

## **Rhythmic Learning for concentration, counting & wider numeracy skills**

The phrase rhythmic entrainment is also found in research papers with regard to the way music and maths skills are linked in our brain. Maths involves patterns that repeat, in the form of number groups or shapes. So in Rhythm Fun games all participants get 'on board the train', move along at a steady speed and keep counting all the way.

*Dr. Frances Rauscher of the University of Wisconsin Oshkosh has been heavily involved in research on music and cognitive performance. She gives far more credit to the active playing of instruments than simply passive listening.*

*In her 2006 article published in the Educational Psychologist, she explains that "young children provided with instrumental instruction score significantly higher on tasks measuring spatial-temporal cognition, hand-eye coordination and arithmetic." Part of this is due to the amount of overlap between music skills and math skills. For example, Rauscher says the part-whole concept that is necessary for understanding fractions, decimals and per cents is highly relevant in understanding rhythm. "A literate musician is required to continually mentally subdivide beat to arrive at the correct interpretation of rhythmic notation," she writes. "The context has changed, but the structure of the problem is essentially the same as any part-whole problem posed mathematically."*

*Research shows that children who learn their academics through music and dance retain the information better than children who learn the same concepts by verbal instruction. So the next time you find yourself wanting to get up and dance to the music, remember that those pleasurable patterns of rhythm, beat, harmony and melody are actually embodied mathematical expressions. (report by Arvind Gupta of the Vancouver Sun newspaper).*

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