

# Rhythmic patterns

## Learning objectives

QCA Unit 10 'Play it again - Exploring rhythmic patterns'

- To recognise repeated rhythmic patterns.
- To listen carefully and repeat a rhythmic pattern.
- To combine two different rhythms with a steady pulse.

## Resources

Prepared flipchart, each page showing a different four-beat rhythm, for example:



Prepared flipchart: the first page with the words to *Polly put the kettle on*, the second page showing the same rhyme with musical notes showing the rhythm under each line; selection of percussion instruments.

## Links to other subjects

### Art and design

PoS (4a) To learn about visual elements, including colour, pattern and texture, line and tone, shape, form and space.

- Identify how artists evoke different moods through their paintings.

### English

NLS Term 2 T10: To develop use of settings in own writing.

- Use the children's work as a stimulus to create a setting for a story. Encourage them to think about the moods and scenes that music can evoke.

## Whiteboard tools

Use the music symbols from the Resource library to create rhythm patterns. Use the Lines tool to divide the screen into three parts to separate the rhythms that groups play.

- Resource library
- Marquee select tool
- Lines tool
- Background
- Highlighter tool

## Starter

Play *Switch* with the children. Ask them to tap out a four-beat pulse on their knees. Encourage them to keep the pulse steady and not to rush. Then call out *Switch* and show the first page of the prepared flipchart. The children have to change to this rhythm. After repeating this rhythm a couple of times, tell the children to return back to the four-beat pulse. Repeat for the other rhythms.

## Whole-class shared work

- Show the flipchart page with *Polly Put the Kettle On*. Ask How many lines/ phrases are there in each verse? (Four) Say the rhyme out loud with them.
- Go to the second page and show the musical notes under each line.
- Practise clapping the rhythm with the children. Point out that the same rhythmic phrase repeats itself several times. Tell them this is called an ostinato.
- Go to a blank flipchart page and divide it into two parts using the Lines tool . In the top part, draw four crotchets. Explain that this is the pulse of the rhythm. Ask the children to clap out the pulse.
- When the pulse is steady, clap the rhythm of the song *Polly Put the Kettle On* over it. Ask: *What is the difference between your rhythm and mine?* (Theirs is quicker.)
- Duplicate the pulse rhythm five times across the board.
- In the next line, duplicate the rhythm of the whole song under the last four pulse patterns, leaving the first part blank.



- Divide the class into two. Explain that one half will clap the first line and the other half the second line. Ask the class to perform both parts together a few times.

## Independent work

- Ask the children to select an instrument and get into small groups of about six. Label each child in the group *A* or *B*. Ask the *A* children to play the steady pulse on their instruments and the *B* children to play the rhythm of *Polly Put the Kettle On*.
- Stop the children halfway through and listen to some of the groups.
- Then, ask them to devise their own repeated rhythmic pattern. When they practise the pattern, half the group should maintain the steady pulse whilst the other half performs the rhythmic pattern. They should then swap roles.

## Plenary

- Listen carefully to each group as it performs its rhythmic pattern.
- Add the children's patterns to a new flipchart page. Build up a set of rhythmic patterns and ask groups to try and play each other's.