


















## Music Knowledge and Skills, Reception: Rhythm

<b>Key Question: What is the rhythm and pulse of a song?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Pulse is a steady beat like a clock ticking or a heartbeat.</p> <p>Music can have patterns.</p> <p>These musical patterns can repeat.</p>	<p>To count the pulse we sometimes count to 2, 3 or 4.</p> <p>Rhythm is the pattern of music.</p> <p>Tempo is how fast or slow music is.</p>  <p>Instruments that keep the beat are called percussion and include drums, triangles, cow bells.</p>	<p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Tap the pulse and rhythm of a song in 2/4, 3/4, 4/4</p> <p>Play along with the rhythm of a song</p> <p>Recognise when the tempo of a song changes</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Know the difference between pulse and rhythm.</p> <p>Tap the pulse and rhythm of a song</p> <p>Name and play some class percussion instruments, following a 2/4, 3/4 and 4/4 rhythm.</p>	<p>Pulse: the steady beat throughout a piece of music</p> <p>Rhythm: a musical pattern</p> <p>Rest: silence</p> <p>Tempo: the speed of a piece of music</p> <p>Percussion: an instrument that you strike to keep the beat</p>	<p>Chinese Music – Spring Dawn at Hang-Yin Mountain</p> <p>Traditional Nu</p>






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

Key Question: How can I use my body as a percussion instrument?		
What I should already know	Key knowledge	Key skills
<p>Know the difference between pulse and rhythm. Tap the pulse and rhythm of a song Name and play some class percussion instruments, following a 2/4, 3/4 and 4/4 rhythm.</p>	<p>A metre can be identified by its pattern Beats can be emphasised in different ways to form a group (Metre) We can use body percussion to help create different rhythm patterns.</p>  <p>Stamp Tap-ping Knee Head Rest</p> <p>Rhythm has special musical symbols:</p> <p>Jogging </p> <p>Walk </p> <p>Stride </p> <p>Goal </p>	<p>Count and perform a steady beat in patterns of two, three, and four beats (metre). Explore different ways to emphasise the first beat in a repeating pattern or metre. Copy, explore and identify simple rhythms. Explore and create repeated rhythms. Explore sounds on instruments and find different ways to vary their sound. Play along with the rhythm of song that has changing tempos</p>
End goal	Key Vocabulary	Key People
<p>Copy a rhythm and play it back Use body percussion to create different rhythm patterns. Copy and then create repeated rhythms. play along with the rhythm of song that has changing tempos</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 Ostinato: a repeated pattern Musician: person who plays a musical instrument Composer: a person who writes / composes music Conductor: a person who leads musicians</p>	


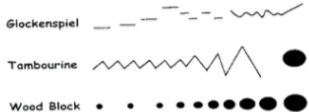
## Music Knowledge and Skills, Palmer (Cycle B): Rhythm

Key Question: How do composers record music so that musicians can play it?		
What I should already know	Key knowledge	Key skills
<p>A metre can be identified by its pattern Beats can be emphasised in different ways to form a group (Metre) We can use body percussion to help create different rhythm patterns.</p>  <p>Stamp Tap-ping Knee Head Rest</p> <p>Rhythm has special musical symbols:</p> <p>Jogging </p> <p>Walk </p> <p>Stride </p> <p>Goal </p>	<p>There are music symbols for rests in music</p> <div style="border: 1px solid pink; padding: 5px; display: inline-block;"> <p>Silence Rest  </p> </div> <p>A silence in music is called a rest and it has a beat value.</p> <p>Learn how to clap the rhythms below</p> <p>1. </p> <p>2. </p> <p>3. </p> <p>4. </p> <p>Music can be composed or improvised. Composed music is written down using musical notation.</p>	<p>Count and perform a steady beat in patterns of two, three, and four beats (metre). Identify metre by recognising its pattern. Explore different ways to emphasise beats to form a group (metre) Explore and identify simple rhythms. Explore and create repeated rhythms. Explore sounds on instruments and find different ways to vary their sound.</p>
End goal	Key Vocabulary	Key Music / People
<p>Perform and create simple rhythms using a simple score. Identify, create and perform ostinato. Interpret a score to perform different beat patterns.</p>	<p>Metre: strong and weak beats Rhythm: a musical pattern Ostinato: a repeated pattern Rest: silence Score: a written representation of music to record a composer's intention Improvising: making music Composing: creating and writing music down</p>	








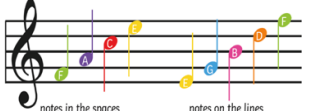










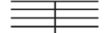
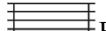

## Music Knowledge and Skills, Moore (Cycle A): Rhythm

Key Question: How can I create my own music?		
What I should already know	Key knowledge	Key skills
<p>There are music symbols for rests in music</p> <div data-bbox="210 411 465 507" style="border: 1px solid pink; padding: 5px;"> <p>Silence Rest</p>  </div> <p>A silence in music is called a rest and it has a beat value.</p> <p>Learn how to clap the rhythms below</p> <p>1.  2. </p> <p>3.  4. </p> <p>Music can be composed or improvised. Composed music is written down using musical notation.</p>	<p>In music there are different ways to record notation. Staff notation is a formal way or recording music. Graphic notation is the representation of music using visual symbols</p>	<p>Follow a graphic score when listening to a piece of music. Understand the connection between shape and symbol and sound following a simple graphic score when listening Demonstrate a strong sense of rhythm and pulse Identify rhythms and rests in songs and use these as inspiration for their own music Work as part of a group to compose an 8 bar piece of music in 4/4 Add body percussion and percussion instruments into our own pieces of music Perform as a group</p>
End goal	Key Vocabulary	Key Music / People
<p>Compose and perform an 8 bar piece of music in 4/4 with percussion.</p>	<p>Texture: Layers of sound Structure: the way a piece of music is built up Timbre: the particular sound quality of an instrument</p>	

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

<b>Key Question: How can I record my compositions using notation?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>In music there are different ways to record notation.</p> <p>Staff notation is a formal way of recording music.</p> <p>Graphic notation is the representation of music using visual symbols</p>	<p>Staff Notation: In Western musical notation, the staff (US) or stave (UK) is a set of five horizontal lines and four spaces that each represent a different musical pitch or in the case of a percussion staff, different percussion instruments.</p>  <p>Graphic score:</p> 	<p>Identify and discuss rhythm, texture, and dynamics in simple time signatures</p> <p>Learn a pulse then a rhythm and put them both together to create a musical texture, recording with graphic notation</p> <p>Create ideas to compose a melody as a team to layer on top of rhythm and pulse, recording ideas using graphic notation</p> <p>Make and respond to suggestions to improve compositions using music vocabulary</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Create a graphic score to represent a composed piece of layered music.</p> <p>Perform a composed piece, following a graphic score.</p> <p>Make and respond to suggestions to improve compositions using music vocabulary</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>Soundscape: a picture in sound</p> <p>Dynamics: volume of sound</p> <p>Cyclic pattern: when a pattern, theme or melody occurs repeatedly</p>	<p>Theme from Star Wars by John Williams</p>

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

Key Question: How can I record my compositions using formal notation?																	
<p><b>What I should already know</b></p> <p>Staff Notation: In Western musical notation, the staff (US) or stave (UK) is a set of five horizontal lines and four spaces that each represent a different musical pitch or in the case of a percussion staff, different percussion instruments.</p> <p>Graphic score:</p> <p>Glockenspiel </p> <p>Tambourine </p> <p>Wood Block </p>	<p><b>Key knowledge</b></p> <p>Different notes have duration values</p> <table border="1" data-bbox="824 478 1137 746"> <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> <p>Western staff notation using 5 lines (stave)</p>  <p>notes in the spaces      notes on the lines</p>	Pattern	Name	Number of beats		Quaver	½ beat		Crotchet	1 beat		Minim	2 beats		Semibreve	4 beats	<p><b>Key skills</b></p> <p>Play a rhythm in a simple time signature and identify the timbre of sounds</p> <p>Play rhythms in different time signatures (simple and compound) over different genres</p> <p>Compose a melody as a team, recording ideas using staff notation</p> <p>Perform as a group: consolidating knowledge on musical notes, timbre, texture and rhythm</p>
Pattern	Name	Number of beats															
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	Crotchet	1 beat															
	Minim	2 beats															
	Semibreve	4 beats															
<p><b>End goal</b></p> <p>Record a composed piece of music using staff notation.</p> <p>Make and respond to suggestions to improve compositions using music vocabulary</p>	<p><b>Key Vocabulary</b></p> <p> Stave: 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><b>Key Music / People</b></p>															

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

Key Question: How do rhythms make music distinctive?																	
What I should already know	Key knowledge	Key skills															
<p>Different notes have duration 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>Quaver</td> <td>1/2 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> <p>Western staff notation using 5 lines (stave)</p>	Pattern	Name	Number of beats		Quaver	1/2 beat		Crotchet	1 beat		Minim	2 beats		Semibreve	4 beats	<p>Rhythmic cycle:</p>	<p>Sing a traditional Ghanaian call and response songs in two groups.</p> <p>Devise rhythmic actions to music.</p> <p>Play rhythmic cycles.</p> <p>Combine rhythm cycles in a percussion piece.</p> <p>Singing</p> <p>Develop a descriptive composition.</p> <p>Plan and structure pieces to make a finale.</p> <p>Develop and rehearse for a performance.</p> <p>Perform to an audience.</p>
Pattern	Name	Number of beats															
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End goal	Key Vocabulary	Key Music / People															
<p>Know how to identify Ghanaian music and talk about its musical styles and traditions.</p> <p>Play Ghanaian rhythms using body percussion and instruments.</p> <p>Name the instruments used in Ghanaian music.</p>	<p>Unison: Voice or instruments play / sing together.</p> <p>Call and response: A style of music in which a leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (the response)</p> <p>Rhythmic cycle: a set pattern of repeated rhythms</p>	<p>Che Che Kule</p>															

