

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 <i>Children should learn</i>	Teaching Activities <i>With your class</i>	Learning Outcomes <i>Children</i>
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INTRODUCTION: WHAT IS BEAT?

1st	<ul style="list-style-type: none"> what is meant by steady beat how to control a beat 	<ol style="list-style-type: none"> Move to the beat of the song, <i>Pinocchio</i> Respond to <i>Raga abhogi</i> and <i>Country dance</i> in movement Sing <i>Okki-tokki-unga</i> with actions on the beat 	<ul style="list-style-type: none"> identify the beat in different pieces of music and join in at faster and slower tempi (speeds)
2nd	<ul style="list-style-type: none"> what is meant by steady beat how to control a beat 	<ol style="list-style-type: none"> Sing <i>Pinocchio's band</i>, accompanying it with instruments played on the beat Play the <i>Get on Board</i> game to move to beats at changing speeds Listen to <i>Bransle de chevaux</i> to identify the beat 	<ul style="list-style-type: none"> 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?

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"> Sing <i>I hear thunder</i> and mark the beat with clapping Sing <i>I hear thunder</i> to recognise the difference between beat and rhythm Sing <i>Okki-tokki-unga</i> to combine beat and rhythm 	<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"> Sing <i>This old man</i> and clap the beat and rhythm Accompany <i>This old man</i> with word rhythms Sing <i>Clap your hands</i> with action patterns 	<ul style="list-style-type: none"> recall and perform rhythm patterns to a steady beat begin to internalise and create rhythm patterns
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 song 	<ol style="list-style-type: none"> 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> 	<ul style="list-style-type: none"> 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?

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"> Chant <i>A dragon's very fierce</i> and add actions and sounds Create an accompaniment for <i>A dragon's very fierce</i> Perform <i>A dragon's very fierce</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 tempi (speeds)

RESOURCES AND PREPARATION

- CD 1 tracks: 21–25

VOCABULARY:

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

rhythmical: music which is underpinned by a steady beat

free/arhythmic: music which has no discernable steady beat

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

Teaching Activities

1 Move to the beat of the song, *Pinocchio*

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.

3 Sing *Okki-tokki-unga* with actions on the beat

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

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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2nd

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

Teaching Activities

1 Sing *I hear thunder* and mark the beat with clapping

The children identify and clap the beat 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.

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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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 1 tracks: 32–37
- Photocopiable p29
- Drum

Teaching Activities

1 Sing *This old man* and clap the beat and rhythm

The children clap the beat then identify and recall the word rhythms of each line of the song.

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.

VOCABULARY:

pulse/beat

rhythm


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

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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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 song

Learning Outcomes

Children

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

RESOURCES AND PREPARATION

- CD 1 tracks: 38–40
- Photocopiables p29, 31
- Hand drum
- Selection of untuned percussion, eg claves, tambourine, woodblock, drum

Teaching Activities

1 Sing *This old man* and improvise rhythm patterns



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

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.

VOCABULARY:

pulse/beat


rhythm

accompaniment

Lesson Extension

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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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 1 tracks: 40–41
- Photocopiable p33
- Chime bars G and D, and beaters
- 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 accompaniment

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

Teaching Activities

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

The children learn a chant with a strong beat and add actions and sounds on the beat.

2 Create an accompaniment for *A dragon's very fierce*

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.

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