

PRIOR LEARNING

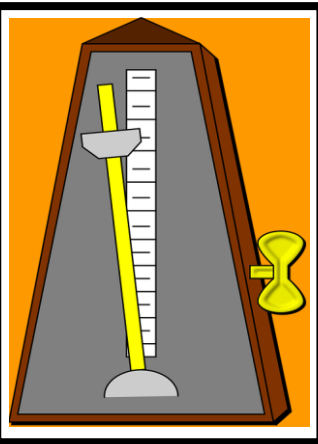
Building Blocks

PUPILS SHOULD KNOW:

1. Simple rhythm games.
2. How to copy and play basic rhythms.
3. How to repeat simple rhythms.

Links to other subjects:

Maths: patterns and sequences, counting, adding and. creating four beats; note distribution.



DBJA Year 3 Music

Rhythm Has Your Two Hips Moving

RHYTHM

Q. What is **RHYTHM**?

Q. What does **BEAT** mean?



KEY SKILLS TAUGHT

WALT:

- Use and understand rhythmic notation (recognise, read, explain, perform and create basic rhythmic patterns).
- Perform simple rhythms.
- Keep to a steady pulse.
- Perform with increasing accuracy.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Write original 8 bar rhythms.



KNOWLEDGE TAUGHT



BY THE END OF THIS UNIT PUPILS SHOULD BE ABLE TO.....

(WALT):

Understand simple rhythms and notations (such as crotchets, quavers, semiquavers, crotchet beat rests and semibreves).

Spell the word RHYTHM – mnemonic.

SOME PUPILS WILL SHOW GREATER DEPTH AND WILL:

Know and understand how time signatures work.

VOCABULARY

Rhythm: patterns of long and short notes.

Beat (or pulse): The heartbeat of the music that you hear/feel (this is what people usually tap along to).

Crotchet: a one beat note (*tea*).

Quaver: a half beat note (*cof-fee*).

Semiquaver: a quarter beat note.

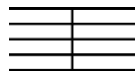
Crotchet beat rest: be silent for one beat (*shush*).

Tier 2 vocabulary

Time signature/metre: how the beats are organised. Numbers at the start of a piece that explain how many beats (and what type of beats) are in a bar.

Simple time: when the beats can be divided into twos.

System: A line of music; a staff line.

Bar:  a way of organising the beats into smaller sections.

Bar line: The bar line is a vertical line written in the music which separates the bars.