

Music at key stage 2.

Cyclic patterns - exploring rhythm and pulse.

Sound scape – the cotton mill.

This scheme of work develops pupils ability to perform rhythmic patterns confidently and with a strong sense of pulse.

In this S.O.W. pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns.

Introduction – how does some music use cyclic patterns?

Objectives-

Children should learn-

- about cyclic patterns.

Activities-

- Listen to a variety of rhythmic music from different parts of the world and encourage the children to clap and move to the pulse.
- Tell the class that this S.O.W. will explore how rhythms can be used repeatedly in cycles, that is, a fixed number of beats repeated continuously with no fixed end point within which rhythms can be repeated, improvised and developed, and how these rhythms can be made more interesting by adding different dynamics, durations and timbres.

Outcomes-

children-

- identify different speeds of pulse (tempi) by clapping and moving.

N.B.

- Help the children to understand that music from Africa and India uses cyclic patterns that are repeated constantly. The effect is of stepping out of time.

Music at key stage 2.

Exploration - how can different sounds be used rhythmically?

Objectives-

Children should learn that percussion instruments can produce a wide range of sounds.

Activities-

- Make different sounds on various percussion instruments for the class and ask children to describe them.
- Discuss differences in timbre (open and closed), duration (long and short), dynamics (loud and quiet). Talk about the way these sounds are made.
- Listen to recordings of drumming from India, Africa and other parts of the world.
- Place children in groups, each group with an instrument, and ask them to try and make new sounds, *eg. by playing on different parts of the instrument, with different parts of the hand, different fingers, two sounds together*. Ask them, in particular, to explore open and closed sounds on the same instrument. Ask them to pass the instrument around the group, each child making a different sound. They could try to alternate open sounds with closed sounds.
- Talk about how the pitch of some kinds of drum can be made higher or lower. [Link to science]

Outcomes-identify and control different ways percussion instruments make sounds.

- Use as many Indian, African and other percussion instruments as possible. Wherever possible use the names of the instruments.
- Encourage children to use musical vocabulary.
- Open sounds are when the sound is bright and resonates, *eg. a suspended triangle played with a metal beater*. Closed sounds are when the sound is dull and short, *eg. a triangle held by the hand to stop the sound resonating*.
- Remind children how to hold and play instruments to obtain the greatest variety of sounds. Also remind them how to keep them silent when they are not in use.
- Encourage children to care for the instruments by exploring how they are made and the function of each part of the instrument.

Music at key stage 2.

Exploration – how can different sounds be used rhythmically (1)?

Objectives-

Children should learn how different patterns fit together.

Activities-

- Listen to recordings of drumming. Focus on the rhythmic features. Can you identify repeated sounds, rhythmic patterns? Can you identify any instruments? Are all the sounds of the same volume? Which sounds contrast with each other?
- Discuss patterns which are repeated and help the class to recognise how smaller patterns can fit within longer patterns, *eg hours in days, seasons in a year.*
- Help the class to keep a steady pulse using body movement, clapping and instruments. Ask individuals to improvise rhythmic patterns to the pulse using body percussion or classroom instruments.
- Ask the class to clap eight beats, counting one to eight out loud. Now ask them to clap on the first beat and tap the remaining beats on their knees. Now make the fifth beat silent. Keep repeating this cyclic pattern of eight beats.
- Divide the class into two groups. One half keeps the pulse going. The other half, at a signal from the teacher, clap at half the speed or twice as fast (see below). Keep the tempo steady and the clapping quiet. Encourage the children to look carefully at the way the parts fit together.

Outcome-

Children:

- identify rhythmic patterns, instruments and repetition
- keep a steady pulse and improvise rhythmic patterns
- subdivide the pulse keeping to a steady beat.

Bringing it all together.

Objectives-

Children should learn:

- how to invent simple rhythmic patterns.

Music at key stage 2.

Exploration- how can different sounds be used rhythmically (2)?

Activities-

Divide the children into groups with one instrument to each group. Ask each group to invent a rhythmic pattern one cycle in length using open and closed sounds. Ask each group, in turn, to play their rhythmic pattern while the rest of the class plays the cyclic pattern.

Outcomes- invent simple rhythmic patterns.

BRINGING IT ALL TOGETHER – TO CREATE A SOUND SCAPE.

Objectives- children should learn-

- how to expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material.

Activities-

- Listen to recording of mill machinery. Encourage class to identify the different rhythms and rhythmic cycles created by the looms. They could try tapping or clapping some of them.
- Now begin to think about the timbre and duration of the instrumental sounds that could be used to play the rhythmic patterns needed to create the cotton mill SOUNDSCAPE . *What instrument and what sound are best suited to the playing of a steady pulse, a fast rhythmic pulse, a single note played at the beginning of the cycle? How can you make your rhythmic patterns more interesting, eg. making greater use of the different timbres (open and closed sounds) available on each instrument?*
- Ask each group to see how many new patterns they can create from a chosen pattern by either changing around the rhythmic material, or repeating one part of the pattern, making it twice as long.
- Ask the groups to share their work with the class several times during the process so that advice can be given about how improvements could be made.
- Perform and discuss the best features.

PERHAPS RECORD FOR EVALUATION PURPOSES AND USE AS A BACKGROUND SOUND FOR DISPLAY.