

MUSIC PLANNING SHEET

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UNIT: Pulse and Rhythm

Term: 2 (3 weeks)

Year: 7

Focus:

Pulse and Meter – 2/4 and 3/4 (SIMPLE TIME)

Objective:

To introduce pupils to pulse and rhythm through listening exercises and practical work. Pupil's will experiment with clapping rhythms and then compose their own whilst learning about simple time signatures, bars and notation.

Key Vocabulary:

Rhythm, pulse, beat, crotchet, quaver, minim, rest, stave, bar line, time signature

Specific Teaching:

- ♣ Reading from rhythm boxes/notated score
- ♣ Listening to rhythms and identifying beats
- ♣ Developing performance skills
- ♣ Ensemble skills
- ♣ Evaluating a performance
- ♣ Composing rhythm parts working on own or small group
- ♣ Develop awareness of music notation

PoS

5b
6c
5a
5c
6e
5f
6a

Repertoire:

Rhythm boxes

Resources:

Worksheets
Percussion instruments (self – body)
OHP
Whiteboard

Activity Plan:

- ♣ Introduce rhythm (beat) and pulse. Brainstorm and class discussion.
- ♣ Whole class activity – work through rhythm boxes to keep a steady pulse and then to clap varied rhythms.
- ♣ In groups work through rhythm boxes and then compose your own – continue as H/W
- ♣ Recap – beat and pulse. Introduce crotchets and quavers and value of beats.
- ♣ As class work out rhythm boxes as notation using crotchets, quavers and rests. Do same with H/W.
- ♣ Compose, in small groups, rhythms using untuned percussion and write them down.
- ♣ H/W Individual composition: compose a 16 beat rhythm using crotchets, quavers and rests.
- ♣ Brainstorm session Rhythm and pulse – move on to time signatures. Discuss Simple Time. Class reading.
- ♣ Test on what we have learnt so far... Including dictation of rhythms in simple time signatures.
- ♣ Pair work – clap rhythms and the other person has to write it down using notation.

Outcome:

All pupils:

Identify the difference between rhythm and pulse. Compose own rhythms using rhythm grids and be able to perform them. Contribute to class discussion and all group work. Be able to write a crotchet, quaver and rest and know their values. Be aware of time signatures and what the top number means. Keep a steady pulse.

Most pupils:

Compose rhythms using notation and minims and semi-quavers. Understand what the top and bottom numbers represent in a time signature and apply to own compositions. Add bar lines to own work by correctly counting the number of beats in each bar for 3/4, 4/4/ and 2/4. Maintain a rhythmic part individually.

Some pupils:

Compose more complicated rhythms that are correctly notated and then perform them with sense of pulse. Take a leading role in group performance. Compose 16 bar rhythms and perform on tuned percussion using 2 or more notes. Understand simple time and the use of time signature and begin to experiment with 6/8 rhythms.

Assessment:

Classwork
Homework
Pupil assessment
Monitoring discussion
Performance
Compositions