

Approach: One to one
Focus: Reading rhythmic patterns
Resources: 4 rhythmic pattern cards

Year: 4 & 8

Questions / instructions:

In this activity you will be clapping some rhythmic patterns.

Here is the first pattern. Clap what is on the card twice.

Hand student card 1.
Student claps pattern twice.



% response
2008 ('04)
year 4 year 8



very accurately	39 (35)	55 (47)
some small irregularities (e.g. pausing between bars, minor timing issues)	41 (51)	39 (46)
substantial irregularities (e.g. if a bar is missed, lose pattern)	13 (8)	4 (4)
little resemblance to pattern	7 (3)	1 (1)
not attempted	3 (3)	1 (2)

Here is the second pattern. Clap what is on the card twice.

Hand student card 2.
Student claps pattern twice.



very accurately	22 (27)	38 (34)
some small irregularities (e.g. pausing between bars, minor timing issues)	36 (32)	39 (45)
substantial irregularities (e.g. if a bar is missed, lose pattern)	20 (22)	16 (12)
little resemblance to pattern	15 (15)	4 (6)
not attempted	7 (4)	3 (3)

Here is the third pattern. Clap what is on the card twice.

Hand student card 3.
Student claps pattern twice.



% response
2008 ('04)
year 4 year 8



very accurately	29 (31)	48 (52)
some small irregularities (e.g. pausing between bars, minor timing issues)	15 (12)	17 (11)
substantial irregularities (e.g. if a bar is missed, lose pattern)	13 (15)	10 (8)
little resemblance to pattern	28 (26)	14 (15)
not attempted	15 (16)	11 (14)

Here is the last pattern. Clap what is on the card twice.

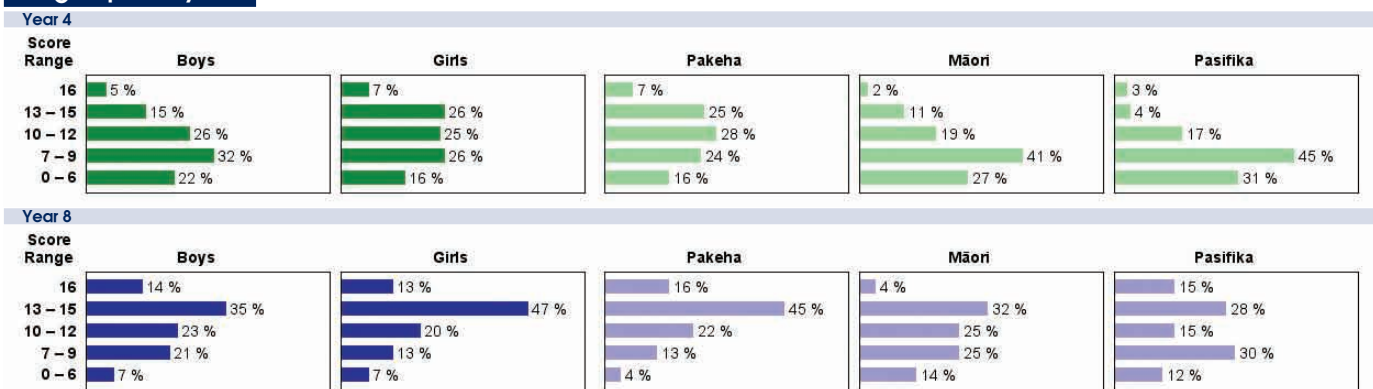
Hand student card 4.
Student claps pattern twice.



very accurately	16 (8)	30 (27)
some small irregularities (e.g. pausing between bars, minor timing issues)	19 (23)	30 (31)
substantial irregularities (e.g. if a bar is missed, lose pattern)	20 (24)	20 (18)
little resemblance to pattern	31 (30)	13 (17)
not attempted	14 (15)	7 (7)

Total score:	16	6 (5)	13 (9)
13–15	20 (23)	41 (40)	
10–12	26 (23)	22 (26)	
7–9	29 (31)	17 (17)	
0–6	19 (18)	7 (8)	

Subgroup Analyses:



Commentary:

This task, more than most others, produced quite large performance differences. About 20% more year 8 than year 4 students succeeded with each task component. Girls averaged higher than boys, and Pakeha students higher than Māori and Pasifika students. There was little change from 2004 to 2008.