

	Year group: Nursery	Area/topic: Rhythm and pulse- body percussion
	<p><b>Objectives:</b></p> <p><b>Listening and understanding</b></p> <ul style="list-style-type: none"> <li>• Listen to songs, nursery rhymes and different genres of music, knowing that we need to be quiet when listening to music.</li> </ul> <p><b>Rhythm and Pulse</b></p> <ul style="list-style-type: none"> <li>• Copy actions when following/keeping to a steady beat.</li> <li>• Engage in pat-a-cake clapping games.</li> <li>• Practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse.</li> </ul>	

Prior learning	Future learning
<p>In Autumn Term...</p> <p>Children have learned new songs, chants and rhymes. Children will have gained some confidence performing these songs in class.</p> <p>Children have also listened to different types of music and developed understanding of the need to listen and be quiet when listening to a piece of music.</p>	<p>In Reception...</p> <p><b>Objectives taken from the Statutory Framework for the Early Years Foundation Stage:</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</li> </ul>

	<p>Objectives taken from Active Music</p> <ul style="list-style-type: none"> <li>• To learn and experience what is meant by a pulse or a steady beat.</li> <li>• To learn to keep a pulse through actions and body percussion through playful songs and chants.</li> <li>• ☐ Continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners.</li> <li>•</li> <li>• ☐ To follow a pulse at varying tempos.</li> <li>• ☐ To make conscious the first rhythm symbols Ta and Te-te and relate these to a known chant.</li> <li>• ☐ To read 4-beat rhythm patterns.</li> <li>• ☐ To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse.</li> <li>• ☐ To transfer experience of rhythm patterns on to percussion instruments. To relate these skills to a known chant.</li> <li>• ☐ To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments.</li> <li>• ☐ To learn the place of a REST in music and to incorporate this into their knowledge of rhythms.</li> <li>• ☐ To continue to experience pulse and rhythm through rhythm/action games</li> </ul>
--	--

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to hear and join in with a steady beat, using different types of body percussion to maintain a steady beat in a piece of music they are listening to or performing.</p> <p>Children will continue to listen attentively to different types of music.</p>	<p>Teacher can use own judgement to observe when children are listening and paying attention to music.</p> <p>Teacher can record performances of children performing songs.</p>

Key vocabulary		
Song/ singing, music, beat.		
<b>Common misconceptions</b>	<b>Books linking to this area</b>	
Children may find it hard to hear a beat and maintain a steady pulse. They may confuse keeping pulse as just dancing to music.	The Pirate Mums- Jodie Lancet- Grant	
<b>Memorable first hand experiences</b>	<b>Opportunities for communication</b>	
TBC	Learning new words when singing.	

DCINS Reasonable adjustments for pupils with SEND

<p><b>Communication and Interaction</b></p> <p>Children do not have to sing all words in a song- they can sing just the chorus, or first verse of something, for example. They could just sing 'la' for example.</p> <p>Children do not have to verbally comment on music or sounds they hear, they can point to a picture or symbol instead.</p>	<p><b>Cognition and Learning</b></p> <p>Children do not have to sing all words in a song- they can sing just the chorus, or first verse of something, for example. They could just sing 'la' for example.</p>
---	---

Social, Emotional and Mental health

Children do not have to listen to the duration of a song if it is too difficult to sustain attention.

Sensory and Physical

Children can wear ear defenders if music is too loud.