

	<p>Year group: Reception</p>	<p>Area/topic: Rhythm and Pulse</p>
<p>(objectives from NC /ELG /Development matters)</p> <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> <li>➤ To consolidate the feeling of pulse through singing games and activities.</li> <li>➤ To engage in music making and sing simple songs from memory.</li> <li>➤ To copy actions and make up own actions when following/keeping a steady beat. To respond to cue words.</li> <li>➤ To engage in pat-a-cake clapping games.</li> <li>➤ To chant rhymes from memory.</li> <li>➤ To subconsciously internalise the rhythm of the words of the rhyme through chanting, clapping and thinking.</li> <li>➤ To play to the words of a given rhyme on un-tuned percussion instruments.</li> <li>➤ To chant, clap and use thinking voices as part of the learning process.</li> <li>➤ To practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse.</li> </ul>		

Prior learning	Future learning
<p>Children will have created rhythmic sounds and movements (body percussion) to keep pulse.</p> <p>Children will have learned and joined in with well-known chants, rhymes and songs.</p>	<p><b>In Year 1</b></p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play untuned instruments musically.</li> </ul> <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> <li>• To learn and experience what is meant by a PULSE or a steady beat. To learn to keep a pulse through actions and body percussion through playful songs and chants</li> <li>• Continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners.</li> <li>• To follow a pulse at varying tempos.</li> <li>• To make conscious the first rhythm symbols Ta and Te-te and relate these to a known chant.</li> <li>• To read 4-beat rhythm patterns.</li> <li>• To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse.</li> <li>• To transfer experience of rhythm patterns on to percussion instruments. To relate these skills to a known chant.</li> </ul>

	<ul style="list-style-type: none"> <li>• To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments.</li> <li>• To learn the place of a REST in music and to incorporate this into their knowledge of rhythms.</li> <li>• To continue to experience pulse and rhythm through rhythm/action games</li> </ul>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to recognise the beat in music, and actively keep pulse.</p> <p>Children will be able to join in with singing when learning new songs.</p> <p>Children will be able to learn and join in with well-known chants. Children will be able to perform these as a group, keeping to a steady pulse.</p>	<p>Teachers can make notes of plans of children are/are not meeting objectives.</p> <p>Teachers can record children performing.</p>
Key vocabulary	
Pulse, rhythm, beat, chant, rhyme.	
Common misconceptions	Books linking to this area
Children may find it difficult to recognise and keep beat.	All Join In- Quentin Blake
Memorable first hand experiences	Opportunities for communication
Salvation Army Band Collective Worship performances.	Learning new words when learning chants and rhymes.

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Cognition and Learning</p> <p>Teacher could use metronome app to support children keeping a steady beat.</p>
<p>Social, Emotional and Mental health</p> <p>Children can work in smaller group or with 1:1.</p>	<p>Sensory and Physical</p> <p>Children can use different musical instruments to keep a steady beat, or ear defenders.</p>