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**Knowledge Rich Curriculum Plan**

Year 7 Music – Unit 3 – Rhythm and Pulse



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| **Lesson 1** | The Pulse  There is a correlation between the human pulse and the pulse of music. Both can slow up or speed up or remain constant.  Students will understand the difference between a waltz and a march. Give examples of both and beat time to both types of music.  1.Explain what is meant by ‘*the pulse*’. Can you give an example of a natural pulse?  *A regular beat that is felt throughout much music. Heartbeat, dripping tap.*  *2.* How many beats per bar do a *waltz* and a *march* have?  *A.A Waltz has 3 beats per bar and a March has 2 beats per bar.*  3. What effect does an *accent* have on a note?  *A.An accent emphasises or stresses a note.*  4. Can you explain what is meant by the word ‘Rhythm’?  *AA series of sounds or notes of different lengths that create a pattern.* | Pulse, Rhythm, waltz, march, beat time, natural pulse, accent, | Music can be danced/marched to because more often than not it features a strong pulse. |  |
| **Lesson 2** | Rhythm   1. Students can explain the function of the time signature. 2. Students can explain what the two numbers of the time signature tell us 3. Students can explain what a double barline tells us. 4. Students can explain the name and purpose of the person who leads an orchestra.   Listening to The Viennese Musical Clock. Understanding structure. Recognising instrument sounds/instrument groups. | Pulse, Rhythm, waltz, march, beat time, natural pulse, accent, time signature, double barline, conductor, orchestra. | Rhythm is an important feature of every type/piece of music. | 1. Explain what is meant by ‘*the pulse*’. Can you give an example of a natural pulse? 2. *2.* How many beats per bar do a *waltz* and a *march* have?   3. What effect does an *accent* have on a note?  4. Can you explain what is meant by the word ‘Rhythm’? |
| **Lesson 3**  . | **Ostinatos and Polyrhythms**   1. Students can explain what is meant by the term ‘ostinato’. 2. Students can explain what is meant by the term ‘polyrhythm’. 3. Students can name two styles of music that use lots of polyrhythm. 4. Students understand the purpose of a bar line in music.   Notating rhythm compositions in ¾ and 4/4 time. Understanding note length/crotchets and rhythms. | Pulse, Rhythm, waltz, march, beat time, natural pulse, accent, time signature, double barline, conductor, orchestra. Ostinato, Polyrhythm,Barline, crotchet, minim. | Some pieces of music are built upon repeated musical patterns. Some pieces of music feature many different rhythms that play at the same time. | 1. Can you explain the function of the time signature? 2. What do the two numbers of the time signature tell us? 3. What does a double barline tell us? 4. What is the name of the person who leads an orchestra? |
| **Lesson 4** | **Conducting Pulses and Beats**   1. Students can conduct music in 2/4, ¾ and 4/4. 2. Students can create their own 4/4 and ¾ rhythms and notate them using crotchets, quavers and minims. 3. Students can analyse a piece of music with a regular pulse, identifying instrument groups and elementary features such as tempo. 4. Students can identify the length of a variety of note lengths and match short rhymes with short rhythm patterns.   Students begin composing their own ‘pulse piece’ using the pulse piece composing sheet. Students begin practising their pulse piece in groups of four using the djembes. | Pulse, Rhythm, waltz, march, beat time, natural pulse, accent, time signature, double barline, conductor, orchestra. Ostinato, Polyrhythm,Barline | Some pieces of music are built upon repeated musical patterns. Some pieces of music feature many different rhythms that play at the same time. | 1. Explain what is meant by the term ‘ostinato’. 2. Explain what is meant by the term ‘polyrhythm’. 3. Can you name two styles of music that use lots of polyrhythm? 4. What is the purpose of a bar line in music? |
| **Lesson 5** | * Their own group compositions can be performed cyclically for an audience. * It is important to feel the pulse when performing as part of a percussion ensemble. * Count ins can coordinate an ensemble better. * Keeping a steady pulse can be very important when performing music.   Students complete rehearsals of their pulse piece and perform for the rest of the class. Evaluation sheets are completed to highlight areas of strength/for improvement. | Pulse, Rhythm, waltz, march, beat time, natural pulse, accent, time signature, double barline, conductor, orchestra. Ostinato, Polyrhythm,Barline | Some pieces of music are built upon repeated musical patterns. Some pieces of music feature many different rhythms that play at the same time. | Teacher and peer assessment of class pulse pieces. Verbal and written feedback. |
| **Lesson 6**  **Written assessment** | Final Lesson – Rhythm and Pulse   * Students will complete a written assessment titled Rhythm and Pulse - Asssessment. | Pulse, Rhythm, waltz, march, beat time, natural pulse, accent, time signature, double barline, conductor, orchestra. Ostinato, Polyrhythm,Barline | All core content covered this unit. | Written end of unit assessment. |