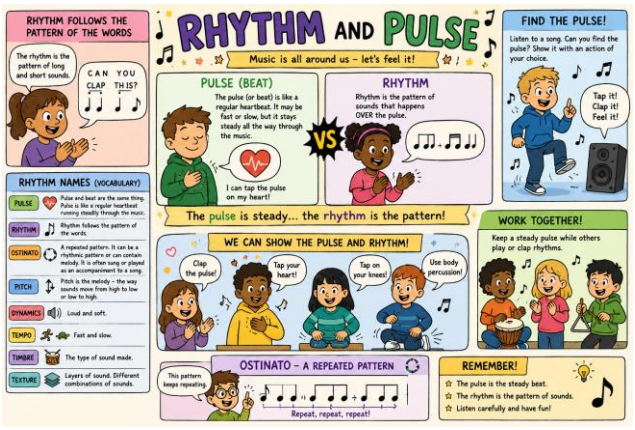
Caroline Haslett Primary School – Music		
Rhythm and Pulse	KS2	Active Music Digital

Knowledge	Vocabulary
Explain that rhythm follows the pattern of the words. Be able to demonstrate the difference between rhythm and pulse i.e clap the pulse and then clap the rhythm. To explain that pulse and beat are the same thing. The pulse can be explained as a regular heartbeat. It may be fast or slow but it remains regular throughout the piece of music. Be able to demonstrate it practically with an action, such as tapping your heart to the pulse. Be able to actively keep a pulse as part of a game. Find the pulse in a song and start showing it with an action of your choice. It doesn't matter if the children tap a fast or slow pulse so long as it remains regular. **Rhythm Names:** = Ta (worth 1 beat) = Te-te (worth 1 beat) = 'sh' or rest (worth 1 beat) = Ti-ki- ti (worth 1 beat) = ta-a (worth 2 beats)	**Pulse** - Pulse and beat are the same thing. Pulse is like a regular heart beat running steadily through the music. **Rhythm** - Rhythm follows the pattern of the words. **Ostinato** - A repeated pattern. It can be a rhythmic pattern or can contain melody. It is often sung or played as an accompaniment to a song. **Pitch** - Pitch is the melody - the way sounds move from high to low or low to high. **Dynamics** - Loud and soft. **Tempo** - Fast and slow. **Timbre** - The type of sound made. **Texture** - Layers of sound. Different combinations of sounds. 

Skills ● Keep a steady pulse using clapping, tapping or movement. ● Identify the pulse in different pieces of music. ● Perform rhythms that match the pattern of words. ● Clap and copy simple rhythmic patterns. ● Show the difference between pulse and rhythm. ● Perform an ostinato pattern repeatedly and accurately. ● Use body percussion to keep in time with others. ● Follow changes in tempo (fast and slow). ● Follow changes in dynamics (loud and soft). ● Work as part of an ensemble to perform rhythms together. ● Create a simple rhythm using rhythm names. ● Maintain a steady beat while others perform different rhythms. ● Listen carefully and respond to musical cues. ● Use instruments appropriately to perform pulse and rhythm activities. ● Describe music using key vocabulary such as pulse, rhythm, tempo and dynamics.	

Suggested Tasks

RHYTHM AND PULSE FOR KEY STAGE 2 – DVD CONTENTS LIST

1) Concentration
2) Boom chick-a-boom
3) Boom chick-a-boom – children leading
4) Boom chick-a-boom – with instruments
5) Who has a brother?
6) Down by the banks of the Hanky Panky
7) Hi, my name's Jo
8) John Kanaka
9) John Kanaka – canon
10) John Kanaka – thinking voices in canon
11) Switch to the count of 8
12) Switch to the count of 4
13) Drum beat actions to the count of 8
14) Follow the leader around the room
15) Clapping sequences with a partner
16) Changing patterns
17) Changing patterns with partners
18) Knee knee clap clap – categories
19) Knee knee clap clap – associated words
20) Knee clap click click – version 1
21) Knee clap click click – version 2
22) Grandma, Grandma
23) A ship sailed from China
24) Baby one
25) Dic-dictation
26) Bow wow wow - game
27) Bow wow wow – game using thinking voices
28) Bow wow wow – tap the pulse
29) Bow wow wow – clap the rhythm
30) Bow wow wow – half pulse, half rhythm
31) Bow wow wow – singing with rhythmic ostinato
32) Bow wow wow – singing and walking the pulse
33) Bow wow wow – walking the pulse and clapping the rhythm
34) Come butter come
35) Pease pudding hot
36) Pease pudding hot – in canon
37) Shimmy pop - chant
38) Shimmy pop – chant and clap the rhythm
39) Shimmy pop – think and clap the rhythm
40) Shimmy pop – half pulse, half rhythm
41) Shimmy pop – chant and play rhythm on claves
42) Shimmy pop – think and play rhythm on claves
43) Shimmy pop – a composition with pulse, rhythm and rhythmic ostinato
44) Rhythm flashcards
45) Rhythm memory game
46) Rhythm action game

-

Suggested Tasks

47) Rhythm round
48) Rhythm pattern on instruments
49) Rhythm round on instruments
50) Chosen actions on chosen beats – clap on 3, click on 7
51) Chosen actions on chosen beats – with thinking voices
52) Chosen actions on chosen beats – with thinking voices in canon
53) Rhythm/action sequences
54) Rhythm/action sequences – with instruments
55) Class chant
56) Class chant – with instruments
57) Class chant – with thinking voices and instruments
58) Down in the valley
59) Tony Chestnut
60) Double double this this
61) Don't tap this one back – version 1
62) Don't tap this one back – version 2
63) Left, left
64) Accents – actions on beat 5
65) Follow the leader – sequence game
66) Good news!
67) The Austrian
68) Goodbye Mary
69) Goodbye everyone
70) Goodbye everyone – with instruments