



# 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	 STAMPI			
Group 3		 TONGUE CLICK		
Group 4			 STAMPI	



### 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