



Linked learning theme: My Life, My World

Autumn term 1, Year 4

Music – Rhythm

Prior knowledge

In Year 1, children have recognised rhythms within simple songs and used them to create ostinato patterns. In Year 3, they have begun to read and play from standard rhythmic notation (crochets, quavers, minims and semibreves).

Core knowledge

- Pulse is the ‘beat’ of the music.
- Rhythm follows the pattern of the words/notes.
- Rhythms can be described through musical symbols (notation).
- An ostinato is a repeating musical pattern.
- Improvising means making it up on the spot.
- Composing means planning and creating new music.
- Tempo refers to the speed of the music.

Key skills

- Listen to music with some attention to detail, focusing on pulse and rhythm.
- Talk about tempo and rhythm.
- Respond to musical instructions.
- Copy and repeat a short musical phrase.
- Perform a simple rhythm part.
- Play and perform in a group.
- Read standard rhythmic notation.
- Use standard notation to show a rhythm.
- Recognise the way rhythmic patterns are put together to create an effect.
- Play percussion instruments with some accuracy and control.
- Improvise and compose short rhythmic patterns and repeat them.
- Improve their own work.

Vocabulary

pulse	rhythm	improvise	ostinato
tempo	notation	compose	

Learning outcomes

- I can listen to music with some attention to detail.
- I can respond to musical instructions.
- I can copy and repeat a short musical phrase.
- I can perform a simple rhythm part using a short range of notes.
- I can read standard rhythmic notation.
- I can play and perform in a group.
- I can play a musical instrument with some accuracy and control.
- I can make up short patterns and repeat them.
- I can make up a piece in a group, building up layers of sound (texture).
- I can talk about my composition: talk about rhythm, dynamics (loud and soft) and tempo (speed) of the music.

- I can use symbols to show the sounds I have created.
- I can improve my own work.