on the following criteria:

1. Completeness of the assignment (17 points)
  - a. Did you satisfy all the checkmarks above? Did you take Ms. Nevola's suggestions if she gave them?
2. Does it look nice enough for Ms. N to hang it on the wall? (5 points)
  - a. Does it have the rhythm written with care? Is your counting legible?
3. Did you work on it effectively during class? (5 points)
  - a. You are in control of your behavior in the classroom and you'll not be given a whole lot of time. Use your time wisely and be fully in control of your behavior.
4. Performance! (18 points)
  - a. Did you stay with the metronome? Did you follow the music that you wrote or did you make it up on spot?