
















Meden School Curriculum Planning

<b>Subject</b>	Music	<b>Year Group</b>	7	<b>Sequence No.</b>	2	<b>Topic</b>	Rhythm
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Retrieval	Core Knowledge	Student Thinking																		
<p>What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b>?</p>	<p>What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?</p>	<p>What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and ‘do something about them!’</p>																		
<p>How do I find notes on the piano?</p> <ul style="list-style-type: none"> <li>Treble Clef notes.</li> <li>Graphic scores.</li> </ul> <p>How long does each note last for?</p> <table border="1"> <thead> <tr> <th>Note Name</th> <th>Note Symbol</th> <th>Note Value</th> </tr> </thead> <tbody> <tr> <td>Semibreve</td> <td></td> <td>4 beats</td> </tr> <tr> <td>Minim</td> <td></td> <td>2 beats</td> </tr> <tr> <td>Crotchet</td> <td></td> <td>1 beat</td> </tr> <tr> <td>Quaver</td> <td></td> <td>½ of a beat</td> </tr> <tr> <td>Pair of Quavers</td> <td></td> <td>2 x ½ beats = 1</td> </tr> </tbody> </table> <p>How do I read rhythms?</p> <p>(pupils practically work on how to play rhythms using body percussion, clapping, drum sticks and playing on the piano).</p> <p>What is an ostinato?</p>	Note Name	Note Symbol	Note Value	Semibreve		4 beats	Minim		2 beats	Crotchet		1 beat	Quaver		½ of a beat	Pair of Quavers		2 x ½ beats = 1	<p><b>Rhythm is the foundation for all music. It is one of the main building blocks to understanding music and the intention of its creator.</b></p> <p><b>The aim of this unit is to equip pupils with an understanding of basic rhythmic notation, time signatures and to be able to practically apply this.</b></p> <p><b>Students are taught the knowledge and vocabulary to be able to recognise rhythm in all pieces.</b></p> <p><b>Theory Knowledge and Vocabulary</b></p> <p><b>Rhythm:</b> A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse. Everyday sentences can be used to create rhythms. The patterns made by words create rhythms.</p> <p><b>Pulse:</b> A regular BEAT that is felt throughout much music. Certain beats of the pulse can be emphasised to establish regular pulse patterns.</p> <p><b>Waltz:</b> 1 2 3, 1 2 3 = a 3-beat pulse</p> <p><b>March:</b> 1 2, 1 2, 1 2 = a 2-beat pulse</p>	<p>Stravinsky’s Rite of Spring. Famously, the first night was received badly. The music caused a sensation and a near riot.</p> <p>March of the Kitchen Utensils – why do composers write music about this?</p> <p>Stomp – using everyday items to make music. Why some people choose to do this. Career path choice.</p> <p>Using natural rhythms, we hear everywhere.</p> <p>Being able to clap in time with songs at Christmas or at the football match.</p>
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(A repeated pattern of notes)


What is a triplet?

What are dotted rhythms?

What is conducting and how do I do it?  
(Pupils learn about time signatures, waltz and marches)


**Time Signatures:** The numbers written at the start of the piece of music.

2/4 = TWO CROTCHET beats per BAR




e.g. a MARCH

3/4 = THREE CROTCHET beats per BAR



e.g. a WALTZ

4/4 = FOUR CROTCHET beats per BAR



Bottom Numbers:  
2 = Minim 4 = Crotchet 8 = Quaver

**Conducting:** A person who uses hand and arm movements to help a group of musicians stay in time with each other. They use a baton so that everyone can see what beat they are on. Beat 1 moves down vertically, beat two moves across to the left, beat 3 moves across to the right out with arm straight, beat 4 moves up diagonally until the arm is back to the start position.

**Accent:** Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

**Articulation:** Notes can be separated between playing them or smoothly joined.

**Rhythm Grid Notation:** A way of writing down and recording rhythms using boxes.



**Semibreve:** a note that lasts for 4 beats

**Minim:** a note that lasts for 2 beats

**Crotchet:** a note that lasts for 1 beat

**Quaver:** a note that lasts for  $\frac{1}{2}$  a beat

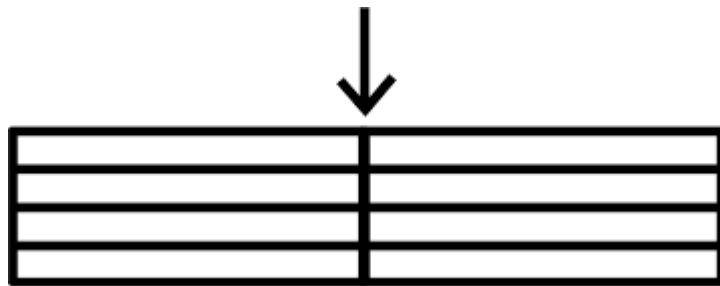
**Pair of Quavers:** two quavers paired together, each lasting for  $\frac{1}{2}$  a beat, the two together lasts for 1 beat



**Accent:** a symbol that means you should emphasise a note by playing it a little louder than the rest of the notes.



**Bar:** separates **the rhythms/music notation** out so it's easier to read. Separates the music into the **time signatures** and **beats**. At the end of each bar there is a vertical line. Each bar will have the same number of beats as the top number in the time signature. In this scheme of work, we learn about the number 4 on the bottom which means that each beat is worth a crotchet: 1 beat. The top number means how many crotchets you count.



**Rhythmic Ostinato:** a short-repeated pattern made up of notes of different lengths but without a particular pitch.

**Cyclic Rhythm:** a rhythm which is repeated over and over again (in a cycle) many times.

**Beat:** You add these up to create a bar.

**Body percussion:** Using your body and sounds it can create to form a piece.

**Rests:** A rest is silent. The symbols for each note length also have a corresponding rest symbol.

Music Rests:



Whole Rest (4 beats)    Half Rest (2 beats)    Quarter Rest (1 beat)    Eighth Rest (1/2 beat)

**Junk percussion:** Using everyday objects to create a piece e.g. pencil, ruler, empty packet of crisps.

**Ostinato:** A repeating pattern of notes.

	<p><b>Lesson knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of how to identify <b>pulse</b>. Pupils listen to extracts of music. Pupils clap along with the pulse. The music fades out and pupils need to continue to clap the pulse. This is for pupils to understand and recognise the pulse and to practise keeping a steady pulse which they will need for every SoW throughout music lessons.</li> <li>• Body <b>Percussion</b>. Pupils are introduced to <b>music notation</b> through body percussion videos. Pupils also work on co-ordinating hands and feet, a skill they will need for drumming in future SoW.</li> <li>• <b>Rhythm, notation</b>. Pupils understand what a <b>semibreve, minim, crotchet, quaver and semiquaver</b> look like. They learn the equivalent <b>rests</b>. They understand how long they last for practically. They understand how to read the <b>notation</b> and piece each <b>rhythm</b> together. Pupils also learn more complicated rhythms – two <b>semiquavers</b> connected to one quaver; one quaver connected to two semiquavers; <b>triplets</b>; <b>quaver</b> rest followed by a quaver; <b>dotted rhythms</b>.</li> <li>• Pupils understand how to rap a piece called “I’m the pulse”. Pupils understand knowledge of where the <b>pulse</b> is through this piece, what the difference between the <b>pulse and rhythm</b> is and how to spell <b>rhythm</b>.</li> <li>• Pupils understand what an <b>accent</b> is and how it affects a <b>note</b>. Pupils demonstrate understanding using this in a piece called “Rite of Spring”.</li> <li>• Pupils understand that <b>music notation</b> has <b>rhythm</b> written as well as pitch. Pupils have a few pieces of music with the notes written on and need to work out how the <b>rhythm</b> sounds by playing on piano.</li> <li>• Pupils demonstrate understanding of knowledge by composing their own <b>rhythmic patterns</b> and perform these to the class using the <b>rhythms</b> they have learnt. Pupils write these <b>rhythms</b> down using a <b>rhythm grid</b> first and then <b>rhythm notation</b>.</li> <li>• Pupils watch a junk percussion performance to learn knowledge about rhythm. Pupils understand what an <b>ostinato</b> is and a <b>cyclic rhythm</b>. Pupils</li> </ul>	
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	<p>to identify these in the performance and then demonstrate understanding of knowledge by practising their own version of the piece.</p> <ul style="list-style-type: none"><li>• Pupils to create their own <b>ostinato's</b> and <b>cyclic rhythms</b> in groups to demonstrate understanding of knowledge.</li><li>• Pupil will understand how to conduct. How to hold the baton and where to place their arms when conducting. They will learn the movements for 2/4, 3/4, 4/4 <b>time signatures</b>. They will demonstrate understanding of new knowledge by identifying Marches and Waltzes by listening and conducting to them.</li></ul>	
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