

Rhythms	Music	Years 5 & 6, Term 3	Year B
Key vocabulary: rhythm, ostinato, bar, time signature, ensemble, melody, repetition, structure, timbre, texture, character, style, tempo, dynamics, loop			
Knowledge and skills: Understand how pulse, rhythm and pitch work together. (C1) Appropriately discuss the dimensions of music and recognise them in music heard. (C2) Improvise accompanying rhythms with confidence. (C3) Create a simple composition and record using appropriate notation. (C4) Develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. (C5) Develop understanding of the history and context of music. (C6) Appreciate a wide range of live and recorded music from different traditions and different composers. (C7) Listen to Minimalist music. (C12) <i>Steve Reich was part of the USA minimalist movement.</i> <i>His composition ‘Clapping’ (1972) was for two performers and consists of a cyclical ostinato.</i> <i>Ostinato rhythms are repeated.</i> <i>Time signature indicates the type and number of beats in a bar.</i> <i>John Adams composed Short Ride in a Fast Machine.</i>		Possible activities: Learn about the music of Steve Reich. Watch a performance of Clapping; watch moving score. Listen and describe music, in terms of texture, tempo, instrumentation, timbre, pitch, dynamics, structure. Rhythms from a score - blob score. Structure all ideas into a piece. Perform the piece to an audience. Using standard notation including rests. Using clapping and claves. In groups, use standard notated rhythms in 2/4 and a selection of tuned and non-pitched percussion, make an arrangement, perform together. Recognise ostinato phrases and compare the texture and structure of Short Ride in a Fast Machine to Steve Reich’s work. Watch and attempt to create simple clapping sequences involving ostinato and actions.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: How does it feel to take part in a performance? What do you feel when you listen to a piece? Moral: Social: Learn to work together to perform. Respect everybody’s contribution. Cultural: Music can be a societal unifying force. British Values: Equalities:			