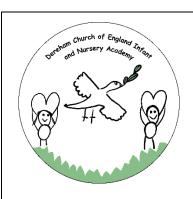
#### Dereham Church of England Infant and Nursery Academy- Music

#### Autumn 2





## Year group: Year I

### Area/topic: Rhythm and Pulse

(objectives from NC/ELG/Development matters)

Key Stage I National Curriculum Objectives:

- Due their voices expressively and creatively by singing songs and speaking chants and rhymes
- > Play untured instruments musically.

### Objectives taken from Active Music:

- > 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.
- > Continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. To follow a pulse at varying tempos.
- To make conscious the first rhythm symbols Ta and Te-te and relate these to a known chant.
- To read 4-beat rhythm patterns.
- > To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse.
- > To transfer experience of rhythm patterns on to percussion instruments. To relate these skills to a known chant.
- To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments.
- > To learn the place of a REST in music and to incorporate this into their knowledge of rhythms.
- To continue to experience pulse and rhythm through rhythm/action games

Prior learning		Future learning			
In Reception, children learned		In Year 2:			
$\triangleright$	To consolidate the feeling of pulse through singing games and	Key Stage   National Curriculum Objectives:			
	activities.	Use their voices expressively and creatively by singing songs and			
$\triangleright$	To engage in music making and sing simple songs from memory.	speaking chants and rhymes.			
>	To copy actions and make up own actions when following/keeping	Play untined instruments musically.			
	a steady beat. To respond to cue words.	Objectives taken from Active Music:			
>	To engage in pat-a-cake clapping games.	Continue to learn and experience what is meant by a pulse or a			
	To chart rhymes from memory.	steady beat.			
$\triangleright$	To subconsciously internalise the rhythm of the words of the	<ul> <li>Consolidate understanding of pulse through practical activities</li> </ul>			
	rhyme through chanting, clapping and thinking.	such as clapping games with partners.			
$\triangleright$	To play to the words of a given rhyme on un-tuned percussion	Understand and clarify the difference between rhythm and pulse.			
	instruments.	Revise the 'rest' and read and internalise rhythm patterns.			
	To chant, clap and use thinking voices as part of the learning	Learn about ostinatos.			
	process.	Transfer experience of rhythm and pulse on to percussion			
>	To practice and perform a well-known chant in a group, starting	instruments.			
	and finishing at the same time and keeping to a steady pulse.				

	<ul> <li>Lister to each other, start and finish at the same time and keep a steady pulse.</li> <li>Perform and appraise.</li> <li>Internalise rhythms and phrases with increasing aural memory.</li> <li>Follow, compose and perform rhythm patterns in groups, using a written rhythm sequence/symbols.</li> </ul>
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What pupils need to know or do to be secure		
Key knowledge and skills		Possible evidence
Children will be able to keep a pulse through actions and body percussion through playful songs		Teachers can record performances.
and charts.		
Children will be able to perform in a group, starting and finishing at the same time and keep a steady		
pulse using instruments.		
Children will be able to read and interpret 4 - beat rhythm patterns.		
Key vocabulary		
Beat, pulse, rhythm, pattern, rest.		
Common misconceptions	Books linking to this area	
Children may struggle to maintain a steady beat.	All Join In- Quentin Blake	
Children may struggle to read and interpret 4-beat rhythm patterns.		
Memorable first hand experiences	Opportunities for communication	on
Nativity performance.	Children will communicate thro	ugh songs, chants and rhymes.
Collective Worship performances.		

# Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

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