

Primary Music Specialist – Rhythm & Pulse Lesson Plans

<u>YEAR 2: RHYTHM AND PULSE:</u>	LESSON: 5
<u>LEARNING OBJECTIVES:</u> To reinforce experience of rhythm and pulse. To learn to internalise rhythms and phrases with increasing aural memory.	
<u>KEY VOCABULARY:</u> Rhythm, pulse, actions	
<u>RESOURCES:</u>	
<u>MAIN ACTIVITIES:</u> <ul style="list-style-type: none">Play the game 'DIDDLE DIDDLE DUMPLING' (TRACK 23) <p>Sit as if cross-legged but with one knee up. Chant it through, teaching it by rote if some of the children do not know it.</p> <p>Next, say that you do not want to hear the word 'SHOE' but in its place you want one foot to be tapped. Try this through.</p> <p>Next, say that you so not want to hear the words 'SHOE' or 'TROUSERS'. Instead of trousers you want to hear 2 claps. Try this through. Continue in this way:</p> <p>Instead of 'MY SON JOHN', tap head, shoulders and knees.</p> <p>Instead of 'DIDDLE DIDDLE DUMPLING', tap one knee 4 times for 'Diddle Diddle' and the other twice for 'dumpling'.</p> <p>When the children can do this all through with help, see if anyone wants to do it on their own.</p> <ul style="list-style-type: none">Teach the action song 'DING DONG' (TRACK 27) <p>Teach it line by line until known.</p> <p>Ask the children to nod their heads on the words 'DING DONG'. Sing it through.</p> <p>Next ask the children to clap their hands on the words 'HOT DOG'. Sing it through.</p> <p>Finally ask them to put the two actions together.</p> <p>Again, when the children can do this through with help, see if anyone wants to do it on their own.</p> <p>3) Teach the singing game 'BOW WOW WOW' (TRACK 28)</p> <p>The children stand in a circle but facing a partner. Actions are as follows:</p> <p>BOW WOW WOW: clap own hands WHO'S DOG ART THOU?: waggle a finger at their partner LITTLE TOMMY TUCKER'S DOG: Walk past their partner, facing in the same direction. BOW WOW WOW: clap partner's hands</p>	

Primary Music Specialist – Rhythm & Pulse Lesson Plans

YEAR 2: RHYTHM AND PULSE:

LESSON: 5 page 2

It is a good idea to get the children in position in the circle first, facing their partners. Ask them to shake their partner's hand, then walk past their partner and shake their new partner's hand.

It is important to get them used to this sequence before playing this game. The important thing is that they do not turn around but just walk straight past their partner in the same direction that they are facing.

- Play the game with THINKING VOICES.
- **CREATE A CLASS COMPOSITION FROM 'BOW WOW WOW'**

Sit down having played the game and show the children the song written out in rhythm notation. Ask them to say it to Ta, Te-Te and rest. Ask them next to clap it and create an action for the rest. Follow the same routine as last lesson dividing the class into 3 groups:

Group 1: clap the **PULSE**

Group 2: clap the **RHYTHM**

I I I Z
I □ I Z
□ □ □ I
I I I Z

Group 4: think up an ostinato to repeat throughout. E.g. □ I □ I
'Tucker's dog, Tucker's dog, Tucker's dog...'

Finally sing the song and clap on the rests.

PERFORM: Ask half the class to perform to the other half of the class then vice versa. The task is to divide into 3 groups, tapping the pulse, rhythm and ostinato.

APPRAISE: Ask the children to critique their performances. They will need to listen carefully and try to hear all 3 parts at the same time. As a class did they keep a steady pulse? Did they start and finish at the same time? Were their rhythms accurate? How could they improve their performance?

PLENARY: Play '**TONY CHESTNUT**' (TRACK 22) to unwind.

NATIONAL CURRICULUM: 1a, 1c, 3a, 4a

Please see '**TEACHER NOTES**' for teaching tips and ideas to develop this lesson.