

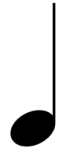


# St James' Church of England Primary School

## Music Overview Sheet



### Year 6 – Advanced Rhythms



**TA = Crotchet**

This is one beat.  
We clap once.



**Ti-Ti = Quaver**

This is also one beat,  
which means that a  
single Ti is half a beat.  
We clap twice, double the  
speed of TA.

**Unit Outcomes:** Pupils who are **secure** will be able to:

- Repeat rhythms accurately.
- Successfully participate in rhythm games.
- Feel the pulse while participating in activities, e.g. singing or chanting.
- Notate rhythms accurately.
- Clap the rhythm at the same time as chanting the words.
- Choose rhythmic elements that add up to 8 counts.
- Perform compositions demonstrating a good sense of pulse.
- Perform their compositions securely with their partners.

**Key Skills:**

- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critique their own and others' work, using musical vocabulary.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

#### Overview:

Lesson 1: **Try Kodaly** To develop an understanding of the Kodaly music method  
 Lesson 2: **Getting into the groove** To strengthen the feeling of pulse when working with rhythmic patterns  
 Lesson 3: **Clapping music** To explore rhythmic patterns in order to build the sense of pulse  
 Lesson 4: **Composing crews** To use knowledge of rhythm to create own composition  
 Lesson 5: **Let's notate** To use knowledge of rhythmic notation to notate own composition

#### Cross-Curricular Ideas

#### Key Vocabulary

Kodaly, rhythm, TA, TITI, TWO, SH, syllables, crotchets, quavers, notation, pulse, chant, melody, unison, rhythmic elements, music critic, compose, beat, practise

#### Impact/Assessment

**Most Children will:** • Repeating rhythms accurately. Successfully participating in rhythm games. • Ability to feel the pulse while participating in activities and notating rhythms accurately. • feeling the pulse while singing or chanting. The ability to clap the rhythm at the same time as chanting the words. • Choosing rhythmic elements that add up to 8 counts. Performing the compositions demonstrating a good sense of pulse. • The ability to perform their composition securely with their partner.

**More Able Children will:** • Feeling the pulse when clapping and saying rhythms. Comparing the Kodaly rhythms to Western music notation. • Ability to notate the rhythm without looking at the board. • the ability to sing or chant their line confidently while another group sings or chants another. • Using the TWO rhythm successfully. Incorporating ideas from Steve Reich's 'Clapping music' in their composition. • A more confident performance, using more advanced rhythmic elements (SH/ TWO).