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| **Rhythmic “Motors” and Matching Tempos** |
| **Materials:**   * Video/Audio recording of the Handel-Casadesus Viola Concerto in B minor, Mvt. I |
| **Objective:** By the end of this activity, students will be able to identify the pulse of the Handel-Casadesus Viola Concerto in B minor, Mvt. I and compare it to the pulse of other songs. |
| **Standard:** MU:Re7.2.1a - *With limited guidance,* ***demonstrate*** *and* ***identify*** *how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.* |
| **Process:**   * As a class, listen to the first movement of the Handel-Casadesus Viola Concerto in B minor, and tell students that this has been transcribed for cello for our concert. * Ask students to identify the driving pulse by lightly tapping somewhere on their body. Ask students to silently check around the room that everyone has the same pulse. * Have a discussion about other songs students like that also have a strong, driving pulse. Choose a few to play aloud and ask students to find the pulse on their body again. |