

**Pedagogical Project #2 (Group Project):
Rhythm Solmization
(Due Monday, September 8)**

Look over the rhythmic solmization demonstration sheet provided online. Most of the systems used by members of our class are represented there (along with some additional systems). Some are very similar to one another, while others are quite different in important ways. Also, some adhere pretty strictly to an established system, while others are either less strict or seem to be hybrids of multiple systems.

1. Identify at least three distinct approaches to rhythm based on the orientation and organization of the system; notice that this is different from the specific syllables used. (Two systems could use entirely different syllables and yet be equivalent.)
2. Explain the reasoning behind each approach you identified. (Warning: although in most cases “reasoning” can be understood as “logic,” not all approaches are systematic.) Try to explain what the approach highlights/emphasizes and what advantages or disadvantages you see in this perspective.
3. Try to classify all examples shown into the categories you identified. In the case of hybrids and other variants, you’re welcome to show partial or multiple membership.
4. Now focus on the specific syllables that are used rather than the system. Which representative(s) do you find particularly easy to pronounce and/or most likely to lead to an accurate rhythmic performance? Which do you find particularly difficult to pronounce and/or least likely to lead to an accurate rhythmic performance?
5. Why is vocalizing even on a single syllable (such as *ta ta ta...*) superior to clapping or tapping a rhythm?

Write up your answers and post them on the appropriate Canvas discussion board before our class meeting on Monday, September 8. (Just one document per group is sufficient.)

Assigned groups:

1. Darcie, Austin, Yida, and Charlie
2. Connor, Kayleigh, and Will
3. Johann, March, Cristian, and Benjamin