

Springdale First School



Imagine, Believe, Achieve

Year 3 – Rhythm, pulse and tempo
Why do some pieces of music make us want to dance?

 Children’s prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>Expressive Arts - Reception</p> <ul style="list-style-type: none"> -Lyrics to a growing number of songs -Tempo refers to the speed of music - Play instruments with increasing control to express their feelings and ideas -Play instruments within a song - The children know how to walk or move to a steady beat where the tempo does not change. <p>Year One and Two</p> <p>The children can play copycat rhythms, copying a leader and inventing rhythms.</p> <p>The children can group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>The children can read and respond to chanted rhythm patterns and represent these with stick notation including crotchets, quavers and crotchet rests.</p> <p>The children understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Upcoming – Live concert in November Lunchtime recorder club introduced</p> <p>Children to perform in assembly when ready.</p> <p>Discuss with the children what makes a good performance, and how to perform their music.</p> <p>What is a musical performance? - BBC Bitesize</p> <div style="text-align: center;">  <p>To play a wrong note is insignificant; to play without passion is inexcusable.</p> <hr style="width: 20px; margin: 0 auto;"/> <p>Ludwig Van Beethoven</p> </div>	<p>Anchor:</p> <p>rhythm, pulse, tempo, crotchets, quavers, crotchet rests</p> <p>Goldilocks:</p> <p>funk, disco, notation, stave, lines, bars,</p> <p>Step on:</p> <p>adagio (slow), allegro (fast)</p>

Enquiry Question: What does allegro and adagio mean?	Enquiry Question: What instruments are used in funk and disco?	Enquiry Question: Why does some music make us want to dance?
Concept: tempo	Concept: listening, notation	Concept: playing (instrumental), notation
 <p><i>Students will learn that allegro means fast and adagio means slow. They will learn how to identify if a piece of music is allegro or adagio.</i></p> <p><u>Suggested route on charanga:</u></p> <p>What is tempo? Watch video. Today we are going to notice fast and slow. We use allegro to describe fast music. We use adagio to describe slow music. Listen to two pieces:</p> <p>adagio - 1st movement from a sonata 'Moonlight' Beethoven (we will come back to this piece in summer 1)</p> <p>allegro – Hoedown Copland (this is a year 1 key focus piece).</p> <p>Adagio is like a tortoise and allegro is like a hare. Which word would we use to describe 'I feel good'. How about 'Le freak'? Are they the same tempo?</p> <p>Music explorer – hearts function. Explore today keeping the pulse at an allegro tempo and at an adagio tempo. Explore the funk option at slow, medium and fast. Then build up to adding in simple rhythms again. E.g long, long, short, short,</p>	 <p><i>Students will learn that genres of music use similar instruments and style techniques. They will learn that disco and funk usually use electric guitars, bass guitars, drums and trumpets/saxophones.</i></p> <p><u>Suggested route on charanga:</u></p> <p>Using the listening games tool that is linked, focus in on the sound of each of the instruments heard in 'I feel good'.</p> <ul style="list-style-type: none"> - Alto saxophone - Trumpet - Trombone - Violin - Electric guitar - Bass guitar - Drums <p>Which are played by a musician and which are created or enhanced electronically? Has music always been created like this? What was music like a long time ago?</p> <p>Listen to Hallelujah by Handel (a key year 1 piece from the 1700s). Can you hear any of the instruments heard in 'I feel good'? Music has changed dramatically over time and especially so in the last 100 years. Disco was popular in the 1970s and even in the 50 years since then, music has changed again and again and again!</p> <p>Listen to 'Bringing us together' (year 4, topic 3, lesson 1). Can you hear any of these instruments in this piece? Can you hear the strong 1st beat? Then this is disco. We can start to group instruments together by style and spot other songs that are also from this genre.</p> <p>Listen to part 3 of the play your instruments, glockenspiel. Look at the score under the i tab. Clap the rhythm. 1 xx 4, 1, 2 xx 1 xx 4 1.</p>	 <p><i>Students will learn how to read simple rhythmic scores on a staff. They will learn that a crotchet represents 1 beat and that a rest shows when not to play.</i></p> <p><u>Suggested route on charanga:</u></p> <p>Tell your partner 3 features of disco. Tell your partner 3 instruments you might hear in disco. Where did disco originate from? Funk.</p> <p>Listen to 'Bringing us together' (year 4, topic 3, lesson 1). Can you hear any of these instruments in this piece? Can you hear the strong 1st beat?</p> <p>Listen to part 3 of the play your instruments, glockenspiel. Look at the score under the i tab. Clap the rhythm. 1 xx 4, 1, 2 xx 1 xx 4 1. Introduce using glockenspiels to play this rhythm. Practise this rhythm individually, in pairs and as a whole class.</p>

Enquiry Question: What is disco/funk music?	Enquiry Question: What is the difference between rhythm and pulse?	Enquiry Question: How do musicians read music?
Concept: Listening, pulse, rhythm	Concept: rhythm, pulse, notation	Concept: notation
<p> Students will learn that funk and disco are genres of music. They will learn that disco derives from funk. They will learn that both types of music have a strong 1st beat and are usually in 4.</p> <p><u>Suggested route on charanga:</u></p> <p>Listen to 'I feel good' by James Brown. Critical listening: Beat/Pulse: Does the music have a steady beat? Rhythm: Can you remember one of the rhythms heard in the music? Tempo: Is the tempo (speed) fast, slow or medium? Style: What is the style of this music?</p> <p>Explore the history of this song (about this song section)</p> <p>Focus on the pulse – can you find the pulse/ beat of this song? Explain how the pulse is grouped into 4 beats. In funk music, the 1st beat is stronger/emphasised. This gives it the groovy feel that makes you want to dance. Try listening to the song and counting the 1st beat of every bar. Do they notice in the first section that the trumpets and saxophones always play after the 1st beat? They are doing a 'call and response' with the singer, James Brown.</p> <p>Year 3, unit 2, lesson 1 – understanding music Go through pulse and rhythm games. This song is disco which derives from funk.</p>	<p> Students will learn how to follow a simple rhythmic score. Students will learn that rhythm is a combination of long and short notes and that these can be written down for others to know how to play.</p> <p><u>Suggested route on charanga:</u></p> <p>Listen to 'I feel good' by James Brown again. Now listen to 'Le Freak' by Chic. Explain how disco derives from funk. What differences can they hear between these 2 pieces of music? Beat/Pulse: Does the music have a steady beat? Rhythm: Can you remember one of the rhythms heard in the music? Tempo: Is the tempo (speed) fast, slow or medium?</p> <p>What is pulse? Watch video What is rhythm? Watch video</p> <p>In year 2, we learn that rhythm is the combination of long and short notes. Year 3, unit 2, lesson 1 – understanding music Go through pulse and rhythm games</p> <p>Music explorer – glockenspiel (not using), funk, medium, rhythm grids. Combine combinations of 1 beat and 2 beats to follow simple rhythmic scores to a steady beat including crotchets.</p> 	<p> Students will learn that music is written on a stave. They will learn that a stave is made of 5 lines and that crotchets and crotchet rests show when a beat is playing or not played.</p> <p><u>Suggested route on charanga:</u></p> <p>Listen to 'I feel good' by James Brown again. Now listen to 'Celebration' by Kool and the Gang (an EYFS key song). Explain how disco derives from funk and this song is now post-disco (1980). What differences can they hear between these 2 pieces of music? Beat/Pulse: Does the music have a steady beat? Rhythm: Can you remember one of the rhythms heard in the music? Tempo: Is the tempo (speed) fast, slow or medium?</p> <p>Listen to "Love what we do" on Year 3, Autumn 2, lesson 1. This song is also disco. What similarities can you hear between 'Le Freak' and this song? Can you hear the electric guitar again? Can you hear the drums? These are actually electronic drums which became very popular in disco music in the 1970s.</p> <p>Playing – recorders – playing your instruments, G. Learn this rhythm and then ask them what beats they are playing on. Listen to the beats, can they see which beats it is? They are playing on 3,4 and 1. They never play on 2.</p> <p>Watch notation video.</p> <p>Show this on a stave (click on the i at the top by part 4 – G). Explain how we can use these crotchets. The coloured in circle with a stick pointing straight up or down means we play 1 note on that beat (this is called a crotchet). When we don't play, like on beat 2, we put in a symbol to show we rest. This is called a crotchet rest.</p> 

