
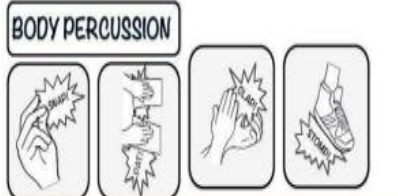
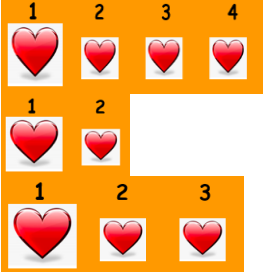









## Music Knowledge and Skills, Reception: Pulse

<b>Key Question:</b> What keeps music steady?		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Music can be slow and fast. Instruments can be used to make music.</p>	<p>Name some classroom percussion instruments: tambour, triangle, maracas, claves. The steady beat in music is called pulse. The speed of music is called tempo. We can change the tempo by making the music go faster or slower.</p>	<p>Listen and move with increased attention to sounds. Play instruments with increasing control.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Know that the pulse is a steady beat. How to clap or use an instrument to keep the beat in steady beats of 2 and 4. Know that tempo is musical name for the speed of the music. How to clap or play the beat faster and slower and gradually faster or gradually slower.</p>	<p>Beat: keeps the music in time Pulse: the steady beat throughout a piece of music Fast: when music moves quickly Slow: when music moves slowly Speed: how fast or slow the music is Tempo: the speed of a piece of music Rock and Roll music: music style that started in the 1940s</p>	<p>Rock and Roll Elvis Presley, The Beatles</p> 


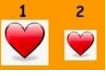
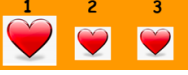












## Music Knowledge and Skills, Palmer (Cycle A): Pulse

<b>Key Question: How can we use our bodies to keep a steady beat?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Know that the pulse is a steady beat.            How to clap or use an instrument to keep the beat in steady beats of 2 and 4.            Know that tempo is musical name for the speed of the music.            How to clap or play the beat faster and slower and gradually faster or gradually slower.</p>	<p>We use body percussion to help keep a steady beat.            We can use the symbols below create a steady beat in 4.</p>  <p>Pulse can be in different timings. Clap the pulse in beats of 2,3 and 4.</p> 	<p>Recognise and develop a sense of steady beat through the use of voice, movement, body percussion and instruments.            Recognise and respond to changes in tempo in music.            Identify and perform changes in tempo to vary the musical effect.            Learn to play percussion with control.            Identify and keep a steady beat using movement, body percussion, and instruments.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music/ People</b>
<p>Use voice, movement, body percussion and instruments with control, to keep a steady beat.            Recognise and clap the pulse in beats of 2, 3 and 4.            Identify and perform changes in tempo.</p>	<p>Strong: when the beat stresses on the down-beat            Weak: the up-beat            Musician: a person who plays a musical instrument            Composer: a person who writes / composes music            Conductor: a person who leads musicians</p>	<p>Music that gets faster:            'In The Hall of The Mountain King', from the Peer Gynt Suite Op.46; No.1 by Edvard Grieg</p>

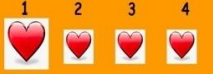
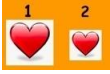
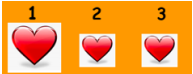




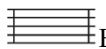

## Music Knowledge and Skills, Palmer (Cycle B): Pulse

Key Question: How can we use symbols to represent music?											
What I should already know	Key knowledge	Key skills									
<p>Use voice, movement, body percussion and instruments with control, to keep a steady beat.</p> <p>Recognise and clap the pulse in beats of 2, 3 and 4.</p> <p>Identify and perform changes in tempo.</p>	<p>Rhythm is a musical pattern that can be represented with musical symbols.</p> <p>A silence in music is called a rest and it has a beat value.</p> <p>Rhythm patterns have different names related to the number of beats in the pattern.</p> <p>A repeated rhythm pattern is called an ostinato.</p> <table border="1" data-bbox="824 735 1377 866"> <thead> <tr> <th>Pattern</th> <th>Name</th> <th>Number of beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>Quaver</td> <td>1/2 beat</td> </tr> <tr> <td></td> <td>Crotchet</td> <td>1 beat</td> </tr> </tbody> </table> <div data-bbox="1122 767 1377 863" style="border: 2px solid pink; padding: 5px;"> <p>Silence Rest</p>  </div>	Pattern	Name	Number of beats		Quaver	1/2 beat		Crotchet	1 beat	<p>Perform steady beat patterns of two, three, and four beats (metre) with voice and percussion, including in groups, to accompany a song.</p> <p>Play different patterns of steady beat within four beats, and match them to a simple score.</p> <p>Perform and create simple rhythms using a simple score.</p> <p>Interpret a score to perform different beat patterns.</p> <p>Explore different ways to organise music.</p>
Pattern	Name	Number of beats									
	Quaver	1/2 beat									
	Crotchet	1 beat									
End goal	Key Vocabulary	Key Music / People									
<p>Perform a steady beat and simple rhythm using movement, percussion and body percussion.</p> <p>Understand and differentiate between beat and rhythm.</p>	<p>Metre: strong and weak beats</p> <p>Rhythm: a musical pattern</p> <p>Ostinato: a repeated pattern</p> <p>Rest: silence</p> <p>Score: a written representation of music to record a composer's intention</p> <p>Improvising: making music</p> <p>Composing: creating and writing music down</p>	<p>Music with rests:</p> <p>Chi Mai, Ennio Morricone</p> <p>Don't Tell me to Stop, Madonna</p>									





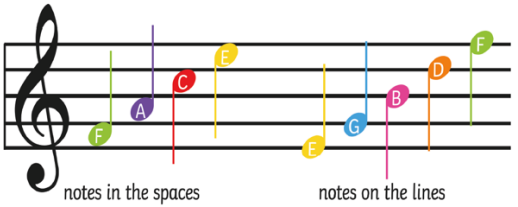







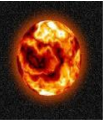


## Music Knowledge and Skills, Moore (Cycle A): Pulse

<b>Key Question: How can the strength of beats help us to identify the metre?</b>																	
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>															
<p>Rhythm is a musical pattern that can be represented with musical symbols.</p> <p>A silence in music is called a rest and it has a beat value.</p> <p>Rhythm patterns have different names related to the number of beats in the pattern.</p> <p>A repeated rhythm pattern is called an ostinato.</p>	<p>Metre in 4:  The strong beat is on beat 1 and weak beats 2, 3, 4.</p> <p>Metre in 2:  The strong beat is on beat 1 and weak beat 2.</p> <p>Metre in 3:  The strong beat is on beat 1 and weak beats 2, 3</p> <p>Rhythm:</p> <table border="1"> <thead> <tr> <th>Pattern</th> <th>Name</th> <th>Number of beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>Quaver</td> <td>½ beat</td> </tr> <tr> <td></td> <td>Crotchet</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Minim</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Semibreve</td> <td>4 beats</td> </tr> </tbody> </table>	Pattern	Name	Number of beats		Quaver	½ beat		Crotchet	1 beat		Minim	2 beats		Semibreve	4 beats	<p>Identify the metre in a piece of music.</p> <p>Play independent parts in more than one metre simultaneously.</p> <p>Identify and perform an ostinato.</p> <p>Improvise an accompaniment to an ostinato.</p> <p>Perform rhythmic ostinati individually and in combination</p> <p>Layer rhythms.</p> <p>Recognise rhythm patterns in staff notation</p>
Pattern	Name	Number of beats															
	Quaver	½ beat															
	Crotchet	1 beat															
	Minim	2 beats															
	Semibreve	4 beats															
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>															
<p>To identify the metre in a piece of music and play an independent part simultaneously with other playing different metres.</p> <p>To identify and perform an ostinato and add an accompaniment to an ostinato.</p> <p>Read rhythm notation on a stave.</p>	<p>Staff notation: Western notation using a stave (5 notes).</p> <p>Symbol: Musical representation of sound.</p> <p>Texture: Layers of sound</p> <p>Accompaniment: A musical part that supports the melody.</p>	<p>Ostinato:</p> <p>Canon in D, Pachelbel</p> <p>U Can't Touch This, MC Hammer</p>															




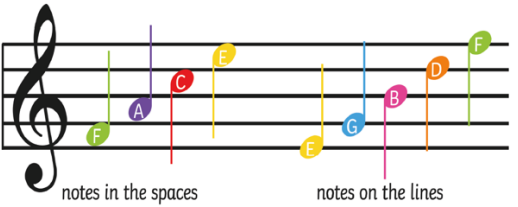






























## Music Knowledge and Skills, Moore (Cycle B): Pulse

Key Question: How can I identify Reggae music?		
What I should already know	Key knowledge	Key skills
<p>Metre in 4:  The strong beat is on beat 1 and weak beats 2, 3, 4.</p> <p>Metre in 2:  The strong beat is on beat 1 and weak beat 2.</p> <p>Metre in 3:  The strong beat is on beat 1 and weak beats 2, 3</p> <p>Rhythm: symbols, names and time values</p>	<p>Reggae is popular music of Jamaican origin that combines native styles with elements of rock and soul music with the accent on the offbeat.</p> <p>Reggae originated in the late 1960's.</p> <p>Reggae usually relates news, social gossip, and political commentary.</p> <p>Bob Marley is probably the greatest of all reggae artists.</p> <p>Syncopation is a rhythm that emphasises the beats that are normally weak (the upbeat)</p> <p></p> <p>A riff is a short, repeated bass line.</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>Create a syncopated rhythm to accompany a reggae track.</p> <p>Perform a single part rhythmically.</p> <p>Improvise using repeated patterns.</p> <p>Recognise Reggae music, and its musical style.</p>
End goal	Key Vocabulary	Key Music / People
<p>Know the terminology of formal notation: staff, stave, treble clef, bar, bar line, time signature.</p> <p>Know how to identify Reggae music and talk about its musical styles and traditions.</p>	<p> Stave: a set of five horizontal lines and four spaces that each represent a different musical pitch</p> <p> Treble clef: a musical symbol used to indicate the pitch of written notes</p> <p> Bar line: Separate sections within the music.</p> <p> Bar: Sections in between bar lines.</p> <p> Time signature: Tells you how the music is to be counted.</p>	<p>Reggae</p> <p>'One Love' and 'Three Little Birds', Bob Marley and the Wailers</p> <p>'Black Woman' Judy Mowatt</p>

## Music Knowledge and Skills, Cameron (Cycle A): Pulse

Key Question: How do musicians know what notes to play when performing a composed piece of music?														
What I should already know	Key knowledge	Key skills												
<p>Reggae is popular music of Jamaican origin that combines native styles with elements of rock and soul music with the accent on the offbeat.</p> <p>Reggae originated in the late 1960's.</p> <p>Reggae usually relates news, social gossip, and political commentary.</p> <p>Bob Marley is probably the greatest of all reggae artists.</p> <p>Syncopation is a rhythm that emphasises the beats that are normally weak (the upbeat)</p> <p>1 2 3 4  </p> <p>A riff is a short, repeated bass line.</p>	<p>Rest symbols and time values</p> <table border="1"> <thead> <tr> <th>Pattern</th> <th>Name</th> <th>Number of beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>Crotchet rest</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Minim rest</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Semibreve rest</td> <td>4 beats</td> </tr> </tbody> </table> <p>Western staff notation using 5 lines (stave)</p> 	Pattern	Name	Number of beats		Crotchet rest	1 beat		Minim rest	2 beats		Semibreve rest	4 beats	<p>Understand how pulse, rhythm and pitch work together.</p> <p>Compose rhythms, including rests, from an increasing aural memory.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Read and play musical notation to create rhythms.</p> <p>Create graphic notation to represent rhythms.</p>
Pattern	Name	Number of beats												
	Crotchet rest	1 beat												
	Minim rest	2 beats												
	Semibreve rest	4 beats												
End goal	Key Vocabulary	Key Music / People												
<p>To recognise, copy and create ostinato rhythms in a range of styles of music.</p> <p>To know the location and names of notes on the stave.</p> <p>To compose a solo or group performance using either standard or graphic notation.</p>	<p>Graphic score: the representation of music through the use of visual symbols</p> <p> Double bar line: bold double bar line which shows the end of a piece of music.</p>	<p>Ostinato</p> <p>1. "Mars" from "The Planets" - Holst </p> <p>2. "On Every Street" - Dire Straits </p> <p>3. "Tubular Bells" - Mike Oldfield </p>												

## Music Knowledge and Skills, Cameron (Cycle B): Pulse

Key Question: How can I identify Samba music?																																		
What I should already know	Key knowledge	Key skills																																
<p>Rest symbols and time values</p> <table border="1"> <thead> <tr> <th>Pattern</th> <th>Name</th> <th>Number of beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>Crotchet rest</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Minim rest</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Semibreve rest</td> <td>4 beats</td> </tr> </tbody> </table> <p>Western staff notation using 5 lines (stave)</p>  <p>notes in the spaces      notes on the lines</p>	Pattern	Name	Number of beats		Crotchet rest	1 beat		Minim rest	2 beats		Semibreve rest	4 beats	<p>Samba is a style of Brazilian carnival music that uses a collection of contrasting rhythms played to the same beat/pulse.</p> <p>Samba instruments include: Surdo, Repinique, Caixa, Shakers and Apito.</p> <p>Samba performances are split into instrument sections.</p> <p>Samba music uses lots of dotted rhythms. A dot after a note increases its duration (length) by half its original value.</p> <table border="1"> <thead> <tr> <th>Note</th> <th>Beats</th> <th>Note</th> <th>Beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>4 beats</td> <td></td> <td>6 beats</td> </tr> <tr> <td></td> <td>2 beats</td> <td></td> <td>3 beats</td> </tr> <tr> <td></td> <td>1 beat</td> <td></td> <td>1½ beats</td> </tr> <tr> <td></td> <td>½ beat</td> <td></td> <td>¾ beat</td> </tr> </tbody> </table>	Note	Beats	Note	Beats		4 beats		6 beats		2 beats		3 beats		1 beat		1½ beats		½ beat		¾ beat	<p>Listen with attention to detail and recall sounds with increasing memory and accuracy.</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p> <p>Create a simple composition and record using formal notation.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music: pulse, rhythm, pitch, dynamics, tempo, timbre</p> <p>Discuss the inter-related dimensions of music and recognise them in heard music.</p> <p>Appreciate live and recorded Samba music drawn from different traditions and from great composers and musicians.</p>
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	1 beat		1½ beats																															
	½ beat		¾ beat																															
End goal	Key Vocabulary	Key Music / People																																
<p>Know how to identify Samba music and talk about its musical styles and traditions.</p> <p>Play Samba rhythms using body percussion and instruments.</p> <p>Name the instruments used in a samba band.</p>	<p>The inter-related dimensions of music:</p> <p>Call and Response: A leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (response).</p> <p>Polyrhythm: Layers of simpler rhythms. More than one type of rhythm is played at the same time.</p> <p>Major key: One of the most common types of eight-note musical scale. Often described as having a happy sound.</p> <p>Unison When two or more voices/ instruments sing or play the same melody at the same time.</p>	<p>Samba</p> <p>‘Mas que nada’ Sergio Mendes</p> <p>‘Samba’ Gloria Estefan</p> <p>‘La Bamba’ Ritchie Valens</p>																																

