THE CLIBURN

CLIBURN KIDS

NAME _____ DATE _____

Many Meters: Feeling Five
BERNSTEIN Sonata for Clarinet and Piano (II)

WHAT DO YOU HEAR?

WHILE YOU WATCH

Listen to Buddy and his clarinetist friend Ivan play the piece, and pay attention to the rhythm. Buddy tells us that it doesn't always move in groups of 5. In fact, the piece doesn't start in 5 at all!

At the beginning, can you tell where the meter first changes to 5? How? Circle the answers that help describe the music during this first change:

The music gets FASTER / SLOWER

The music sounds MORE CHOPPY / MORE SMOOTH

The music feels STEADY / UNSTEADY

Halfway through the piece, the music changes again. How does it compare to the section in 5 you just heard?

The music gets FASTER / SLOWER

The music sounds MORE CHOPPY / MORE SMOOTH

The music feels STEADY / UNSTEADY

Does it change again? Count how many times you hear the music change from beginning to end: _____ times

ODD METERS

As Buddy explains in this episode, some pieces of music are a little harder to count! The piece we are hearing today is in 5, which is called an **odd meter**. An odd meter is simply a meter that does not fit within beat groupings of 2, 3, or 4, which are the most common ways to count in music.

Now try to count along with Buddy and Ivan while they play the piece! Does it sound or feel a little bit like you're counting in both 3s and 2s? That's because you are! We can combine beat groupings of 3 and 2 to get the feel of a song in 5. Let's figure out how to put those beat groupings together so it matches the music!

Start counting out loud to 3 at a steady pace, and clap along to help feel the beat.

1 2 3 1 2 3 1 2 3

Now take a big step forward every time you say "1," and stand in place for counts 2 and 3. You can also clap louder, or say "1" louder than "2" or "3." Chances are, you will start doing one or both of those things automatically as you start to feel the pulse of the music!

1 2 3 ***STEP!*** **1 2 3** ***STEP!*** **1 2 3** ***STEP!***

Let's do the same thing counting in 2.

1 2 1 2 1 2 Count out loud to 2 first. **1 2** ***STEP!*** **1 2** ***STEP!*** **1 2** ***STEP!*** Then add your step!

Now let's combine them to make 5. Combining 3 and 2 will always equal 5, but when we are putting music together, it matters which beat grouping comes first because it will change the feel of the music. Try the count and step exercise with the patterns in both boxes below. You can count to 5, or stick with the beat groupings of 2 and 3.

3 + 2 = 5

1 2 3 + 1 2

1 **2 3** ***4*** **5**

2 + 3 = 5

1 2 + 1 2 3

1 **2** ***3*** **4 5**