

## Primary Music Specialist – Rhythm & Pulse Lesson Plans

YEAR 3: RHYTHM and PULSE	LESSON: 4
<p><b><u>LEARNING OBJECTIVES:</u></b></p> <p>To work in a group to create 4-beat rhythm sequences with words, based around a theme. To rehearse and present performances. To appraise and improve their work.</p>	
<p><b><u>KEY VOCABULARY:</u></b> Pulse, rhythm, compose, texture</p>	
<p><b><u>RESOURCES:</u></b> Paper and pens</p>	
<p><b><u>MAIN ACTIVITIES:</u></b></p> <ul style="list-style-type: none"><li>As a starter, teach and play '<b>CONCENTRATION</b>' (TRACK 1)</li></ul> <p>The children sit in a circle and chant the chant while doing these continuous actions – knee clap click R click L.</p> <p>They then continue these actions while the leader says their name followed immediately by someone else's name on the clicks. The chosen child then says their own name followed by someone else's and the game continues until someone hesitates or gets the names muddled up.</p> <p>The children can find this quite hard as they are required to keep a pulse, maintain actions and think about what they are saying! They may need a lot of practice!</p> <ul style="list-style-type: none"><li>Create a <b>CLASS CHANT</b> (TRACK 55)</li></ul> <p>Divide the class into 4 groups. Each has a 4-beat rhythm pattern E.g.</p> <p>Group 1:   □   Z</p> <p>Group 2:     □  </p> <p>Group 3: □ □    </p> <p>Group 4:   Z □  </p> <p>All the sentences fit into each other rhythmically. Start by asking group one to chant their line continuously, then bring in groups 2, 3 and 4 one at a time.</p> <p>Choose a theme and add words to fit the rhythms.</p> <p>You may need to play a steady drum beat to keep the groups in time with each other. Chant and play with each group in turn. This way it is easy to see if a group has lost their timing and to get them back. To end the piece, take the groups out one at a time, by signaling for them to stop, until only one group is left chanting. This builds up and reduces the layers of sound making for an effective piece.</p>	

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**LESSON: 4 page 2**

**COMPOSE GROUP CHANTS:** Explain to the children that their task is to create their own chant in a group based on a theme. E.g. the theme could be sweet foods and the chant could be as follows:

JELLY AND ICE-CREAM □ | | |

COLD CREAM CAKES | | | Z

CHOCOLATE SUNDAE | | | |

NAUGHTY BUT NICE! □ | | Z

The children need to create 4 sets of 4-beat rhythm patterns and fit their words clearly into them.

4 is an ideal number of children for a group but it can be more.

To perform, one child starts and chants their sentence twice.

The next child then comes in, chanting their sequence at the same time, then the next and so on. When they have all been chanting a while, the first child in stops, then the second child stops etc until there is silence again.

This builds up and diminishes the layers of sound.

**DIFFERENTIATION:** Some groups can divide in two and chant 2 sentences in time with each other. Some can team up and chant their sentences in pairs. Some can have each individual chanting a sentence.

**PERFORM:** When enough composing and rehearsing has taken place, ask the children to perform their pieces to the class. Encourage them to keep their chanting to a regular pulse. One child will need to be the conductor, bringing performers in and stopping them at the appropriate times.

**APPRAISE:** Ask for feedback from the rest of the class. Are the groups starting and finishing at the same time and keeping to a steady pulse? Do the sentences fit into 4 clear beats. Can they hear the **texture** (layers of sound) build up and reduce? How could their work be improved?

**IMPROVE:** If time, ask the children to go back into their groups to practice further and improve their performances based on their feedback.

### **PLENARY:**

End with '**THE AUSTRIAN**' for light relief (**TRACK 67**)

**NATIONAL CURRICULUM:** 1a, 1c, 2b, 3b, 3c, 4a, 4b