

# Read the rhythm

In this lively, musical activity the children learn to 'read the rhythm' as they become aware of the rhythm in music and words. They march, dance, play instruments and join in with action songs.

## What you need

A wide variety of dance music such as jive, rock 'n' roll, waltz, rap, big band, marching band, ballet; music player; laminated cards from 'In the groove' photocopiable page 57.

## What to do

- Tell the children that as soon as they hear music playing you want them to

**Early readers** begin to respond to and become aware of rhythm and read some words using picture cues.

**More confident readers** enjoy the rhythm of music, songs and words. They read simple sentences and make up their own sequences of actions.

- Repeat the activity with different types of music.

## Support and extension

- Join in with the dancing to support and encourage younger children to be aware of rhythm. Help them to read the action cards by looking at the pictures for clues.
- Older children can clap the rhythm as they say the syllables

## Learning objectives

### Stepping Stones

- Enjoy rhyming and rhythmic activities. **(CLL)**
- Show awareness of rhyme and alliteration. **(CLL)**

- Begin to recognise some familiar words. **(CLL)**

### Early Learning Goals

- Hear and say initial and final sounds in words, and short vowel sounds within words. **(CLL)**

- Read a range of familiar and common words and simple sentences independently. **(CLL)**

listen to the beat and move in time to the music. Start by playing a piece of music with a strong marching beat and join in with the children as they march around.

- Tell the children to make a circle and copy your actions as the music is playing. March on the spot, turn, clap, tap your shoulders or pat your knees in time to the music.

- Make up simple jingles together that emphasise the rhythm, such as:  
*March, march, march, march.*  
*Do not stop!*

*March, march, march, march.*

*To the shop!*

- Talk about the actions they have performed. Read and match the sentence cards and illustrations from photocopiable page 57.

in their names or other words.

## Further activity

- Give each child an instrument they can strike to make a sound. Encourage them to 'read the rhythm' and join in by playing the instruments in time to the music as they sing *The Grand Old Duke of York*.

## Play link

Encourage children to respond to rhythm by providing an open space, music player, musical instruments and a collection of varied music for them to select. **(CD)**

## Home link

Encourage parents to sing and say rhymes with their children as part of their everyday activities. You could send home a sheet of songs and rhymes that the children enjoy.

## Cross-curricular links

### Stepping Stones

- Respond to sound with body movement. **(CD)**

- Begin to move rhythmically. **(CD)**

- Tap out simple repeated rhythms and make some up. **(CD)**

### Early Learning Goal

- Match movements to music. **(CD)**