


Dereham Church Infant and Nursery School- Music

Year 2 Autumn 2 MTP

	<p>Year group: 2</p>	<p>Area/topic: Rhythm and Pulse</p>
	<p><b>Key Stage 1 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play untuned instruments musically.</li> </ul> <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> <li>• Continue to learn and experience what is meant by a PULSE or a steady beat.</li> <li>• Consolidate understanding of pulse through practical activities such as clapping games with partners.</li> <li>• Understand and clarify the difference between rhythm and pulse.</li> <li>• Revise the REST and read and internalise rhythm patterns.</li> <li>• Learn about ostinatos.</li> <li>• Transfer experience of rhythm and pulse on to percussion instruments.</li> <li>• Listen to each other, start and finish at the same time and keep a steady pulse.</li> <li>• Perform and appraise.</li> <li>• Internalise rhythms and phrases with increasing aural memory.</li> <li>• Follow, compose and perform rhythm patterns in groups, using a written rhythm sequence/ symbols.</li> </ul>	

Prior learning	Future learning
<p>In Year 1:</p> <p><b>Key Stage 1 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play untuned instruments musically.</li> </ul> <p>Objectives taken from Active Music:</p>	<p><b>Key Stage 3 National Objectives:</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Use and understand staff and other musical notations</li> </ul>

- 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

What pupils need to know or do to be secure	
<p><b>Key knowledge and skills</b></p> <p>Children will understand the difference between rhythm and pulse, and be able to keep a steady beat.            Children will be able to transfer experience of rhythm and pulse on to percussion instruments.            Children will be to follow, compose and perform rhythm patterns in groups, using a written rhythm sequence/ symbols.</p>	<p><b>Possible evidence</b></p> <p>Teacher can record performances.</p>
<p><b>Key vocabulary</b></p> <p>Pulse, rhythm, rest, rhythm pattern, ostinato,</p>	
<p><b>Common misconceptions</b></p>	<p><b>Books linking to this area</b></p> <p>Once Upon A Rhythm- James Carter and Valerio Vidali</p>
<p><b>Memorable first hand experiences</b></p> <p>Nativity.            Collective Worship performances.</p>	<p><b>Opportunities for communication</b></p> <p>Children will communicate when performing songs, chants and rhymes.            Children will communicate when working as part of an ensemble, when practicing a performance.</p>

DCINS Reasonable adjustments for pupils with SEND

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