

Activity: Beatkeepers VS. Rhythmmakers & Where's the Beat? Dr. Janice Crews		5-10 minutes
Introduction to the activity: Beat vs. Rhythm		
Activity steps/procedures: Activity steps/procedures: <p style="text-align: center;"><i>BeatKeepers vs. RhythmMakers</i></p> <ol style="list-style-type: none"> 1) Distinguish between Beat and Rhythm by separating the participants into two groups (seated). One group is made up of "Beatkeepers" and the other group is made up of "Rhythm-makers". One group keeps the beat while the other group echoes the Presenter on different rhythm patterns. <p style="text-align: center;"><i>Where's the Beat?</i></p> <ol style="list-style-type: none"> 2) Now, clap 8 beats in a cycle, counting aloud. Point out how the participants are looking at one another as they clap, making eye contact, and relying on one another to stay together. 3) Announce that now only some of the 8 beats will be clapped. This means that although you will continue to count 8 beats, now some of those beats will be silent. Odds, evens, 2-5-8, 1-4-7, 1-3-7, 1-8. Now clap patterns without counting aloud. Now clap patterns with no counting and with eyes shut. Point out how everyone has a slightly different internal beat, and therefore a different perception of what is the right time to clap. <i>(Bring this up again while engaging in listening to reiterate that everyone interprets music differently)</i> 4) Now, there will be just one beat/clap per person around the circle. For example, if there are 8 people, each person will clap once, each person with a different beat. Repeat the process from steps 1 and 2. This time, the patterns are even more dependent on every person to be correct. First count out loud, then internally. First with eyes open, then with eyes shut. 5) Finally, ask participants to randomly choose a beat to clap on. *Now the Presenter will simply say, "<i>Whenever you're ready, you may begin,</i>" without counting off a starting point (a little experiment). 		

<p>Observe that participants will look around the room in confusion, someone will ultimately step up as a leader, and when the clapping finally starts, participants will be waiting diligently for the claps on each beat, using non-verbal cues to communicate and collaborate.</p> <p><i>If attempts to complete this task are unsuccessfully (a long silence before starting, an unclear start, two or more leaders, confusion), ask participants to think about what would be required to accomplish the task more successfully.</i></p> <p>6) Presenter: “Now, pick a different beat. Whenever you’re ready, you may begin.” Repeat this process again.</p>		
<p>Activity reflection: In one word, please describe what just happened. (collaboration, teamwork, communication, etc.)</p> <p><i>What does this activity teach?</i> Focused listening, quick thinking, individual perception, collaborative communication and cooperation, leadership, how we can be influenced by what we see and hear.</p> <ul style="list-style-type: none"> a) What situation caused a need for collaboration? b) What happened when you realized that I wasn’t going to lead you anymore? c) Did the participants have the same volunteer leader (participant) both times? d) Did the participants become comfortable with having the same leader each time? Once a leader is established, participants almost always look to that leader to continue leading. Why is that? Roles (and a hierarchy) are established and become comfortable. e) Why is collaboration such an important skill to teach? f) What skills did you need in order to accomplish the task effectively, with and without the Presenter leading the way? (eye contact, movement, listening, playing together, leadership, following a leader, and keeping a steady beat). g) Which of these skills are music-related? Which are not? h) What surprised you about this activity? i) What challenged you? j) How was it fun? k) What skills did this activity require? 		

