











Springdale First School



Imagine, Believe, Achieve

Year 3 – Rhythm, pulse and tempo
Why do some pieces of music make us want to dance?

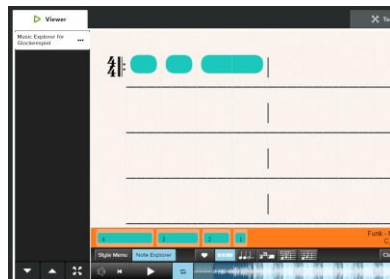
 Children’s prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>Expressive Arts - Reception</p> <ul style="list-style-type: none"> -Lyrics to a growing number of songs -Tempo refers to the speed of music - Play instruments with increasing control to express their feelings and ideas -Play instruments within a song - The children know how to walk or move to a steady beat where the tempo does not change. <p>Year One and Two</p> <p>The children can play copycat rhythms, copying a leader and inventing rhythms.</p> <p>The children can group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>The children can read and respond to chanted rhythm patterns and represent these with stick notation including crotchets, quavers and crotchet rests.</p> <p>The children understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Upcoming – Live concert in November</p> <p>Children to perform in assembly when ready.</p> <p>Discuss with the children what makes a good performance, and how to perform their music.</p> <p>What is a musical performance? - BBC Bitesize</p> <div style="text-align: center;">  <p>To play a wrong note is insignificant; to play without passion is inexcusable.</p> <hr style="width: 20px; margin: 0 auto;"/> <p>Ludwig Van Beethoven</p> </div>	<p>Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p>Rhythm - patterns of long and/or short sounds that fit over a steady pulse or beat</p> <p>Pitch - How high or low the note is.</p> <p>Tempo – the speed or pace of the music</p> <p>Stave - a set of five horizontal lines and four spaces that musical pitches are written on to.</p> <p>Crotchet - A note worth one beat, represented by a solid dot with a stem.</p> <p>Crotchet rest - A moment of silence in music lasting for one beat.</p> <p>Quaver – A note worth half a beat. Represented by a solid dot with a stem and a flick off of the stem.</p> <p>Paired quavers – Two half beats played together. Represented by two solid dots with stems that are joined together.</p>

<p>Enquiry Question: What is disco/funk music?</p> <p>Concept: Composers, styles and history</p> <p>Key Element: Rhythm</p> 	<p>Enquiry Question: How do musicians read music?</p> <p>Concept: Notation</p> <p>Key Element: Rhythm and Pulse</p> 	<p>Enquiry Question: How do musicians read music?</p> <p>Concept: Notation</p> <p>Key Element: Pitch</p> 
<p> <i>Students will know that Funk is a genre of music. Funk music is a type of music that is known for having a strong 1st beat. The beats are usually grouped into four.</i></p> <p>For each of these lessons, the associated Charanga links are saved in Schemes – Springdale’s Music Curriculum.</p> <p><u>Listening:</u> Listen to ‘I feel good’ by James Brown.</p> <p>Beat/Pulse: Does the music have a steady beat?</p> <p>Rhythm: Can you remember one of the rhythms heard in the music?</p> <p>Tempo: Is the tempo (speed) fast, slow or medium?</p> <p>Style: What is the style of this music?</p> <p><u>Key Element: Pulse and Rhythm</u></p> <p>Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p>Rhythm - patterns of long and/or short sounds that fit over a steady pulse or beat (introduced in Year 1, Spring 1, Samba focus).</p> <p><u>Teach:</u> I Feel Good is a song by James Brown and was released in 1965. James Brown was one of the first musicians to perform Funk music and is probably the most famous. Funk is a genre of music. Funk music is a type of music that is known for having a strong 1st beat. The beats are usually grouped into four.</p> <p><u>Practise:</u> Focus on the pulse – can you find the pulse/ beat of this song? Explain how the pulse is grouped into 4 beats. In funk music, the 1st beat is stronger/emphasised. This gives it the groovy feel that makes you want to dance. Try listening to the song and</p>	<p> <i>Students will know that</i></p> <p><i>Students will know how to follow simple rhythmic scores to a steady beat including crotchets and quavers</i></p> <p><u>Listening:</u></p> <p>Listen to ‘I feel good’ by James Brown again.</p> <p>Now listen to ‘Le Freak’ by Chic. Explain how disco derives from funk. What differences can they hear between these 2 pieces of music?</p> <p>Beat/Pulse: Does the music have a steady beat?</p> <p>Rhythm: Can you remember one of the rhythms heard in the music?</p> <p>Tempo: Is the tempo (speed) fast, slow or medium?</p> <p><u>Key Element: Pulse and Rhythm</u></p> <p>What is pulse? Watch video</p> <p>What is rhythm? Watch video</p> <p>In Year 1, we learn that rhythm is the combination of long and short notes.</p> <p>To practise and warm up - Year 3, unit 2, lesson 1 – understanding music. Go through pulse and rhythm games</p> <p><u>Teach:</u> Disco is a genre of music. Disco derives from Funk Music (‘I feel good’ by James Brown). Funk music is a type of music that is known for having a strong 1st beat. The beats are usually grouped into four.</p> <p><u>Practise:</u> In Music, there are many different ways to write down music. We call this Notation. Introduce a simple score (written music) using Charanga - Music explorer – glockenspiel (no glockenspiels needed though, use non tuned percussion instead – wooden, metal and shakers), funk, medium, rhythm grids.</p>	<p> <i>Students will know that music is written on a stave. They will learn that a stave is made of 5 lines and that crotchets and crotchet rests show when a beat is playing or not played.</i></p> <p><i>Students will know how to follow a simple melodic score.</i></p> <p><i>Students will know how to follow simple rhythmic scores to a steady beat including crotchets and quavers</i></p> <p><i>Students will learn that</i></p> <p><u>Listening:</u> Listen to ‘I feel good’ by James Brown again.</p> <p>Now listen to ‘Celebration’ by Kool and the Gang (an EYFS key song). Explain how disco derives from funk and this song is now post-disco (1980). What differences can they hear between these 2 pieces of music?</p> <p>Beat/Pulse: Does the music have a steady beat?</p> <p>Rhythm: Can you remember one of the rhythms heard in the music?</p> <p>Tempo: Is the tempo (speed) fast, slow or medium?</p> <p><u>Key Element:</u> Pitch (How high or low the note is, introduced in Year 1)</p> <p>Recorder pitches (Introduced in Year 2)</p> <p>B – using left hand at the top, top finger held down and thumb on the back.</p> <p>A – two top fingers held down and thumb on the back.</p> <p><u>Teach:</u> Recorders – recap the notes B and A (learnt in Year 2 – recall and retrieve – play Year 2 Summer 2 performance piece ‘Abie’s Blues - Launch/01 Abies Blues NOTES PERF ANIM/Resources/Home – SoundStorm Music Education Agency (charanga.com)</p>

counting the 1st beat of every bar. Do they notice in the first section that the trumpets and saxophones always play after the 1st beat? They are doing a 'call and response' with the singer, James Brown.

Apply: Year 3, unit 2, lesson 1 – understanding music
Go through pulse and rhythm games. This song is disco which derives from funk.

Model combining combinations of 1 beat and 2 beats as shown below. Children are to follow the score whilst playing on their instruments.



Introduce the note G – three top fingers held down, thumb on the back. Model playing this pitch then ask the children to play this pitch. Ensure all are creating the correct pitch. Make sure they are not blowing too much air through as this will make it squeak.

Practise: Playing – Charanga – ‘Play your instruments with the song – Love what we do’. Select Part 4. Listen to the piece and model the rhythm first by clapping Then ask them what beats they are playing on. Listen to the beats, can they see which beats it is? They are playing on 3,4 and 1. They never play on 2.

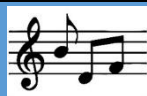
Apply: Watch notation video.

Show this on a staff (click on the i at the top by part 4 – G). Music is written on a **stave**. A stave is made of 5 lines. We then show beats on the stave. We show 1 beat using a crotchet. A coloured in circle with a stick pointing straight up or down means we play 1 note on that beat (this is called a crotchet). When we don't play, like on beat 2, we put in a symbol to show we rest. This is called a crotchet rest.



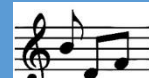
Enquiry Question: What does allegro and adagio mean?

Concept: Notation
Key Element: Tempo



Enquiry Question: How do musicians all play together?

Concept: playing (instrumental), notation
Key Element: Pulse, Rhythm and Pitch



Students will learn that a paired quaver means we clap twice on one beat.
Students will learn that allegro means fast and adagio means slow.

Students will know how to follow simple rhythmic scores to a steady beat including crotchets and quavers.



Students will know how to read simple rhythms and pitches on a stave.

Listening: Listen to ‘Bringing us together’
Key Element: Pitch and Rhythm

Rhythm - patterns of long and/or short sounds that fit over a steady pulse or beat (introduced in Year 1, Spring 1, Samba focus).

Pitch (How high or low the note is, introduced in Year 1)

Listening: Charanga – Bringing us together. Look at the ‘Understand’ section of the song

Key Element: Tempo

Tempo – the speed or pace of the music (fast/slow, faster/slower) – introduced in Year 1.

Teach:

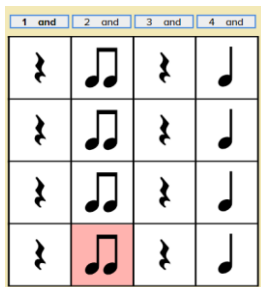
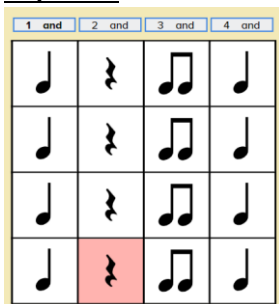
Music is written on a **stave**. A staff is made of 5 lines. We then show beats on the staff. We show 1 beat using a crotchet. A coloured in circle with a stick pointing straight up or down means we play 1 note on that beat (this is called a crotchet). When we don't play, like on beat 2, we put in a symbol to show we rest. This is called a crotchet rest. We show half beats using a quaver or two half beats using paired quavers. A paired quaver has two circles with sticks joined together. They mean we clap twice on one beat.

Practise:

Warm up games – flexible games track – **gold challenge** - Bringing us together – **rhythm grid** – **settings** - notes

Rhythm 1:

Rhythm 2:



Apply: Today we are going to notice fast and slow. We use **allegro** to describe fast music. We use **adagio** to describe slow music.

Using Rhythm 1 – you will need to use the original Rhythm grid app for this as the tempo needs to be adjusted. Now, using rhythm 1 again, model clapping the rhythm at an allegro tempo (Tempo 120). My turn, your turn. Now model clapping at an adagio tempo (Tempo 80). Which was easier?

Recorder pitches (Introduced in Year 2)

B – using left hand at the top, top finger held down and thumb on the back.

A – two top fingers held down and thumb on the back.

G – three top fingers held down, thumb on the back.

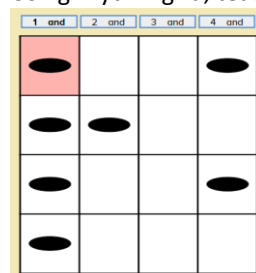
Teach:

[Launch/Flexible Games Track Bringing Us](#)

[Together/Resources/Home – SoundStorm Music Education](#)

[Agency \(charanga.com\)](#)

Using rhythm grid, teach the following clapped rhythm:



Practise:

Bringing us together – Play your instruments – Recorder – Part 3 GA. Click on the notation view by clicking on the picture to the right here:

Part 4 - G



Model now listening to the recorder part. Make links to the rhythm they have just clapped. It is the same. This is now written on a staff. The first note shown on the 2nd line up is a G, our new note on the recorder. The note written on the 2nd space up is an A. They are one step apart from each other on a staff.

Recorder Part 4



Apply: Practise this individually, in pairs and as a whole class.

Record children playing it in small groups for assessment