

Music Lesson Plan topic – Rhythm (Unit 2)

Lesson 4 of 6

Focus: Year 3/4

Key Learning Objectives:

- To memorise and perform rhythms with increasing aural memory.
- To perform as part of an ensemble.

Inter-related music dimensions covered: Duration - rhythm/pulse, structure.

Starter activity:

Select an activity from the Rhythm Card Starter Bank.

Main focus:

- Sit in a large circle.
- Hand out two rhythm sticks per child.
- Ensure the children are holding their rhythm sticks correctly, one in each hand, hand on the bottom third of the stick, as if you are “shaking hands” with the rhythm stick. It is important to make sure that when the children tap one stick against another that they don’t hold them too tightly so as to allow the sticks to bounce apart and the wood to vibrate.

Warm up by playing “My sticks, your sticks”

- Teacher to play rhythms by tapping their two sticks together (you may want to use the rhythm cards to help think of rhythms to tap).
- Children echo/repeat each rhythm.
- Once you have completed a few of these, make the patterns more challenging by adding *gentle* taps on the floor (for example, sticks, sticks, floor floor or floor, sticks, sticks, sticks).
- Children repeat each pattern.

Learn the African song ‘*Koralengay*’ Singing Games and Rhymes for middle years (National Youth Choir for Scotland)

- Perform the song as a class in one large circle.
- “Spot and fix” any mistakes by repeating each line slowly.
- Using the sticks play the game on page 43 of the above resource.

Note: if you are in a larger space, such as the school hall, it works well to perform pieces like this all together, but with the children in several smaller circles, rather than one large circle.

Plenary:

Revise/perform ‘*Frere Jacques*’ as a class [www.youtube.com/watch?v=gBbiOyMsUD4]

- Tap the rhythm with the rhythm sticks whilst singing at the same time.
- Split the class into two groups.



- Perform Frere Jacques as a round, just tapping the rhythm sticks, singing the words in **thinking voices only**.
- First group begins (tap, tap, tap, tap / tap, tap, tap, tap)
- Second group joins in.
- Each group stops after they have sung “Ding dang dong” in their thinking voices (tap, tap, tap - / tap, tap, tap -)

Keywords / vocabulary: Rhythm sticks, ensemble, duration, pulse / rhythm, round / canon, vibration / vibrate.

Self-assessment opportunities:

- I can listen to and echo/repeat rhythms with increasing aural memory.
- I can play rhythm sticks with increasing control.
- I can maintain a rhythmic line whilst performing within an ensemble.

Resources: A whole class set of rhythm sticks (two per child plus two for the teacher).
Singing Games and Rhymes for middle years (National Youth Choir for Scotland).

Opportunities for sharing work e.g. by recording, notation: A performance of Koralengay (either whole class or smaller groups) could be recorded on an ipad to share with another class.

Music Assessment: Year 3 and 4 Rhythm Lesson 4

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who do not meet the learning objectives for this lesson	'I can' assessment criteria	Names of any children who exceed the learning objectives for this lesson.
	<ul style="list-style-type: none"> ● I can listen to and echo/repeat rhythms with increasing aural memory. ● I can play rhythm sticks with increasing control. ● I can maintain a rhythmic line whilst performing within an ensemble. 	

Notes:

