

### Key Stage 3 Scheme of Work

Unit No. 2 Title : Rhythm & Pulse

Year : 7

*Special Note : The crotchet, quaver and semiquaver (quarter, eighth and sixteenth notes) are taught in this unit. It is also possible to introduce the semibreve and minim (half and whole notes) through using the additional flashcards.*

<b>Aim</b>	To understand the basic principles of beat and rhythm and how they work together in composing and performing music.
<b>Required resources</b>	Assorted percussion, tuned and untuned. Rhythm flashcards of various kinds for differentiation. 4 part rhythm dot sheet music (2 sheets differentiated). Pack of differentiated scores. Recording of Stravinsky's Rite of Spring. Unit sheets.
<b>Optional resources</b>	Rhythm machine
<b>Differentiation</b>	The pack of scores contains differentiated material. More able students should be encouraged to use more complex rhythms and should be introduced to rests earlier than in session 7. Less able pupils could work with individual note flashcards. Also, differentiation is possible in composing rhythms of varying complexities.
<b>Cross curricular elements/Key Skills</b>	AON : Rhythm relations to number. Subdivisions of semibreve. Beats in bar. Comm : Evaluation of own and others' compositions by appraising work. IT : Possibilities exist to use sequencer and scorewriter packages to compose rhythms introduced in this unit. A worksheet is included for this purpose. WWO : Throughout unit IOLP : Self evaluation of work and of 1 <sup>st</sup> performances so that editing and refining can take place effectively. PS : Composition tasks given in the form of problems to be solved.
<b>Assessment arrangements</b>	Assessment will be in the form of a set test on an 8 bar rhythm which will be performed by the pupils in pairs.
<b>Expectations</b>	<b>Most pupils will</b> : be able to read and perform an 8 bar rhythm with fluency and a good sense of pulse which will consist of crotchets, quavers and semiquavers. They will be able to play an independent part. <b>Some pupils will not have made so much progress and will</b> : be able to maintain a pulse and will have some idea of the value of quavers and semiquavers in relation to the crotchet. <b>Some pupils will have progressed further and will</b> : Be able to play and read a variety of rhythms including crotchet rests fluently and be able to hold a complex independent part which includes subtle changes in dynamics.
<b>Summary of learning points</b>	Beat and its relationship to rhythm Reading and playing accented beats Reading and playing crotchets, quavers and semiquavers

<b>Session 1</b>	Begin by explaining rhythm and pulse. Distribute Rite of Spring sheets. Play through the Rite of Spring and emphasise accents. Play the excerpt of the Rite of Spring. Get pupils to practice around their table the 1 <sup>st</sup> line only. After 5 minutes rehearse the 2 <sup>nd</sup> line. Now pupils are to come out to the percussion instruments in groups to perform the first 2 lines. Emphasise the fact that the accents must be obvious. The 3 <sup>rd</sup> and 4 <sup>th</sup> lines could be done in a similar way.
<b>Session 2</b>	Draw out 8 boxes on the board each with a dot in them Get class to clap each box up to 8 then return immediately to 1 Rub out one dot. The box with the dot should not be clapped Continue rubbing out dots until just 1 is left. Pupils are to now fill in Rhythm piece No. 1 on their sheet. They should each fill in 4 boxes. Perform and evaluate. If time, do Rhythm Piece No. 2 A good variation of this is to use vocal sounds instead of claps - try farmyard sounds (quack, moo, woof etc.)  <b>Computer task</b> : This can be done at any stage in the unit depending on the equipment that is available. For this, you will need the computer task worksheet and teacher sheet included. Also you will need the midi file <b>rhythm1.mid</b> This can be done by pupils at home by accessing the site via <a href="http://www.mtrs.co.uk/pupils">www.mtrs.co.uk/pupils</a>
<b>Session 3</b>	Begin by performing the Rhythm Dots piece (A) which includes two in a box (quaver/quarter note). Some pupils could try piece (B) which has 4 in a box (semiquavers/16ths). Same procedure as last lesson, only this is a 4 bar rhythm, so explain the concept of bars and that 4 bars is actually 16 beats (numeracy). 8 boxes should be filled in. More able pupils can be encouraged to put 2 or even 4 dots in a box, which has the effect of quavers/eighth notes (best not to mention the word 'quaver') Perform and evaluate. Each pupil in a group should choose a different sounding instrument, e.g. glock, drum, woodblock, cowbell
<b>Session 4</b>	Pupils should now be introduced to the crotchet, quaver and semiquaver (not by name, but by sight and sound). Draw them up so that they line up and they can see the spatial relationship between the 3 values. They should then write this up on their sheet. A good way to do this is to use mnemonics (vocal sounds) for the rhythms. The pupils can use their own words, but crotchets can be 'cheese' quavers 'apple' and semis 'cocacola'. Pear, Grapefruit and pomegranate are other possibilities, as are names of footballers! Get the pupils to think of their own words. Composition task is to compose a piece of music entitled 'clock music' where one pupil has a slow crotchet beat (A), joined in by another on a quaver beat (B), then another on semiquavers (C). They decide when each comes in and drops out. 2 pupils can be put onto part A if required.
<b>Session 5</b>	Pupils should use the flashcards to compose 4 bar rhythms. Perform and write up in sheet.
<b>Session 6</b>	Same again, but this time using 8 bar rhythms. At any time, recap on previous material using flashcards. The two scores in the pack : <i>Time Flies 1 &amp; 2</i> can be used to supplement this. Write up in worksheet.
<b>Session 7</b>	Same again, but introduce rests. More able pupils can use the more complex flashcards. Begin assessments. The scores <i>Under a rest 1 &amp; 2</i> can be used to supplement this. Write up in worksheet.