



Rhyme n' Rhythm

A Song's Heartbeat

Beginner: Bounce a balloon or clap to the beat of a song, counting “1, 2, 3, 4, 1, 2, 3, 4. . .” as you bounce.

[Tip]: Try to focus on the drumbeat in the song, which usually follows the tempo. Try songs like: The Wheels on the Bus, Twinkle Twinkle Little Star, Old MacDonald, Alouette.

Intermediate: Bounce a ball/balloon or clap to the beat of a song. Point out how each word “fits” into a bounce.

[Tip]: In the song “The Wheels on the Bus,” the word “wheels” takes up 1 bounce, while the words “on the” together take up 1 bounce.

Each pair of brackets represents a beat/bounce. An empty pair of brackets means there is a beat of silence for that beat/bounce.

The (wheels) (on the) (bus) (go) (round) (and) (round) ()

(Round) (and) (round) ()

(Round) (and) (round) ()

The (wheels) (on the) (bus) (go) (round) (and) (round) ()

(All) () ('round) () (the town) () ()

Experienced: Create your own melody and lyrics, and bounce a balloon or clap to the beat.

[Tip]: Set to a steady pulse. The lyrics can be as simple as what you will have for breakfast.

Why is this important? Experimenting with rhythm helps children learn about fractions.

References: Azaryahu, L., Courey, S. J., Elkoshi, R., & Adi, J. E. (2020). ‘MusiMath’ and ‘Academic Music’ – two music-based intervention programs for fractions learning in fourth grade students. *Developmental Science*, 23(4). <https://doi-org.uwinnipeg.idm.oclc.org/10.1111/desc.12882>