



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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6th lesson plan



For definitions of musical vocabulary, click here

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For alternative themes and activities, click here!





Feel the pulse Exploring pulse and rhythm

MEDIUM TERM PLAN

	Learning Objectives Children should learn	Teaching Activities	Learning Outcomes Children
INTRODUCTION: WHAT IS BEAT?			
s t	 what is meant by steady beat how to control a beat 	 Move to the beat of the song, Pinocchio Respond to Raga abhogi and Country dance in movement Sing Okki-tokki-unga with actions on the beat 	 identify the beat in different pieces of music and join in at faster and slower tempi (speeds)
2 nd	 what is meant by steady beat how to control a beat 	 Sing Pinocchio's band, accompanying it with instruments played on the beat Play the Get on Board game to move to beats at changing speeds Listen to Bransle de chevaux to identify the beat 	 identify the beat in different pieces of music and join in at faster and slower tempi (speeds)
EXPLORATION: HOW CAN WE DIFFERENTIATE BETWEEN BEAT AND RHYTHM?			
3 rd	 what is meant by rhythm how to combine beat and rhythm how to recall and copy rhythm patterns 	 Sing I hear thunder and mark the beat with clapping Sing I hear thunder to recognise the difference between beat and rhythm Sing Okki-tokki-unga to combine beat and rhythm 	 identify the rhythm of the words perform rhythms to a given beat recall and perform rhythm patterns to a steady beat
4 th	 how to recall and copy rhythm patterns how to create rhythm patterns based on words and phrases 	 Sing This old man and clap the beat and rhythm Accompany This old man with word rhythms Sing Clap your hands with action patterns 	 recall and perform rhythm patterns to a steady beat begin to internalise and create rhythm patterns
5 th	 how to create rhythm patterns based on words and phrases to use beat and rhythm to create an accompaniment for a song 	 Sing <i>This old man</i> and improvise rhythm patterns Write and read simple rhythms using the <i>Clap and wiggle</i> score Mark the beat of <i>A dragon's very fierce</i> 	 begin to internalise and create rhythm patterns accompany a song by playing the beat or rhythm
BRINGING IT ALL TOGETHER: CAN WE USE BEAT AND RHYTHM TO MAKE ACCOMPANIMENTS?			
6	 how to create rhythm patterns based on words and phrases to use beat and rhythm to create an accompaniment for a song 	 Chant A dragon's very fierce and add actions and sounds Create an accompaniment for A dragon's very fierce Perform A dragon's very fierce 	 begin to internalise and create rhythm patterns accompany a song by playing the beat or rhythm



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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 tempi (speeds)

RESOURCES AND PARATION

CD 1 tracks: 21–25

Teaching Activities

1 Move to the beat of the song, Pinocchio 21-22

The children discover what is meant by steady beat. They experience the beat through physical movement as they move their bodies in time with the music.

Support: sing the song at a variety of different speeds, noticing any children who are having difficulty in matching their movements to the regular beat. Give these children plenty of opportunity to experience moving their bodies at different speeds.

2 Respond to Raga abhogi and Country dance in movement



The children compare two pieces of music. The first is free - without a steady beat; the second is rhythmical - with a steady beat. They draw shapes freely with their hands and fingers in the air in response to the first piece, and they identify and tap the beat of the second piece.



The children sing a song with a strong, steady beat and move to the beat with a variety of actions which tell a story.

VOCABULARY: pulse/beat: pulse and beat are used synonymously to refer to the regular heartbeat

rhythmical: music which is underpinned by a steady

free/arhythmic: music steady beat

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

Lesson Extension

Some children may identify the beat on these syllables:

My name is Pi-noc-chi-o

or even on

My name is Pi-noc-chi-o

Both are correct. Perform the actions to match these beats. (The beat in music is often grouped in fours. This means that a beat may be felt on each count, every two counts, or even on every four.)





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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 tempi (speeds)

RESOURCES AND PREPARATION

- CD 1 tracks: 26-27
- Videoclip 1
- Five or six sets of small drums or tambours, woodblocks, tambourines
- Cowbell

Teaching Activities

1 Sing *Pinocchio's band*, accompanying it with instruments played on the beat

The children play simple untuned percussion to learn how to control and play a beat as they accompany a song.

Support: if the children have difficulty feeling the steady beat, accompany their playing by tapping the beat on a drum. Try singing and playing at faster and slower speeds. Notice those children who need extra help, and ensure that they have plenty of practice feeling the beat through physical movement – clapping, stepping, tapping, etc.

2 Play the Get on board game to move to beats at changing speeds

This game encourages physical coordination and awareness of beat through movement. The children step in time at a variety of different speeds and experience gradually changing speed.

3 Listen to Bransle de chevaux to identify the beat



The children identify the beat in a piece of music which is repeated at faster speeds.

VOCABULARY:

pulse/beat

tempo

steady beat

untuned percussion: percussion instruments which make sounds of indefinite pitch

Lesson Extension

Play Get on board with small hand-held percussion instruments. The train driver leads the players, gradually varying the speed.





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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

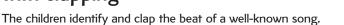
Learning Outcomes

Children

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

Teaching Activities

1 Sing I hear thunder and mark the beat with clapping



The endernite and eap the bear of a well known song.

2 Sing *I hear thunder* to recognise the difference between beat and rhythm



The children clap the rhythm of the words and compare this with the beat. They follow a score of the beat and of the rhythm.

Support: give the children plenty of opportunity to copy clap the rhythms of individual lines. Notice in the videoclips how some children readily clap the beat, while others find this hard and fall into clapping the word rhythms, and vice versa. Give the children regular opportunities to clap the beat or perform actions to the beat of songs you sing together. Those children who find it harder to perform rhythms need regular opportunities to pick out word patterns from songs, and perform them, as ostinato accompaniments to the songs (see book page 28, activity 2).

3 Sing *Okki-tokki-unga* to combine beat and rhythm



The children clap the rhythm of the chorus words then in two groups they combine the rhythm with actions to the beat.

RESOURCES AND PREPARATION

- CD 1 tracks: 28-31
- Photocopiable p27
 Enlarge each part of the
 photocopiable onto
- photocopiable onto separate cards
- Videoclips 2–6

VOCABULARY:

pulse/beat

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

score: all the parts of a piece written down

Lesson Extension

Perform the beat and rhythm of *Okki-tokki-unga* like this:

 half the class plays the paddling beat on drums; the other half taps the rhythm of the words on claves or woodblocks.



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ESSON 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 PARATION

- CD 1 tracks: 32–37
- Photocopiable p29

VOCABULARY:

pulse/beat

ostinato (plural

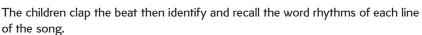
ostinatos/ostinati): a short rhythmic or melodic pattern

that is repeated over and

rhythm

Teaching Activities

1 Sing This old man and clap the beat and 32-34 rhythm



Support: notice any children who simply clap the beat rather than individual syllables of the words and give them extra opportunity to say and clap the word rhythms.

2 Accompany This old man with word rhythms



The children select word rhythms from the song and add them as an ostinato accompaniment.

3 Sing Clap your hands with action patterns



The children develop confidence with rhythms by inventing their own patterns.

Lesson Extension

When the children know the melody of Clap your hands well, internalise it:

- perform the actions but sing the melody in your heads.





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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

Teaching Activities

1 Sing *This old man* and improvise rhythm patterns



Learning Outcomes

· begin to internalise and create rhythm

accompany a song by playing the beat or

Using a drum, the children improvise simple rhythm patterns to a count of four beats.

Children

patterns

rhythm

Support: to help children who have difficulty improvising their own pattern, suggest they think of a word pattern from the song, eg 'nick nack paddy wack'.

2 Write and read simple rhythms using Clap and wiggle score

Rhythm patterns which the children have created are recorded using simple notations. The children have opportunities to write and read these rhythms.

3 Mark the beat of A dragon's very fierce



The pulse is identified and they children suggest ways to accompany the chant with actions and/or sound.

RESOURCES AND EPARATION

- CD 1 tracks: 38–40
- Photocopiables p 29, 31
- Hand drum
- Selection of untuned percussion, eg claves, tambourine, woodblock,

VOCABULARY:

pulse/beat rhythm accompaniment



Some children may be able to work in pairs or individually to notate their own patterns on the Clap and wiggle score.





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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

Teaching Activities

1 Chant A dragon's very fierce and add actions and sounds



Children

patterns

rhythm

2 Create an accompaniment for A dragon's very fierce



Learning Outcomes

· begin to internalise and create rhythm

• accompany a song by playing the beat or

Using tuned percussion the children add a drone accompaniment played on the beat. A word rhythm pattern (ostinato) is added on untuned percussion and finally sound effects which enhance the meaning of individual words create a complete accompaniment for the chant.

Support: to help the ostinato players, suggest that they repeat the words 'rattling sound' first quietly to themselves as they play, then silently in their heads.

3 Perform A dragon's very fierce

The chant is recorded and appraised by the children before performing it to an audience.

RESOURCES AND EPARATION

- CD 1 tracks: 40–41
- Photocopiable p 33
- Chime bars G and D, and
- Selection of untuned percussion, eg jingles, triangle, drum, scraper

VOCABULARY:

pulse/beat

rhythm

accompaniment

ostinato (plural ostinatos/ ostinati)

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

tuned percussion: the family of instruments which glockenspiel, hand chime, metallophone, tubular bell,

Lesson Extension

Look at the chant to find other word rhythm patterns to play as ostinatos, and other individual words to colour with sound. Create a new large-scale score on which to notate the sounds.

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 ... conductor

the person elected to lead the group

dot notation

a simple form of western staff notation. The dots are placed in height and distance relation to each other to indicate pitch and duration

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 or quiet

free/arhythmic

music which has no discernible steady beat

glockenspiel

a tuned percussion instrument with metal bars

graphic notation

a form of notation in which the composer freely invents symbols which give an impression of sound

graphic score

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

melodic phrase

a small unit of a melody, often corresponding to a line of a song

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

pitch

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

pizzicato

the technique of playing a string instrument, eg violin, by plucking the strings rather than bowing them

pulse/beat

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

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

rhythm

patterns of long and short sounds played within a steady beat

rhythm pattern

a short section of rhythm

rhythmical

music which is underpinned by a steady beat score

all the parts of a piece written down

soundmaker

any sound source used as a musical instrument

steady beat, see pulse/beat structure

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

symbol

any written representation of a sound

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

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