

Feel the pulse

Exploring pulse and rhythm

This unit develops children's ability to recognise the difference between beat and rhythm and to perform with a sense of beat.

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MEDIUM TERM PLAN

Learning Objectives

Children should learn

Teaching Activities

With your class

Learning Outcomes

Children

INTRODUCTION: WHAT IS BEAT?

1st	<ul style="list-style-type: none"> • what is meant by steady beat (pulse) • how to control a beat 	<ol style="list-style-type: none"> 1. Sing <i>Down the avenue</i> and move, sing and clap at different speeds 2. Listen to <i>March past of the kitchen utensils</i> 3. Sing the action song, <i>Kye kye kule</i> 	<ul style="list-style-type: none"> • identify the beat in different pieces of music and join in at faster and slower speeds
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EXPLORATION: HOW CAN WE DIFFERENTIATE BETWEEN BEAT AND RHYTHM?

2nd	<ul style="list-style-type: none"> • what is meant by steady beat (pulse) • how to control a beat • what is meant by rhythm 	<ol style="list-style-type: none"> 1. Sing <i>Someone's in the kitchen with Dinah</i> and mark the beat with actions 2. Play <i>Beat or rhythm?</i> with <i>Kye kye kule</i> 3. Listen to <i>March past of the kitchen utensils</i> to identify beat and rhythm 	<ul style="list-style-type: none"> • identify the beat in different pieces of music and join in at faster and slower speeds • identify the rhythm of the words
3rd	<ul style="list-style-type: none"> • what is meant by rhythm • how to combine beat and rhythm • how to recall and copy rhythm patterns 	<ol style="list-style-type: none"> 1. Accompany <i>Someone's in the kitchen with Dinah</i> with instruments 2. Play <i>Beat or rhythm?</i> with familiar songs 3. Learn the rhythms of <i>What's the time, Mr Wolf?</i> 	<ul style="list-style-type: none"> • identify the rhythm of the words • perform rhythms to a given beat • recall and perform rhythm patterns to a steady beat
4th	<ul style="list-style-type: none"> • how to recall and copy rhythm patterns • how to create rhythm patterns based on words and phrases 	<ol style="list-style-type: none"> 1. Play <i>What's the time Mr Wolf?</i> to practise recognising clapped word rhythms 2. Perform the beat and word rhythms in <i>A plate of potatoes</i> 3. Invent a new class version of <i>A plate of potatoes</i> 	<ul style="list-style-type: none"> • recall and perform rhythm patterns to a steady beat • begin to internalise and create rhythm patterns

BRINGING IT ALL TOGETHER: CAN WE USE BEAT AND RHYTHM TO MAKE ACCOMPANIMENTS?

5th	<ul style="list-style-type: none"> • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a chant/song 	<ol style="list-style-type: none"> 1. Accompany <i>A plate of potatoes</i> with instruments 2. Sing <i>How many people here for dinner?</i> and combine the beat and word rhythms 3. Listen and move to <i>Chinese kitchen</i> 	<ul style="list-style-type: none"> • begin to internalise and create rhythm patterns • accompany a chant/song by playing the beat or rhythm
6th	<ul style="list-style-type: none"> • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a song 	<ol style="list-style-type: none"> 1. Perform <i>How many people here for dinner?</i> layering the word rhythms on instruments 2. Rehearse a performance of <i>Dinner time</i> 3. Perform <i>Dinner time</i> 	<ul style="list-style-type: none"> • begin to internalise and create rhythm patterns • accompany a song by playing the beat or rhythm

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1st

LESSON PLAN

Learning Objectives

Children should learn

- what is meant by steady beat
- how to control a beat

Learning Outcomes

Children

- identify the beat in different pieces of music and join in at faster and slower speeds

RESOURCES AND PREPARATION

- CD tracks: 19–21
- *Kye kye kule* photocopyable (p 17): enlarged

Teaching Activities

1 Sing *Down the avenue* and move, sing and clap at different speeds

As they listen, the children notice the different speeds of each verse and respond by stepping and clapping in time with the slow, medium and fast steady beat.

SUPPORT: if some children have difficulty in moving around the room in time to the beat, give them extra opportunities to practise making smaller body movements as they listen, eg tapping knees, nodding heads, bouncing knees on the spot.

2 Listen to *March past of the kitchen utensils*

The children identify and respond to the regular beat of this music through movement.

3 Sing the action song, *Kye kye kule*

The children experience making actions to the regular beat of this call and response song.

VOCABULARY:

call and response: a style of song in which a leader sings a short melody (the call) and a chorus of singers respond with an answering short melody (the response)


pulse/beat: pulse and beat are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'

tempo (plural tempi): the speed at which music is performed, usually described in terms of fast/slow

Lesson Extension

Invite individual children to lead the class in singing a verse of *Down the avenue*. The child chooses a tempo then moves to its steady beat. The class respond by singing the song at the matching tempo.

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2nd

LESSON PLAN

Learning Objectives

Children should learn

- what is meant by steady beat
- how to control a beat
- what is meant by rhythm

Learning Outcomes

Children

- identify the beat in different pieces of music and join in at faster and slower speeds
- identify the rhythm of the words

RESOURCES AND PREPARATION

- CD tracks: 20, 22–24
- *Kye kye kule* photocopiable (p 17)
- *Beat and Rhythm* photocopiable cards (activity 2, book p 18)

Teaching Activities

1 Sing *Someone's in the kitchen with Dinah* and mark the beat and the rhythm with actions

The children learn to sing a song with a steady beat. They perform actions on the beat of the chorus, and on the word rhythms of the verse.

SUPPORT: the instruments mentioned in the song will not be familiar to all the children. Show them photographs or use a CD-ROM to introduce them to the children. If possible, play them recordings of each instrument.

2 Play *Beat or rhythm?* with *Kye kye kule*

The children explore the beat and the rhythm of the words of this song and learn to recognise the difference by playing a clapping game.

3 Listen to *March past of the kitchen utensils* to identify beat and rhythm

The children use their knowledge of beat and rhythm to identify their use in a piece of music.

VOCABULARY:

pulse/beat


rhythm: patterns of long and short sounds played within a steady beat

tempo

Lesson Extension

Invite a child to lead the class singing the chorus of *Someone's in the kitchen with Dinah* with actions on the beat at a speed of their own choice. They may like to start slowly and gradually speed up, or start fast and slow down. Encourage them to change gradually and make clear actions so that the class can follow and coordinate their singing and movements.

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3rd

LESSON PLAN

Learning Objectives

Children should learn

- what is meant by rhythm
- how to combine beat and rhythm
- how to recall and copy rhythm patterns

Learning Outcomes

Children

- identify the rhythm of the words
- perform rhythms to a given beat
- recall and perform rhythm patterns to a steady beat

RESOURCES AND PREPARATION

- CD tracks: 22, 25–28
- *Mr Wolf* photocopiable (p20): enlarged
- *Beat and Rhythm* photocopiable cards (activity 2, book p 18)
- Sets of four types of untuned percussion instruments, eg tambourines, drums, bells, claves

Teaching Activities

1 Accompany *Someone's in the kitchen with Dinah* with instruments



Using instruments, the children explore playing the beat to accompany the chorus of the song and playing the rhythm of the words during the verses.

2 Play *Beat or rhythm?* with familiar songs



Using a variety of familiar songs, the children extend their experience of clapping the beat or word rhythms.

3 Learn the rhythms of *What's the time, Mr Wolf?*



The children begin to combine the beat with the word rhythms of this chant.

SUPPORT: place the *Mr Wolf* photocopiable in the music corner so that children have extra opportunities to practise saying and clapping the rhythms.

VOCABULARY:

duration: the word used in music to refer to the length of a sound or silence

pulse/beat

rhythm


tempo

timbre: quality of sound, eg squeaky. All instruments, including voices, have a particular sound quality which is referred to as timbre

Lesson Extension

Encourage individual children to invent their own words for new verses of *Someone's in the kitchen with Dinah*. They may choose any musical instrument and find words to represent the sound it makes, eg playing on the bass guitar - *dum dum diddley dum*.

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4th

LESSON PLAN

Learning Objectives

Children should learn

- how to recall and copy rhythm patterns
- how to create rhythm patterns based on words and phrases

Learning Outcomes

Children

- recall and perform rhythm patterns to a steady beat
- begin to internalise and create rhythm patterns

RESOURCES AND PREPARATION

- CD track: 29
- *Mr Wolf* photocopiable (p20)

Teaching Activities

1 Play *What's the time Mr Wolf?* to practise recognising clapped word rhythms



Playing this game develops aural memory skills as the children learn to memorise and recognise the different rhythms.

2 Perform the beat and word rhythms in *A plate of potatoes*



The children practise clapping the chorus beat and the verse word rhythms of this chant.

3 Invent a new class version of *A plate of potatoes*

The children create their own word rhythms based on the new verses they invent to make a new version of the chant.

SUPPORT: some children may need extra help choosing phrases which fit into a count of four beats. Encourage them to start with two- or three- words phrases and explore different ways of fitting them to the beat, eg

steam	-	ing	hot		or	steam-ing	hot		
1		2	3	4		1	2	3	4


VOCABULARY:

duration
pulse/beat
rhythm
tempo

Lesson Extension

Ask small groups to use the structure of *A plate of potatoes* to invent their own chants and word rhythms, eg 'There's nothing as great as a bowl of curry', 'hot and spicy', 'with chicken and rice'.

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5th

LESSON PLAN

Learning Objectives

Children should learn

- how to create rhythm patterns based on words and phrases
- to use beat and rhythm to create an accompaniment for a chant/song

Learning Outcomes

Children

- begin to internalise and create rhythm patterns
- accompany a chant/song by playing the beat or rhythm

RESOURCES AND PREPARATION

- CD tracks: 29, 30–33
- Variety of percussion instruments and home-made soundmakers

VOCABULARY:

duration

layering: the process of creating texture by combining layers of sound

ostinato (plural ostinatos/ostinati): a short rhythmic or melodic pattern that is repeated over and over

pulse/beat

rhythm

tempo

texture: layers of sound, eg the two layers of sound created by a melody accompanied by a drum beat

timbre

Teaching Activities

1 Accompany *A plate of potatoes with instruments*

The children accompany the chant's chorus with a tapped beat. Small groups select instrumental sounds and play the word rhythms of the new verses they have invented.

2 Sing *How many people here for dinner?* and combine the beat and word rhythms

The children tap the beat, then layer three word rhythms one after the other as an ostinato accompaniment to the song.

SUPPORT: write the food words on cards: 'york-shire pud-ding', 'cau-li-flower cheese', 'baked ba-na-na'. Leave these in the music corner so that individuals can practise clapping the rhythms, and small groups can practise combining them.


3 Listen and move to *Chinese kitchen*

The children identify the beat and the changes in speed in this piece of music, matching them with food preparation actions.

Lesson Extension

Ask small groups to find three new foods to make a new version of *How many people here for dinner?* They may prepare performances of the song, adding their new word rhythms as accompaniments in the same way as in activity 2.

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6th

LESSON PLAN

Learning Objectives

Children should learn

- how to create rhythm patterns based on words and phrases
- to use beat and rhythm to create an accompaniment for a song

Learning Outcomes

Children

- begin to internalise and create rhythm patterns
- accompany a song by playing the beat or rhythm

RESOURCES AND PREPARATION

- CD tracks: 30, 32
- (optional) make a *Mr Wolf* prompt card saying 'Groan' (activity 2)

Teaching Activities

1 Perform *How many people here for dinner?* layering the word rhythms on instruments

Using instruments, the children layer the word rhythms to create an ostinato accompaniment for the song.

SUPPORT: place the food cards (lesson plan 5, support) with a variety of instruments in the music corner to give small groups extra opportunity to practise combining the three word rhythms.

2 Rehearse a performance of *Dinner time*

The children plan a performance which combines the activities they have explored using beat and rhythm in movement, singing and playing.

3 Perform *Dinner time*

The class prepare and refine a performance of *Dinner time* for an audience.

VOCABULARY:

dynamics/volume: the volume of the music, usually described in terms of loud/quiet

layering

ostinato

pulse/beat

rhythm

Lesson Extension

Film the children's performance and ask them to comment on what they liked about it and what they think they have learnt from the activities.

Glossary

accompaniment

the underlying sounds used to support a melody line

body percussion

sounds that can be made using parts of the body, eg clapping, tapping knees ...

call and response

a style of song in which a leader sings a short melody (the call) and a chorus of singers respond with an answering short melody (the response)

chord

two or more notes played at the same time

conductor

the person elected to lead the group

crescendo

getting louder

diminuendo

getting quieter

drone

a sound, or sounds, played constantly throughout all or part of a piece of music as an accompaniment

duration

the word used in music to refer to the length of a sound or silence

dynamics/volume

the volume of the music, usually described in terms of loud/quiet

glockenspiel

a tuned percussion instrument with metal bars

graphic score

a score in which musical intention is recorded by means of graphic symbols

improvisation

music invented as you go along

layering

the process of creating texture by combining layers of sound

musical elements

pitch, rhythm, timbre, dynamics, tempo, duration, texture, structure (see definitions)

notation

ways of writing music down

ostinato (plural ostinatos/ostinati)

a short rhythmic or melodic pattern that is repeated over and over

phrase

a small unit of melody, often corresponding to a line of a song in vocal music

pitch

refers to the complete range of sounds in music from the lowest to the highest

pitch movement

the steps and jumps by which a melody moves up and down in pitch

playing methods

acoustic (non-electronic) sounds are made by shaking, scraping, tapping or blowing a soundmaker

pulse/beat

pulse and beat are used synonymously to refer to the regular heartbeat of the music - the 'steady beat'

rhythm

patterns of long and short sounds played within a steady beat

score

all the parts of a piece written down

soundmaker

any sound source used as a musical instrument

sound sources

sounds in music may come from any source - there are no limitations

structure

most music is underpinned by a structure which may be as simple as beginning, middle and end

tempo (plural tempi)

the speed at which music is performed, usually described in terms of fast/slow

texture

layers of sound, eg the two layers of sound created by a melody accompanied by a drum beat

timbre

quality of sound, eg squeaky. All instruments, including voices, have a particular sound quality which is referred to as timbre

tuned percussion

the family of instruments which includes chime bar, glockenspiel, hand chime, metallophone, tubular bell, xylophone

untuned percussion

percussion instruments which make sounds of indefinite pitch

xylophone

a tuned percussion instrument with wooden bars