

<p><b>LEARNING OBJECTIVES</b> (Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> <li>Learn about the importance of the rhythm of words</li> <li>Learn to write out rhythms using correct note values</li> <li>Compose and perform own group rhythm piece using correct note values, time signatures and producing a graphic rhythm score of the piece</li> </ul>	<p><b>LEARNING OUTCOMES</b> (The evidence to show that pupils have achieved the learning objectives)</p> <p><b>Level 3 (working towards) All Pupils :</b> Clap simple word rhythms in time to a steady pulse Rehearse, refine and perform group composition to the rest of the class with some assistance</p> <p><b>Level 4 (working at) Most Pupils</b> Match rhythms and words together Produce a graphic score of rhythm piece with correct note values and perform with confidence to the rest of the class.</p> <p><b>Level 5/6+ (working beyond/GAT) Some Pupils :</b> Produce a fully accurate graphic score with rhythms correctly notated and a rhythm composition that is interesting rhythmically and performed with confidence and flair.</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Rhythms of the Underground – <a href="#">Worksheet 6</a> &amp; <a href="#">Worksheet 7</a> &amp; <a href="#">Song Sheet 3</a> &amp; <a href="#">MIDI 12</a></b> Introduce the composing task by distributing or displaying a map of the London Underground from <a href="#">Worksheet 6</a> or <a href="#">Worksheet 7</a>. Explain to pupils that they are going to compose a “rhythm chant” using the names of underground stations on a particular line of the underground and that they are going to produce a score of their piece using note symbols. Refer back to “And All Stations To...” at the end of lesson 5 which used the same method, revising the chant if desired using <a href="#">Song Sheet 3</a> &amp; <a href="#">MIDI 12</a>. Look at the names of some of the different stations and invite pupils to clap the rhythm of the station: <i>does the rhythm pattern of the chosen station name “fit” best into a 2, 3 or 4 beat in a bar rhythm when repeated?</i> (refer back to time signatures in lesson 5) ( 5 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<b>Core Main Activities</b>	<p><b>1. Exploring the Rhythms of the Underground – <a href="#">Worksheet 4</a></b> Distribute <a href="#">Worksheet 4</a> and identify and clap the four different rhythm patterns shown at the top (all in 2/4 metre). Next, ask pupils to try and clap, or speak out loud, the names of the given underground stations below and “fit” each one under the rhythm that best matches it. Discuss answers as a class and try clapping the names of the different stations under each of the rhythms to show how the names of different stations have similar rhythms (10 mins)</p> <p><b>2. Composing Underground Music – <a href="#">Starter/Plenary 15</a> &amp; <a href="#">Worksheet 5</a> &amp; <a href="#">Worksheet 6</a> &amp; <a href="#">Worksheet 7</a></b> <a href="#">Worksheet 5</a> takes pupils through the process of their final composing task of the unit: to compose their own piece of “Underground Music” using the names of some of the stations on their group’s selected underground line (<a href="#">Worksheet 6</a> &amp; <a href="#">Worksheet 7</a>), selecting some interesting station names with varied rhythms and then putting them together to form a rhythm pattern, attempting to notate their rhythms correctly and allocating an appropriate time signature to their piece. This task is best modelled using <a href="#">Starter/Plenary 15</a> (available in a .ppt presentation or as a .pdf handout) showing some of the stations contained on the Circle Line of the London Underground. Working with pupils, devise a suitable rhythm for each of the stations given on <a href="#">Starter/Plenary 15</a> before performing the rhythm through as a class, firstly chanting the names of the stations while clapping and then trying to perform just the rhythm. A 2/4 or 4/4 time signature and suitable bar lines could be added. This task will provide a good opportunity for differentiation which will be by outcome. The complexity of the task and accuracy of notation will depend on ability (see SEN/GAT below). Allow pupils suitable time to complete their “Underground Music” before groups perform their pieces to the rest of the class, along with a display of their graphic score (if completed), which could be recorded for assessment and monitoring purposes. After the performance of each piece discuss with the class:</p> <ul style="list-style-type: none"> <li>Was it an “interesting” piece of music?</li> <li>Did the performance follow the graphic score?</li> <li>Are the rhythms on the graphic score written down correctly?</li> <li>Did the group add a time signature to their piece?</li> <li>How could the piece be improved?</li> </ul> <p>(40 mins)</p>	<p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>

<b>Plenary</b>	<p><b>Review of Learning – “My Rhythm &amp; Pulse Learning” - <a href="#">Starter/Plenary 16</a></b>                  Pupils review their learning of Rhythm and Pulse from the unit by completing <a href="#">Starter/Plenary 16</a>. Space is provided for teachers to issue pupils with a “level” and provide AFL comments as well as a “ticklist” feature for pupils to track their own learning and outcomes. (5 mins)</p>	
<p><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – The names of some underground stations can be quite obscure and some pupils may need help with pronunciation – although in this task, some of the more unusual station names will produce interesting results!</p>	<p><b>EAL/SEN/GAT</b>  <b>(SEN)</b> – Some lower ability pupils may need further assistance in the writing down of the rhythms of the names of certain underground stations.  <b>(SEN)</b> Lower ability pupils may only be able to create a rhythm composition using the names of only two or three stations and may need extra help in the notation of the rhythms.  <b>(GAT)</b> Higher ability pupils could be asked to experiment with different performance methods for their rhythm piece e.g. performing the piece in a round or as a call and response piece or making up a rhythmic ostinato to accompany their piece.</p>	
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Bar, Barline, Beat, Crotchet, Duration, Graphic Score, Minim, Notation, Pair Of Quavers, Quaver, Rhythm, Semibreve, Time Signature</p>	<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to complete their “Underground Music” graphic scores, or to produce a neat version for display following the performance of their piece during this lesson.</p>	
<p><b>LESSON RESOURCES</b> – selection of untuned classroom percussion instruments; recording facilities; recent map of the London Underground; large sheets of paper for pupils to work on their graphic score of their “Underground Music” (and coloured pens)  <a href="#">Y7U2W6 – London Underground Map</a>  <a href="#">Y7U2W4 – London Underground Rhythms</a>  <a href="#">Y7U2SP15 – A Journey on the Circle Line (handout)</a>  <a href="#">Y7U2SP16 – My Rhythm and Pulse Learning</a></p>		