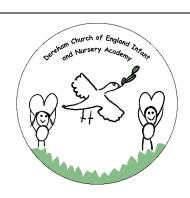
Dereham Church of England Infant and Nursery Academy-Music

Autumn 2





Year group: Year 2

Area/topic: Rhythm and Pulse

(objectives from NC/ELG/Development matters)

Key Stage I National Curriculum Objectives:

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

Objectives taken from Active Music:

- 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.
- Lister 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.

| Prior learning | Future learning |
|--|--|
| In Year 1: | Key Stage 2 National Objectives: |
| Key Stage National Curriculum Objectives: | Play and perform in solo and ensemble contexts, using their |
| Use their voices expressively and creatively by singing songs and | voices and playing musical instruments with increasing accuracy, |
| speaking chants and rhymes. | fluency, control and expression. |
| Play untuned instruments musically. | Improvise and compose music for a range of purposes using the |
| Objectives taken from Active Music: | inter-related dimensions of music. |
| To learn and experience what is meant by a PULSE or a steady | Use and understand staff and other musical notations |
| 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 | |

| What pupils need to know or do to be secure | | |
|--|---|--|
| Key knowledge and Skills | | Possible Evidence |
| Children will understand the difference between rhythm and pulse, and be able to keep a steady beat. | | Teacher can record performances. |
| Children will be able to transfer experience of rhythm and pulse on to percussion instruments. | | |
| Children will be to follow, compose and perform rhythm patterns in groups, using a written rhythm | | |
| sequence/symbols. | | |
| Key vocabulary | | |
| Pulse, rhythm, rest, rhythm pattern, ostinato, | | |
| Common misconceptions | Books linking to this area | |
| | Once Upon A Rhythm- James (| Carter and Valerio Vidali |
| Memorable first hand experiences | Opportunities for communication | |
| Nativity. | Children will communicate when performing songs, chants and rhymes. | |
| Collective Worship performances. | | n working as part of an ensemble, when |
| | practicing a performance. | |

games

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. |