

ARTS • BASED SKILLS & STRATEGIES

• middle school •
• elementary •

title **Creating Rhythms from Names**

skill



music

about the strategy

The imaginative art of combining and recombining elements is a skill that can be adapted to every discipline. Words provide building blocks for creative problem solving. By beginning with student names, the skill is learned through very personal content. Eventually this strategy can be applied to vocabulary in any discipline or unit of study.

v i s u a l

Arrangements of individuals

a u d i t o r y

Rhythms of individual names and combinations

k i n e s t h e t i c

Clapping the rhythms as they are spoken

instructional steps

objective Students explore and combine name rhythms to create musical phrases.

materials None

procedure

1. Echoing

- Echo after each student says her/his name, clapping on every syllable. You can specify first name only, or complete name.
- Echo again, each using a different body percussion sound (snap, pat, stamp, etc.).

2. Combining

- Combine two names, having the two students stand next to one another to create a visual representation. Say and clap this pattern several times, until it is fluid. Try in reverse order and decide which is preferred.
- Combine two more names in the same way.
- Explore ways to combine the four names in different orders, including examples of repetition, contrast, and imagination or surprise.

Creating Rhythms from Names

instructional steps

procedure

- Choose one combination.
- Optional: Refine by changing the dynamics (loud and soft), body percussion levels, and adding rhythm instruments such as sticks, drums, shakers, and metals.

3. Collaborating

- Form groups of 4-6.
- Share and practice names.
- Combine and recombine the patterns to create a short composition, including elements of repetition, contrast, and imagination or surprise.
- Elaborate and revise to create a final piece that can be shared.

4. Sharing

- Set criteria for evaluating each group's performance, such as
 - Group performs together
 - Uses repetition
 - Uses contrast
 - Uses imagination or surprise
- Watch and listen to each group's pattern.
- Formally or informally assess through discussion, a checklist, or a rubric.

Creating Rhythms from Names

strategy for curricular connections



social studies

- This strategy can be used to create word combinations with content-related terms (e.g., names of cities, states, countries, or continents).



mathematics

- Identify the patterns that are used to organize and sequence names, including same and different, sets of two or three, repetition of patterns, and number of syllables.
- Make rhythms by combining names of line segments (straight, arc, zig-zag) or shapes (trapezoid, parallelogram, square, etc.).



language arts

- Use this strategy to explore any category of words (e.g., nouns, proper nouns, verbs, adverbs, or words that have a specific consonant blend or vowel pair).



science

- Use this strategy to focus on categories such as cloud formations, dinosaurs, rock classifications, parts of the cell, etc.



music

- Extend this activity by exploring the musical elements of rhythm, pitch, form, dynamics, tone color, or style. Take the original rhythm to create an A section, then use the group compositions as episodes in a rondo form. Add an introduction and coda.



visual art

- Start with a photograph, painting, or illustration. Identify the objects in the image, and then use those words for this activity.



movement/dance

- Add movement to each name as it is spoken. Sequence four names so the movement flows from one name to the next in a continuous gesture. Take the words away to create a movement sentence.



drama

- Use vocal inflection and expression as the names are said to add emotional intent or content to the composition.

ARTS • BASED SKILLS & STRATEGIES

Creating Rhythms from Names

multiple intelligences target



verbal • linguistic



logical • mathematical



interpersonal



musical



visual • spatial

adaptations

to simplify

- Create short patterns by combining only two names, and repeat that pattern four times.
- Write the names on index cards and arrange and rearrange them.

to challenge

- Create a body percussion piece or choreography developed out of the speech patterns created. Add props or manipulatives to enhance the performance.

special needs

- This activity is accessible for most learners. correspondence in emergent readers of all ages.