

	<p>Year group: Year 2</p>	<p>Area/topic: Rhythm and Pulse</p>
<p>(objectives from NC /ELG /Development matters)</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. • 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. 		

Prior learning	Future learning
<p>In Year 1:</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"> ➤ 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. 	<p>Key Stage 2 National Objectives:</p> <ul style="list-style-type: none"> ➤ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ➤ Improvise and compose music for a range of purposes using the inter-related dimensions of music. ➤ Use and understand staff and other musical notations

<ul style="list-style-type: none"> ➤ 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 	
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What pupils need to know or do to be secure	
<p style="text-align: center;"><i>Key knowledge and Skills</i></p> <p>Children will understand the difference between rhythm and pulse, and be able to keep a steady beat. 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.</p>	<p style="text-align: center;"><i>Possible Evidence</i></p> <p>Teacher can record performances.</p>
<i>Key vocabulary</i>	
Pulse, rhythm, rest, rhythm pattern, ostinato,	
<i>Common misconceptions</i>	<i>Books linking to this area</i>
	Once Upon A Rhythm- James Carter and Valerio Vidali
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
Nativity. Collective Worship performances.	Children will communicate when performing songs, chants and rhymes. Children will communicate when working as part of an ensemble, when practicing a performance.

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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>