

“Cradle Dance” Rhythm Search

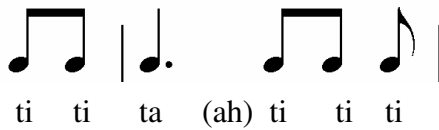
Look at the Singer’s pages for the song “Cradle Dance.”

According to the time signature, how many quarter-note beats are in each measure? _____

Music is often made up of repeated rhythm patterns.

In “Cradle Dance,” look for THIS rhythm pattern and put a circle around each one you find:

RHYTHM
PATTERN
1



How many of these did you find? _____



Now look for THIS rhythm pattern; it also includes two pick-up notes!
Put a rectangle around every one you find:

RHYTHM
PATTERN
2



How many of these did you find? _____

Add those two numbers together; what number did you get? _____

In your Bible, go to that chapter of the Old Testament book of Job. Read verses 11 & 12.

What do those children do? They _____ and they _____.

What three musical instruments are mentioned?

1. _____ 2. _____ 3. _____

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Leader Instructions

This small-group activity is designed for older children. It will take quite a bit of time; we suggest you set aside at least 15 minutes for this activity.

For each child, you’ll need:

- Activity Sheet titled “Cradle Dance” – Rhythm Search [3-hole punched]
- Pencils or markers
- Bible
- Copy of the Singer’s Page for “Cradle Dance” [Because you can make more copies of music pages, we suggest you make a separate copy for each child to use with this exercise; that way they won’t mess up the music they are singing from!]

If possible, have everything they need out neatly on a table when the children come to this activity; it will save you some time and may bypass discipline problems in the getting-situated time!

1. Have them all look at their music pages and explain that we’re going to work from these pages on this activity; we’ll use the Bibles later!
2. Go ahead and have them answer the first question. ANSWER: 3
3. Establish the feeling of 3/4 time by counting 1-2-3-1-2-3 a few times [at about the tempo of this song]; you can have them join you in the waltz-y feeling.
4. If you used the “Pick-up Activity” already, you might point out that this song begins with a two pick-up notes; in fact, it was the example on the “Pick-up Activity” Sheet!
5. Read aloud the bold sentence: **Music is often made up of repeated rhythm patterns.** This is particularly true in this piece!
6. Help them work their way through the exercise. Be sure they realize that we’re dealing with rhythms only, not the pitches. Before they start their search, speak the rhythm with them using “ta” and “ti” as indicated.
7. Variation: If you have color markers or crayons available, have them make the circles for the first search in one color (e.g. red) and the second search in another color (e.g. blue). This will make it easier for them to “see” the FORM of the piece later on.
8. You may have to help them get started locating the patterns; they are basically in alternate measures in measures 9-26 and 40-end.
9. Have them count up the number of circles they’ve made. ANSWER: 17
10. Repeat the process for the second pattern. These occur between measures 29-39. ANSWER: 4
11. The combined answer (17 + 4) is 21.
12. Have them look up Job 21:11-12. (You can just have one child look it up and read it aloud.)
ANSWERS: They dance and they sing.
INSTRUMENTS: tambourine, harp, flute
13. Optional Extension of This Activity: If you have time, you can discuss the form of this piece which is A-B-A. The sections that have (red) circles are called “A”; the section with the (blue) rectangles is called “B.” To better help them “see” this concept, have two red sheets of construction paper and one blue sheet; lay these side by side in the correct order (red-blue-red).
14. If you’re putting their activities into a notebook, have them do that now.