


PULSE & Graphic Scores



Transition Hub	4, 5	Year	all		MUSICAL CONTEXTS	
General Topic	Exploring Pulse, Rhythm and hooks, riffs and ostinatos					
Element Focus	Rhythm	x	Pitch	x	Texture	x
	Timbre & Dynamics	x	Melody & Harmony	x	Structure & Form	x
Scheme of Work Overview	<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, and discover how repetition can be used. Pupils will learn about riffs/hooks as found in pop music and ostinato patterns as found in classical music.</p> <p>Students explore riffs as found in different musical styles – rock, reggae and hip hop. Students learn to play riffs in small groups and then perform and rehearse as a band. Students have the opportunity to take on different roles and improve their skills as the drummer, keyboard player, singer, bass player, guitar or percussion. Ensemble skills are a focus of the work, with listening being a central component.</p> <p>Students will experience a variety of listening materials as part of this project focusing upon riff patterns, but also musical style or features.</p>					
Unit Learning Objectives	<ul style="list-style-type: none"> • Increase pupils' awareness to the importance of pulse as a fundamental upon which music is built and performed. • Develop a feeling for and awareness of a regular pulse and performing as part of an ensemble • Perform using riffs, hooks, ostinatos, beats, chords, bass lines • Learn to play in an ensemble listening for cues, and remembering and exploring options for endings • To compose their own riff pattern and play it in • To work with others, learning to listen to and perform with an ensemble playing the same or similar part 					
Cross-Curricular Links	<p>This unit provides cross-curricular links to:</p> <ul style="list-style-type: none"> • 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 					

	<p>numeracy work on Fractions and Division.</p> <ul style="list-style-type: none"> • ICT – Use of online music sequencers with a strong pulse – incredibox, button bass – using basic click & 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 • Anything requiring group work listening and being time with others
Prior Learning	<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • listened to a range of music with different pulses • sung familiar songs keeping in time with the regular beat • worked in groups performing and creating music with a focus on rhythm • played a range of classroom instruments

Expectations & Learning Outcomes

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

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

TEMPO – the speed of a piece of music

CROTCHET – A musical note worth one beat

MINIM – A musical note worth two beats

OSTINATO – A short repeated musical pattern. Can be rhythmic or melodic of both.

GRAPHIC SCORE – a pictorial way to represent musical ideas

PULSE – A regular beat that is felt throughout much music

REST – A silent beat

RHYTHM – A series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse

BEAT – a set rhythm pattern which is heard in many styles of music, especially popular, and often combined with the bass defines the style.

TEXTURE – the combination of sounds & layering

CONDUCTOR – the role of being in charge of the group performance

ACCENT – beat with extra emphasis grouping the regular pulse

Future Learning

Pupils could go on to:

- explore further the concept of time signatures by composing a

Enrichment

Learning could be enriched through:

<p>four-bar melody in three or four beats</p> <ul style="list-style-type: none">• make up a recurring group percussive texture using instruments of body sounds t• 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.	<p>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</p>
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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