



Year 3 Music: Pulse and Rhythm

Spring term 1



Prior Learning

Children have...

- Recognised the sounds of the instruments used in a variety of music (including Peter and the Wolf by Prokofiev), their names, how they are played and which ones make high and low sounds
- Recognised how sounds are made – tapping, rattling, scraping, blowing etc..
- Identified different qualities of sounds such as smooth, scratchy, clicking, ringing (timbre)
- Recognised and responded to different changes of speed (tempo) volume (dynamics) and pitch



Ostinato

- A pattern that repeats

BEAT	1	2	3	4
Group 1	 CLAP!	 CLAP!	 CLAP!	 CLAP!
Group 2	 STAMP!			
Group 3			 TONGUE CLICK	
Group 4				 STAMP!

Call: tap tap tap clap
Mon- day Morn- ing

Response: tap tap tap clap
Mon- day Morn- ing

Vocabulary

- steady beat, pulse, melody, tune, diction, posture, dynamics, tempo, pitch, rhythm, beats, bar, rhythm, performance, unison, round, rhythmic ostinato, musical texture, compose, body percussion, untuned percussion

Sticky knowledge

Children will learn to...

- To perform body-percussion rhythms at various tempos.
- Begin to develop an understanding and appreciation of music from different musical traditions.
- identify differences in songs from around the world, i.e. instruments, beat, tempo and describe using musical vocabulary.
- To combine simple rhythm patterns, identify changes in musical texture and maintain a simple rhythmic part in a group
- To internalize pulse and rhythm, create rhythmic layers and perform these as a group
- To identify beats in a bar
- To compose and perform a rhythmic ostinato
- To combine ostinato patterns
- To listen and compare versions of a song