

	<p>Year group: Year 1</p>	<p>Area/topic: Rhythm and Pulse</p>
<p>(objectives from NC/ELG/Development matters) Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> ➤ Use their voices expressively and creatively by singing songs and speaking chants and rhymes ➤ Play untuned instruments musically. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> ➤ 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
<p>In Reception, children learned...</p> <ul style="list-style-type: none"> ➤ To consolidate the feeling of pulse through singing games and activities. ➤ To engage in music making and sing simple songs from memory. ➤ To copy actions and make up own actions when following/keeping a steady beat. To respond to cue words. ➤ To engage in pat-a-cake clapping games. ➤ To chant rhymes from memory. ➤ To subconsciously internalise the rhythm of the words of the rhyme through chanting, clapping and thinking. ➤ To play to the words of a given rhyme on un-tuned percussion instruments. ➤ To chant, clap and use thinking voices as part of the learning process. ➤ To practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse. 	<p>In Year 2:</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> ➤ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ➤ Play untuned instruments musically. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> ➤ Continue to learn and experience what is meant by a pulse or a steady beat. ➤ Consolidate understanding of pulse through practical activities such as clapping games with partners. ➤ Understand and clarify the difference between rhythm and pulse. ➤ Revise the 'rest' and read and internalise rhythm patterns. ➤ Learn about ostinatos. ➤ Transfer experience of rhythm and pulse on to percussion instruments.

	<ul style="list-style-type: none"> ➤ Listen to each other, start and finish at the same time and keep a steady pulse. ➤ Perform and appraise. ➤ Internalise rhythms and phrases with increasing aural memory. ➤ Follow, compose and perform rhythm patterns in groups, using a written rhythm sequence/ symbols.
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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 keep a pulse through actions and body percussion through playful songs and chants.</p> <p>Children will be able to perform in a group, starting and finishing at the same time and keep a steady pulse using instruments.</p> <p>Children will be able to read and interpret 4- beat rhythm patterns.</p>	Teachers can record performances.
Key vocabulary	
Beat, pulse, rhythm, pattern, rest.	
Common misconceptions	Books linking to this area
<p>Children may struggle to maintain a steady beat.</p> <p>Children may struggle to read and interpret 4-beat rhythm patterns.</p>	All Join In- Quentin Blake
Memorable first hand experiences	Opportunities for communication
Nativity performance. Collective Worship performances.	Children will communicate through songs, 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>