

## TERM 1 RHYTHM BUILDERS - EXPLORING RHYTHMIC LAYERS



This term the children will develop their understanding of **rhythm** and **rhythmic notation**. They will **get to grips with time signatures**, learning to 'feel' the difference between three and four beats in a bar. They will **explore folk traditions** such as Morris dancing and Basque dance and have fun creating and performing their own dances.

From a Tabletop Percussion Machine to rhythmic motifs, **learning to play rhythms expressively**, is a focus for the term as the children will learn to **choose suitable timbre and dynamics** when playing and composing. They will also learn the **importance of following the conductor!** As the term moves on, they will learn how composers **create interesting textures** by combining **layers of musical sound**. They will **identify the use of ostinato** in pieces such as *Bolero* by Ravel and will use ostinato to accompany songs such as *I Have A Song To Sing* and *Time For Everything*, **creating interesting polyrhythmic textures!**

The term ends by exploring ways to **represent musical textures through notation**. With a selection of activities to choose from, the children can **explore rhythm grids** or **create a layered composition** inspired by composers taking part in a video call!

### STEP 1: Exploring time signatures and performing together

Lesson Plan Pass The Beanbag



Lesson Plan The Rhythm Of Life



Lesson Plan Noodle Dance



Lesson Plan Elizabethan Dance



Lesson Plan Hot Potato



### STEP 2: Performing rhythms expressively

Lesson Plan Colour Palette Dynamics



Lesson Plan Tabletop Percussion Machine



Lesson Plan National Anthems



Lesson Plan Musical Motifs



### STEP 3: Exploring Rhythmic Texture

Lesson Plan Rhythmic Layers



Lesson Plan Rhythm Wall



Lesson Plan Watch The Conductor



Lesson Plan Syncopated Rhythms



### STEP 4: Creating And Notating Musical Texture

Lesson Plan Crazy Clapping Improvisation



Lesson Plan Video-Call Composition



Lesson Plan Recycled Rhythms



## HOW DOES THE RHYTHM GO?

Ideal for a single session



### What's achievable

To perform body-percussion rhythms at various tempos



### Key vocabulary

Four-beat pulse; rhythm; tempo; faster; slower; body percussion; rhythm pattern

**Try accompanying songs with body-percussion actions.**

**In *A Song You'll Love To Know*, use the body-percussion actions** below to perform the rhythm of this song's chorus melody. Instead of singing the lyrics, speak them in time and perform the actions using alternating hands and feet. If difficult at first, slow the tempo down so that everyone can perform accurately and together.

Lyrics: **Play it on the pi - an - o,**  
Actions: click-click, click-click, stamp-stamp, clap

Lyrics: **Pic - ca - lil - li, rock - a - bil - li, tap - pin' our toes.**  
Actions: knee - knee -knee -knee, knee -knee -knee -knee, knee -knee, stamp, clap

**Practise performing body-percussion rhythms at various tempos with *Warm The Brain*.**

Begin by counting the four-beat pulse, noticing how each line of lyrics lasts for four beats.

Next, teach the actions for each line, asking the group to copy your movements. If difficult at first, repeat the first verse, which uses a slower tempo, so that everyone can perform accurately and together. Once everyone is confident, perform the whole song. Can everyone perform the actions as the tempo increases?

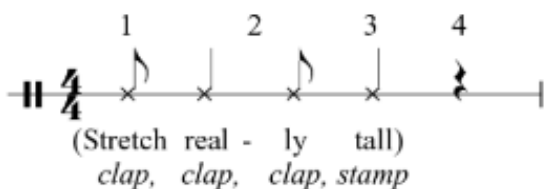
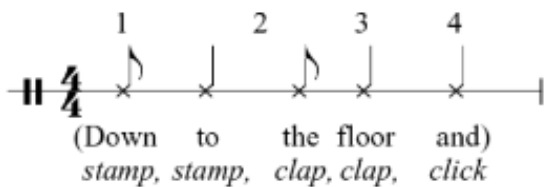
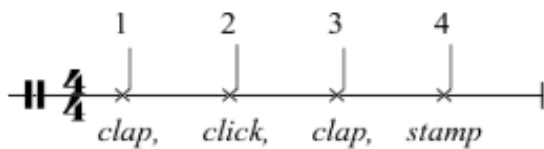


## Step It Up!

Get to know *Warm The Brain* and **use the instrumental track to inspire some body-percussion composition.**

Ensure everyone can clap the four-beat pulse and get everyone to move to the pulse (e.g. clapping, stamping, clicking etc.).

Take suggestions for body-percussion rhythms that could be used to accompany each line of a verse, making sure they all fit with the four-beat pulse. Encourage the children to use suggestions from the song and include some of their own, e.g.:



Divide the class into small groups and ask them to develop body-percussion rhythms to fit with the four-beat pulse. They could create one rhythm and repeat it four times or create four separate rhythms and perform them in sequence. Give the groups time to rehearse their ideas and then ask them to teach their body-percussion rhythms to the rest of the class.

For an added challenge, ask each group to perform their rhythms to the instrumental track of the song. Listen to it carefully, identifying how the tempo increases for each verse. Can the children perform their four-beat rhythms to the track, keeping in time with the pulse?



## Look

There are some amazing examples of body percussion to watch online. Have a look at THE PERCUSSION SHOW body percussion on YouTube for starters.



## ASSESSMENT SUGGESTIONS

- Can they identify rhythm patterns when singing (e.g. chanting song lyrics)?
- Can they perform rhythm patterns to a steady pulse?
- Can they suggest ways to improve their work (e.g. identifying and rehearsing tricky rhythms)?
- Can they create simple rhythms (e.g. body percussion) to fit with a four-beat pulse?

### Inter-related Dimensions of Music

RHYTHM PULSE TEMPO

### National Curriculum coverage for Music

SING LISTEN PLAY COMPOSE