


Springdale First School



Imagine, Believe, Achieve

Year 1 – Introducing rhythm
How does music connect us with our planet?

★ 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 Prior Learning.</p> <ul style="list-style-type: none"> - The pulse/beat of the music is the basic unit of time that sets the speed of the music. - The pulse is steady. - The pulse can change depending on the style of the music. - An orchestra has a conductor. They keep everyone in time. - Musicians all play together by following a steady beat. 	<p>Provide the children with opportunities to listen to a range of music from around the world.</p> <p>Samba music – Brazil.</p> <p>Learn about the Percussion instruments of the Orchestra.</p> <p>Drum teacher to speak to the children about learning to play the drums.</p> 	<p>Carnival - a public event or celebration, typically held outdoors and involving stalls, entertainment, and processions.</p> <p>Celebration - a social gathering or enjoyable activity held to celebrate something.</p> <p>Percussion – instruments that are played by striking with your hand, a stick or a beater or by shaking them.</p> <p>Pulse - 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 - When a noise repeats many times in a regular way, we say that it makes a rhythm. A drum is an instrument that people often use to make rhythm in music.</p> <p>Samba – A south American music style that is always performed with lots of percussion instruments. Samba music has no set structure and follows a series of signals from the lead player. All the players will often use words to help them memorise the rhythms.</p> <p>Syllable - A syllable is a beat of sound in a word. The beat can sometimes be part of a word, or the whole word. For example 'window' has two beats ('win' – 'dow') but 'door' had just one ('door').</p>

Enquiry Question: What is samba music?

Concept: Appreciative listening



Students will learn that Samba music originates from Brazil.

Listen to: [Sergio Mendes - Fanfarra Cabua Le Le \(Official Visualizer\) - YouTube](#)

Do you like the music? How did the music make you feel inside? What can you hear? How did you move your body to the music? Do you think the music was fast, slow or in between?

Teach: What is the name for this musical ensemble? Is it an orchestra? Explain that this is a Samba carnival band. Samba is Brazil's most well known musical form. Explain that this carnival would involve 1000s of people playing instruments and dancing all together. Watch this clip from a Go Jettters episode to show a carnival: [Rio De Janeiro, Brazil - Go Jettters Series 1 - Go Jettters - YouTube](#)

Use the twinkl powerpoint in the files to explain more about Samba carnivals.

If you want the whole episode - [BBC iPlayer - Go Jettters - Series 1: 29. Rio de Janeiro, Brazil](#)

Understand that everyone hears music differently and this is ok.

Enquiry Question: What are percussion instruments?

Concept: Performance (instrumental)



Students will learn that samba music involves lots of percussion instruments. Percussion instruments can be tapped, hit, shaken or scraped.

Listen to: [Sergio Mendes - Fanfarra Cabua Le Le \(Official Visualizer\) - YouTube](#)

This kind of music is called _____ music.
This music is from _____.

Recall and retrieve: Recap a samba band. Explain that Samba bands are made up of lots of different percussion instruments. Percussion instruments are instruments that we play by tapping, hitting, scraping or shaking.

Teach: Show twinkl powerpoint to hear a clip of each instrument heard in the band, Place a variety of percussion instruments in the middle of the room.

Practise: Can the children organise the instruments into instruments we hit? Scrape? Shake? Model how to play each instrument. Hand out the instruments. Give 30 seconds to explore how to make the sound.

Apply: Sing 'Old Macdonald' tune to the lyrics found in the resource file. Have children play as they hear their percussion instrument.

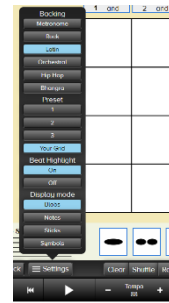
Play the instrument with appropriate care. Begin to make the correct sound for each instrument.

Enquiry Question: What is rhythm?

Concept: Knowledge of elements of music - Rhythm



Students will learn that rhythm means patterns that fit steady pulse or beat in The children will learn that rhythms dictated by the arrangement of syllables into combinations of long and short.



rhythm over a songs. are

and

Listen to: [Sergio Mendes - Fanfarra Cabua Le Le \(Official Visualizer\) - YouTube](#)

What is the pulse? Watch pulse video. Pulse 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.

Key Element: Pulse: Year 1 Autumn 1, lesson 1 - Recap 'find the beat' song. Find the pulse in 'In the Groove – Latin' on charanga.

Teach: Introduce the word **rhythm as** patterns of long and/or short sounds that fit over a steady pulse or beat. Watch the rhythm video on Charanga.

Practise: Using the rhythm grid app, explore combining long and short notes on the rhythm grid section. Use a latin background with tempo 88.

- First use one circle in each square - long, long, long long
- Then change one circle to two circles. Explain that we clap twice on that one beat - long long, short/short long
- Then change to long long short/short, short/short
- Then long, short/short, long, short/short etc.

Apply: Explain that Samba bands play repetitive rhythms. Now play the same rhythm over and over, using the rhythm grid for visual support. **Perform short copycat rhythm patterns accurately, led by the teacher.**

Enquiry Question: What is rhythm (continued)?

Concept: Knowledge of elements of music - Rhythm



Students will learn that rhythm means patterns that fit over a steady pulse or beat in songs. The children will learn that rhythms are dictated by the arrangement of syllables into combinations of long and short.

Recall and retrieve: Recap pulse and rhythm from last lesson. Pulse 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.

Key Element: **Rhythm** is patterns of long and/or short sounds that fit over a steady pulse or beat.

Teach: Explain how we can create rhythms by using the syllables in words.

Model clapping as you hear the emphasis in words.

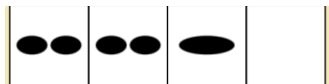
Peach = one clap

apple = two claps

banana = three claps

watermelon = four claps

Practise: Using the rhythm cards found in the resource file, pick a card and model saying the words out loud while clapping on the stressed parts of the words. E.g. jelly on a plate. Model how some of the ways we clap the words created combinations of long and short sounds.



jel ly on a plate

Apply: Model a few different cards then play challenge 1, warm up games In the Groove. Use the cards to support you with ideas for rhythms for the second part.

Now repeat but with classroom percussion instruments as in lesson 2

Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

Enquiry Question: How do musicians read music?

Concept: Musical notation - reading



Students will learn musicians play together by following written symbols.

Explain that, when a samba band is playing, all the instruments play their rhythms at the same time, to the same pulse.

Listen to: [Sergio Mendes - Fanfarra Cabua Le Le \(Official Visualizer\) - YouTube](#)

Play challenge 2, warm up games In the Groove. Use the cards to support you with ideas for rhythms for the second part.

Teach: Using the rhythm cards, explore combining syllables to make a rhythm. Explain that musicians often *read* music as symbols. We are going to read symbols today to keep us all together.

Jelly on a plate,
Jumping up and down
Jelly on a plate,
Sliding round and round

Practise: Play the whole piece together with a latin background with clapping.

Apply: Once the rhythm is mastered with clapping, hand out the instruments. Ask the children to organise themselves into instruments that scrape, hit and shake.

- 1st line – just played by instruments that hit
- 2nd line – shake
- 3rd line – scrape
- 4th line – everyone

Repeat and record for assessment.

Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum

1 ond	2 ond	3 ond	4 ond