





Hartford Primary School

YEAR GROUP	1	SUBJECT	Music Keeping the pulse	Unit	1
National Curriculum Statements	Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: duration. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.				
Prior Learning (What should they already know)	Children have kept in time to the pulse of the music. Performed and sang a range of songs including well known nursery rhymes Children know sound can be shown as a picture.				
RETRIEVAL VOCABULARY	Beat,		NEW VOCABULARY	Pulse/beat, rhythm	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	Finding the pulse/ keep the beat	Children keep the pulse to no music and then to music. Try keeping the pulse in different ways such as shoulder tapping. Keep the pulse while clapping rhythms such as your name. Try this using different voices. Eg: scary voice Keep the pulse while playing the food game (Kapow)	<ul style="list-style-type: none"> I can sway to the pulse. I can tap a pulse. I can clap a sound pattern.
LESSON 2	Keep a pulse while singing a sound pattern	Sing lyrics of a song while marching to the pulse. Use a nursery rhyme or well known song children's https://video.link/w/TKHVc	<ul style="list-style-type: none"> I can keep the pulse with my body. I can sing a sound pattern while keeping a steady pulse. I keep the pulse without using my voice.

		<p><i>Possible activities</i> 'This is _____, we are friends," using their singing voice while marching to the pulse.</p> <p>Keep the pulse while using your thinking voice (mouthing the words but not making a sound) without music (four knee taps, four belly taps, four shoulder taps, four taps in the air) to keep the rhythm.</p>	
LESSON 3	Using your thinking voice (internalising the rhythm)and speaking voice while keeping the pulse.	<p>March to row, row, row your boat then try to clap the rhythm.</p> <p>Play music. Suggestion on Kapow</p> <p>Children use their voices to say a rhythmic pattern in time with music such as</p> <p>'My name's _____.' and the class will respond 'Hello _____'.</p> <p>Show a visual of the pulse. Heart mats are on Kapow. Children should follow this to keep the pulse while saying the saying the above. Then do the same but use your thinking voice.</p> <p>Keep the pulse without saying anything or tapping your body.</p>	<ul style="list-style-type: none"> • I can point to the pulse while speaking a sound pattern. • I can show I am using my thinking voice by not speaking while keeping the pulse.
LESSON 4	Listen for and respond to rhythms while keeping the pulse.	<p>Demonstrate a rhythm. It can be part of a nursery rhyme, e.g. 'Hey, Diddle, Diddle' or 'One, Two, Buckle My Shoe'. The children should then copy the rhythm back using their instruments.</p> <p>Invite the children to sway to the pulse and copy back different rhythms using their instruments. They need to read the rhythms. Possible rhythms are on Kapow.</p>	<ul style="list-style-type: none"> • I can read and interpret simple sound patterns. • I can use a percussion instrument to play simple sound patterns. • I can keep the pulse while playing a sound pattern.

LESSON 5	Identify and perform pulse and rhythm	<p>Children perform demonstrating keeping the pulse while performing rhythms. The children can work in pairs or small groups and take turns to keep the pulse and rhythm.</p> <p>Try with a faster pulse.</p> <p>Demonstrate one of the rhythms using a thinking voice (no vocals required) while swaying to a fast pulse.</p> <p>Perform</p>	<ul style="list-style-type: none"> • I can use my body to show the pulse. • I can use my thinking voice to keep the pulse. • I can use an instrument to play a pattern.
Helpful resources to reference		Kapow offers audio, presentations and rhythm patterns.	

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YEAR GROUP	1	SUBJECT	Music	Unit	2
National Curriculum Statements	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>				
Prior Learning (What should they already know)	Children can keep the pulse and clap a rhythm				
RETRIEVAL VOCABULARY	Pulse/ beat, rhythm		NEW VOCABULARY	Dynamics	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To explore and change dynamics using the voice.	<p>Tell a fairy tale. Encourage the children to recite with you the well-known phrase, varying the dynamics (volume) as follows:</p> <p>“Let me in, let me in, little pig or I’ll huff and I’ll puff and I’ll BLOW YOUR HOUSE DOWN!”</p> <p>Create a different voice for different characters eg: wolf and pig. Then use those voices to work in small groups to act out the story/ parts of the story.</p>	<ul style="list-style-type: none"> • I can join in time with repeated phrases and patterns. • I can change my voice to represent different characters, for example, by changing the volume.
LESSON 2	To experiment with creating different sounds using a single instrument.	<p>Give the children part of the story- Three little pigs.</p> <p>Create sounds using untuned percussion for their part. Eg: Clicking claves loudly together to represent the pig building the house from sticks.</p> <p>Retell the story with the groups playing their sound effects at the right time. Use hand gestures to tell them when to come in.</p>	<ul style="list-style-type: none"> • I can respond to hand gestures. • I can use one instrument to create different sounds. • I can choose a relevant sound to accompany a part of the story.
LESSON 3	To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	<p>Children march to a pulse while clapping a sound pattern. Some of these have a rest (silence).</p> <p>Complete the same task using untuned percussion.</p>	<ul style="list-style-type: none"> • I can clap syllables in spoken words or phrases. • I can play a sound pattern using an instrument. • I can read a sound pattern with one beat and one rest.
LESSON 4	To play sound patterns in time with the pulse using a visual stimulus.	Children listen to you clap and speak a sound pattern and record it from what they’ve heard. Kapow	<ul style="list-style-type: none"> • I can recognise different sound patterns and represent them with symbols. • I can read symbols and clap different sound patterns. • I can play different sound patterns using instruments.

		Keep the pulse while children clap sound patterns then play on untuned percussion.	
LESSON 5	To show awareness of different roles when performing in a group performance.	<p>Work on performance skills to practise and perform sound patterns when they are repeated 4 times. Don't pause unless there is a rest needed.</p> <p>Play sound patterns in pairs and as a class using untuned percussion, speaking voices and body percussion.</p>	<ul style="list-style-type: none"> • I can use my voice expressively to join in with repeated phrases. • I can use my instrument to play a sound pattern. • I can sway or march to keep the pulse.

Helpful resources to reference	Resources can be found on Kapow
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