

<p><b>LEARNING OBJECTIVES</b>  <i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> <li>• The importance of silence and rests in a musical rhythm</li> <li>• Perform and compose rhythms using rhythm grid notation</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 3 (working towards) All Pupils :</b>                  Build up an internal sense of pulse and understand the importance of being “on the beat”                  Perform from simple rhythm grid notation as part of a group with support</p> <p><b>Level 4 (working at) Most Pupils</b>                  Recognise “silent” beats as rests                  Perform from rhythm grid notation individually                  Compose own rhythmic piece using rhythm grid notation</p> <p><b>Level 5/6+ (working beyond/GAT) Some Pupils :</b>                  Compose and perform rhythmically accurate pieces using rhythm grid notation to record ideas with an awareness of pulse and timing</p>
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**LESSON STRUCTURE**

<b>Starter Activity</b>	<p><b>Circle Game – “Silence &amp; Rests”</b>                  Assemble pupils in a circle and establish a regular pulse, referring back to lesson 1 and the importance of keeping the pulse regular without speeding up. Now develop an eight beat quaver rhythm pattern by adding an accent to the first beat. Teachers could write this out on the board revising the musical symbol for an accent (&gt;) learned in lesson 1. Try clapping this rhythm pattern with emphasis on the accented beat.                  Extend this further by asking pupils to clap on the first beat and rest on beats two to eight feeling the pulse internally on the silent beats. (5 mins)</p>	<p><b>NC KS3 POS</b>                  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>																																													
<b>Core Main Activities</b>	<p><b>1. Learning about Rhythm Grid Notation – <a href="#">Presentation 1</a> &amp; <a href="#">Audio 12</a> &amp; <a href="#">Worksheet 1</a></b>                  Link the starter to the development of the lesson by drawing a large rhythm grid on the board as shown below, or use the one given on <a href="#">Presentation 1</a>. Pupils could also use the rhythm grid at the top of <a href="#">Worksheet 1</a> to record the rhythms as they are constructed.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>A</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Select a pupil and ask them to choose 4 numbers between 1 and 8 and enter these into row “A” drawing a large circle in each of the four boxes. Select another pupil to select four numbers for row “B”, continuing until rows “C” and “D” have been completed.                  Begin with row “A”. Explain that this is made of eight beats and pupils should clap on the beats marked with a circle and “rest” in the blank boxes – called “rests”. Establish a regular pulse either by clapping, using an untuned percussion instrument, or using <a href="#">Audio 12</a>, which contains a regular 110bpm pulse. Next, try clapping the rhythm pattern established by row “A” repeating it a number of times. Try the different rows along with a regular pulse. Next, split the class into four groups, assigning each one of the four rows “A” to “D”. Each group could practice clapping their rhythm pattern separately, before adding all four parts together creating a <b>POLYRHYTHMIC</b> texture. Agree on a set number of repetitions (4 works well) and perform the piece through. Groups could swap rows depending on the time available. (15 mins)</p> <p style="text-align: right;"><i>Continued....</i></p>		1	2	3	4	5	6	7	8	A									B									C									D									<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>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plenary</b></p>	<p><b>Introducing Half-Beats into Rhythm Grids – <a href="#">Starter/Plenary 12</a></b>                  Using the above presentation slide, or by copying the following rhythm grid onto the board, ask pupils: <i>how does this rhythm grid differ from the ones we have been using during the lesson?</i> Pupils will see that some of the squares contain two circles, instead of one. Ask pupils: <i>how will we go about performing these squares with two circles in?</i> They will have to clap two “half beats” in the time it took to originally clap one whole beat. Note stems could quickly be added to the rhythm grid turning the different beats in crotchets and quavers (and proving that pupils are actually reading music!) Using the same groups as allocated earlier in the lesson, see if pupils can clap their allocated “row” as a polyrhythmic four part texture, including half-beats, along to a regular pulse, established and maintained by the teacher, or by using <a href="#">Audio 12</a>.</p> <p style="text-align: center;">(5 mins)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>A</td> <td>●</td> <td></td> <td>●●</td> <td></td> <td>●</td> <td></td> <td>●●</td> <td></td> </tr> <tr> <td>B</td> <td>●</td> <td>●●</td> <td></td> <td></td> <td>●</td> <td>●●</td> <td></td> <td></td> </tr> <tr> <td>C</td> <td>●●</td> <td>●●</td> <td>●●</td> <td></td> <td>●●</td> <td>●●</td> <td>●●</td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> <td></td> <td>●●</td> <td></td> <td></td> <td></td> <td>●●</td> </tr> </table>		1	2	3	4	5	6	7	8	A	●		●●		●		●●		B	●	●●			●	●●			C	●●	●●	●●		●●	●●	●●		D				●●				●●	<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>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>
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<p><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Numeracy</b> – Division of musical beats into groupings and introduction of half-beats links well with numeracy work on Fractions and Division.</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> More able pupils can perform their own rhythmic part without support from other pupils or may be able to notate their “Pulse Piece” using single line rhythm notation  <b>(SEN)</b> Less able pupils can work in groups when composing their “Pulse Pieces” where rhythmic support can be given in performing. Less able pupils may need extra support in understanding the concept of rhythm grid notation</p>																																													
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Accents, Half Beats, Polyrythm, Pulse, Rests, Rhythm, Rhythm Grid Notation, Silence, Texture</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to produce an enlarged, neat version of their group’s “Pulse Piece” composition for the following lesson.</p>																																													
<p><b>LESSON RESOURCES</b> – selection of untuned classroom percussion instruments  <a href="#">Y7U2PPT1 – Blank eight-beat four-part rhythm grid</a>  <a href="#">Y7U1W1 – Pulse Piece Composing Sheet</a>  <a href="#">Y7U2MIDI15 – My Grandfather’s Clock Song Melody</a>  <a href="#">Y7U2A12 – 110bpm Pulse Track</a>  <a href="#">Y7U2SS6 – My Grandfather’s Clock</a></p>																																															