


# PULSE & Graphic Scores



<b>Transition Hub</b>	1, 2, 3	<b>Year</b>	all	 <b>MUSICAL CONTEXTS</b>		
<b>General Topic</b>	Exploring Pulse, Rhythm and graphic scores					
<b>Element Focus</b>	Rhythm	x	Pitch	x	Texture	x
	Timbre & Dynamics	x	Melody & Harmony		Structure & Form	x
<b>Scheme of Work Overview</b>	<p>This unit reinforces pupils' awareness to the importance of pulse as a fundamental upon which music is built and performed. Through the integrated activities of performing, composing and listening, pupils will continue to development of their own feeling for and awareness of a regular pulse. Pupils will use graphic scores representing a variety of sounds to perform as a group using their awareness of pulse to enable them to play in time.</p> <p>Students explore tempo and changes of tempo, dynamics and accents. Students use rhythm grids to organize patterns and perform with another and individually. Students will create a 'tempo' map to create their first composition, choosing a sequence of tempos to perform on a classroom instrument. Students will perform as a group using a graphic score and create an individual graphic sound map (using a variety of given and created symbols) to compose a sounds piece based on regular pulse.</p> <p>Rhythm games form the initial part of this project to engage and interest reluctant learners. Students will experience a variety of listening materials as part of this project focusing upon tempo changes, but also musical style or features.</p>					
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Increase pupils' awareness to the importance of pulse as a fundamental upon which music is built and performed.</li> <li>• Develop a feeling for and awareness of a regular pulse</li> <li>• Perform using rhythm grids, exploring rests, crotchet and minim</li> <li>• Learn to interpret graphic symbols and relate them to types of sounds</li> <li>• To perform from a graphic score using symbols to represent loud, quiet, rests, pitch direction, duration</li> <li>• To compose their own sounds piece with changes/accents</li> <li>• To work with others, learning to listen to and perform with an ensemble playing the same or similar part</li> </ul>					

<p><b>Cross-Curricular Links</b></p>	<p>This unit provides cross-curricular links to:</p> <ul style="list-style-type: none"> <li>• Numeracy – Most of this unit has strong links with Numeracy – pulse, patterns, grouping of beats etc.; division of musical beats into groupings and introduction of half-beats links well with numeracy work on Fractions and Division.</li> <li>• ICT – Use of online music sequencers with a strong pulse – incredibox, button bass – using basic click &amp; drag, and selection skills. A backing track on a CD or sequencer could be used in clapping games to help keep pupils in time to a regular pulse</li> <li>• Anything requiring group work listening and being time with others</li> </ul>
<p><b>Prior Learning</b></p>	<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>• listened to a range of music with different pulses</li> <li>• sung familiar songs keeping in time with the regular beat</li> <li>• worked in groups performing and creating music with a focus on rhythm</li> <li>• played a range of classroom instruments</li> </ul>

### Expectations & Learning Outcomes

<p><b>Most Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Understand the word “pulse” and the importance of being “on the beat”</li> <li>• Clap a regular pulse as part of a class/group clapping and improvising short rhythm patterns over a regular pulse</li> <li>• Follow a simple graphic score of a rhythm piece and create their own graphic tempo score and record it</li> <li>• Perform and compose simple rhythms and ostinati using rhythm grid notation including rests at least two parts</li> <li>• Aurally identify pulse in a wide variety of music from different times and different places</li> <li>• Rehearse, refine and perform group performances with changes of pulse ( rest/tempo) with some support</li> <li>• Be able to use an accent</li> </ul>	<p><b>Some Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Clap a regular pulse individually, identify the pulse in different pieces of music and distinguish and demonstrate between rhythm and pulse</li> <li>• Compose and perform rhythms using rhythm grid notation confidently including rests and accents</li> <li>• Recognise “silent” beats as musical rests</li> <li>• Perform simple rhythmic ostinati patterns</li> <li>• Respond to the pulse in a wide variety of music from different times and different places</li> <li>• Understand and compose using rhythm grids creating 4 or more layers</li> <li>• Identify different time signatures between 3, 4</li> <li>• Match rhythms and words together producing a graphic score of rhythm piece Understand that accents change the pulse grouping</li> </ul>	<p><b>All Pupils will :</b></p> <ul style="list-style-type: none"> <li>• Be able to clap along with different speed of pulse</li> <li>• Be able to control the sound on an instrument to play a regular pulse and changes of tempo</li> <li>• Be able to make choices of different speed tempos and organise them into an order. Be able to play and record this with support</li> <li>• Be able to tell if there isn't a pulse</li> <li>• Be able to take part in group pieces with patterns of pulse and rest, and play in the right places with cues and help</li> <li>• Perform from a graphic score and be able to interpret symbols into a musical idea</li> <li>• Follow basic conducting skills</li> </ul>
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### Language for Learning/Glossary

*Through the activities in this unit, pupils will be introduced to technical vocabulary :*

<p><b>TEMPO</b> – the speed of a piece of music  <b>CROTCHET</b> – A musical note worth one beat  <b>MINIM</b> – A musical note worth two beats  <b>OSTINATO</b> – A short repeated musical pattern. Can be rhythmic or melodic of both.  <b>GRAPHIC SCORE</b> – a pictorial way to represent musical ideas  <b>PULSE</b> – A regular beat that is felt throughout much music  <b>REST</b> – A silent beat  <b>RHYTHM</b> – A series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse  <b>BEAT</b> – a set rhythm pattern which is heard in many styles of music, especially popular, and often combined with the bass defines the style.  <b>TEXTURE</b> – the combination of sounds &amp; layering  <b>CONDUCTOR</b> – the role of being in charge of the group performance  <b>ACCENT</b> – beat with extra emphasis grouping the regular pulse</p>
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### **Future Learning**

*Pupils could go on to:*

- explore further the concept of time signatures by composing a four-bar melody in three or four beats
- make up a recurring group percussive texture using instruments of body sounds
- listen to further examples of music E.g. "Winter" from 'The Four Seasons' which opens with a steady, pulsating ritornello section, and "She's got a Ticket" by Tracy Chapman, a song in which the introduction is supported by a percussion texture
- Learn about the use of **SYNCPATION** and the affect which this has on the rhythm of a piece of music.

### **Enrichment**

*Learning could be enriched through:*

attending concerts/musical events that include music with a variety of different pulses  
opportunities to create own songs or music for performance or recording featuring a strong rhythm element

Pulse games & rhythm songs :

Pass the pulse circle

Play the drum now

We all know how to play the drum

Play the drum xx and copy