



Year group: 1

Area/topic: Rhythm and Pulse

In Year 1

Key Stage 1 National Curriculum Objectives:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play untuned instruments musically.

Objectives taken from Active Music:

- To learn and experience what is meant by a PULSE or a steady beat. To learn to keep a pulse through actions and body percussion through playful songs and chants.
- Continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. To follow a pulse at varying tempos.
- To make conscious the first rhythm symbols Ta and Te-te and relate these to a known chant.
- To read 4-beat rhythm patterns.
- To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse.
- To transfer experience of rhythm patterns on to percussion instruments. To relate these skills to a known chant.
- To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments.
- To learn the place of a REST in music and to incorporate this into their knowledge of rhythms.
- To continue to experience pulse and rhythm through rhythm/action games

Prior learning	Future learning
<p>In Reception, children learned...</p> <ul style="list-style-type: none"> • To consolidate the feeling of pulse through singing games and activities. • To engage in music making and sing simple songs from memory. • To copy actions and make up own actions when following/keeping a steady beat. To respond to cue words. • To engage in pat-a-cake clapping games. • To chant rhymes from memory. • To subconsciously internalise the rhythm of the words of the rhyme through chanting, clapping and thinking. • To play to the words of a given rhyme on un-tuned percussion instruments. • To chant, clap and use thinking voices as part of the learning process. • To practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse. 	<p>In Year 2...</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play untuned instruments musically. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> • Continue to learn and experience what is meant by a pulse or a steady beat. • Consolidate understanding of pulse through practical activities such as clapping games with partners. • Understand and clarify the difference between rhythm and pulse. • Revise the 'rest' and read and internalise rhythm patterns. • Learn about ostinatos. • Transfer experience of rhythm and pulse on to percussion instruments. • Listen to each other, start and finish at the same time and keep a steady pulse. • Perform and appraise. • Internalise rhythms and phrases with increasing aural memory. • Follow, compose and perform rhythm patterns in groups, using a written rhythm sequence/ symbols.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will be able to keep a pulse through actions and body percussion through playful songs and chants.	Teachers can record performances.

Children will be able to perform in a group, starting and finishing at the same time and keep a steady pulse using instruments. Children will be able to read and interpret 4- beat rhythm patterns.		
Key vocabulary		
Beat, pulse, rhythm, pattern, rest.		
Common misconceptions	Books linking to this area	
Children may struggle to maintain a steady beat. Children may struggle to read and interpret 4-beat rhythm patterns.	All Join In- Quentin Blake	
Memorable first hand experiences	Opportunities for communication	
Nativity performance. Collective Worship performances.	Children will communicate through songs, chants and rhymes.	

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Cognition and Learning</p> <p>Teacher could use metronome app to support children keeping a steady beat.</p>
<p>Social, Emotional and Mental health</p> <p>Children can work in smaller group or with 1:1.</p>	<p>Sensory and Physical</p> <p>Children can use different musical instruments to keep a steady beat, or ear defenders.</p>