

## PRIOR LEARNING

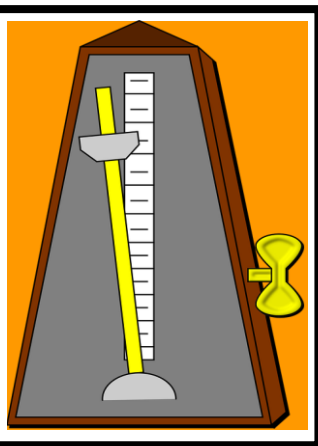
### Building Blocks

#### 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?



## 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.

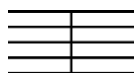
**Crotchet beat rest:** be silent for one beat (*shush*).

### 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.

## KEY SKILLS TAUGHT

### WALT:

- Use and understand rhythmic notation.
- Keep to a steady pulse, performing 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.