

# ACET Junior Academies'

Scheme of Work for music

Year 3 Unit 2.2: Rhythm and layers



**unit:**

...y essential ingredient in all music. You can mix together any sounds, but if there is no underlying rhythm to the sounds, ... is the pattern of long and short sounds as you move through a piece of music. Texture is one of the basic inter-related ... n describing the texture of a piece of music, you are describing how much is going on in the music at any given moment. ... f the music might be thick or thin, or it may have many or few layers. It might be made up of rhythm only, or of a melod ... paniment, or many interweaving melodies. In this unit children will be learning how to compose their own rhythms, using ... d texture to a piece of music.

**Texture**

...ctured around six sequential music enquiries:

- ...s rhythm and texture?
- ...n we create texture using rhythm?
- ...compose a piece of music using rhythmical texture?
- ...improve a composition?
- ...create a graphic score?

**National Curriculum objectives:**

**Links to previous and future National Curriculum units/objectives**

**KS2**

- Listen with attention to detail and recall sound details, increasing aural memory.

- Appreciate and understand a wide range of historical and recorded music drawn from different traditions from great composers and musicians.
- Play and perform in solo ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes and the inter-related dimensions of music.
- Use and understand staff and other musical notation.

### **Unit**

Y3 Mountains HT 1.2

### **KS3**

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Improvise and compose music for a range of purposes and the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and musical devices.
- Play and perform in solo and ensemble contexts, using voices and playing, musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notation.

## Enquiry 1: What is rhythm and texture?

| Previous<br>g<br>now<br>e<br>g music<br>lp<br>ative,<br>elody<br>al | Knowledge and second order concepts  | Musical skills:  | Assessment<br>criteria:   | C<br>Hor<br>Ver |
|---|--|--|---|-----------------|
|   | <p><b>Substantive knowledge:</b><br/><i>(What the children should know.)</i><br/>Listen to and be able to describe what is happening in a piece of music.<br/>Understand what rhythm is.<br/>Understand what texture is.<br/>Be able to identify rhythm and texture in a piece of music and say how they affect the mood.</p> <p><b>Second order concepts:</b><br/><i>(What students should understand)</i><br/>Listening<br/>Collaboration<br/>Appraising</p> | <ul style="list-style-type: none"> <li>• Listening carefully and describing changes and effects in a piece of music.</li> <li>• Identifying rhythm and describing how it used to affect a piece of music.</li> <li>• Identifying texture and describing how it used to affect a piece of music.</li> </ul> | <p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Identify rhythm?</li> <li>• Identify texture?</li> <li>• Describe what is happening in a piece of music?</li> </ul> |                 |
|   |  | <p><b>Key concepts:</b></p>  |   |                 |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  | Rhythm<br>Texture (layers)<br>Tempo<br>Dynamics<br>Duration (length)   |  |  |
| <b>Activities:</b>  | <b>Resources:</b>  | <b>Useful links:</b>   |  |  |
| <p>Start by listening to 'Hard to Starboard' track: What do they hear? What instruments can they hear? What does it sound like?</p> <p>Work in groups of 3/4. They should fold a piece of large paper in half. One side rhythm, the other side texture (layers): What does it sound like? Can they demonstrate a rhythm? What does texture mean (instruments, melodies, harmonies and rhythms etc.)</p> <p>They should listen to the music again and make notes about the texture on their paper: Is it dramatic? Is it building up? (Notes of different sections in this piece of music so children may refer back to sections).</p> <p>They should share their ideas about the rhythm and texture of the music and discuss the effect e.g. fast rhythm - How does it make you feel? What is happening at that time?</p> | <p><b>Use safeyoutube.net</b></p> <p>James Horner - 'Hard to Starboard':<br/><a href="https://safeyoutube.net/w/nslH">https://safeyoutube.net/w/nslH</a></p> <p>Large paper.</p> <p>Coloured pens.</p> | <p><b>Use safeyoutube.net</b></p> <p>Information about rhythm:<br/><a href="https://safeyoutube.net/w/Zv">https://safeyoutube.net/w/Zv</a><br/><a href="https://safeyoutube.net/w/8v">https://safeyoutube.net/w/8v</a><br/><a href="https://safeyoutube.net/w/Sv">https://safeyoutube.net/w/Sv</a></p> |  |  |

## Enquiry 2: How can we create texture using rhythm?

| Previous learning   | Knowledge and second order concepts   | Musical skills:  | Assessment criteria:   | Curriculum links                  |
|---|---|--|--|-----------------------------------|
| <p>Children have knowledge of rhythm and texture in music and can use musical notation to create music.</p> | <p><b>Substantive knowledge:</b><br/>(What the children should know.)</p> <p>What rhythm is.<br/>How to copy a rhythm.<br/>How to layer rhythms together to make a piece of music.<br/>How to play to a beat accurately.</p> <p><b>Second order concepts:</b></p> | <ul style="list-style-type: none"> <li>Copy and repeat a rhythm from aural memory.</li> <li>Layer rhythm patterns together to make a piece of music.</li> <li>Play rhythm accurately and in time.</li> </ul> | <p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Play a rhythm accurately?</li> <li>Play on the beat of the music?</li> </ul> | <p>Horizontal</p> <p>Vertical</p> |

|  |  |  |
|--|--|--|
| <p>(What students should understand)</p> <p>Listening<br/>Collaboration</p>  | <p><b>Key concepts:</b></p> <p>Rhythm<br/>Texture<br/>Tempo<br/>Dynamics<br/>Duration<br/>Ensemble<br/>Mood</p>  | <ul style="list-style-type: none"> <li>• Create their own layered rhythm picture?</li> </ul>   |
| <p><b>Activities:</b></p> <p>Children should discuss: What is rhythm? Can they give an example? Children could play 'Pass the rhythm' game. Children should sit in a circle. One child claps a rhythm and passes it around the circle. Choose a new rhythm. Extend this by using untuned percussion instruments to play the rhythms on.</p> <p>Children should discuss: What is texture? How could we layer rhythms? Use the BBC rhythm game. Play each rhythm sound individually: What happens if some have 1 sound per beat some have more). Now play the rhythms demonstrating how to layer rhythms. Children could be split into groups to play one of the picture rhythms, almost like a mini orchestra. Then, in small groups children could record their own version of a rhythm picture.</p> <p>Children could play 'Pulse points'. All children should have an instrument. Count 1 2 3 4 (and repeat):</p> <p>Group 1: Children should play on beat 1 (count 1)<br/>Group 2: Children should play on 1 and 3<br/>Group 3: Group into 2 - half play on 1 and 3 - half play on 2 and 4<br/>Group 4: Group play 1, everyone else plays 2 3 4</p> | <p><b>Resources:</b></p> <p><b>Use safeyoutube.net</b></p> <p>Untuned percussion instruments.</p> <p>BBC rhythm game:<br/><a href="http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/rhythm02.shtml">http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/rhythm02.shtml</a></p> <p>Large paper.</p> <p>Coloured pens.</p> <p>Ceelo Green 'Forget you':<br/><a href="https://safeyoutube.net/w/Y1LH">https://safeyoutube.net/w/Y1LH</a></p> | <p><b>Useful links:</b></p> <p><b>Use safeyoutube.net</b></p> <p>Learning to read rhythms:<br/><a href="https://safeyoutube.net/w/F7">https://safeyoutube.net/w/F7</a></p> <p>Playing rhythms:<br/><a href="https://safeyoutube.net/w/z8">https://safeyoutube.net/w/z8</a></p> |

instrument play on 1 and 3 - all others play 2 and 4

g for a while children should play their instruments on the beat  
 Forget you'.

### Enquiry 3: How to compose a piece of music using rhythmical texture?

| Previous learning   | Knowledge and second order concepts   | Knowledge and second order concepts  | Knowledge and second order concepts  | Knowledge and second order concepts |
|---|---|--|--|-------------------------------------|
| <p>have knowledge rhythms</p> <p>these pieces of texture.</p>   | <p><b>Substantive knowledge:</b><br/> <i>(What the children should know.)</i><br/>           What layered rhythm sounds like in a piece of music.<br/>           How to recreate rhythms using everyday objects, instruments and voices.<br/>           How to compose a piece of music using layered rhythms.<br/>           Work together in a group to play the composition accurately.</p> <p><b>Second order concepts:</b><br/> <i>(What the children should understand)</i><br/>           Listening<br/>           Practising<br/>           Collaboration</p> | <p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>Listen and identify layered rhythms.</li> <li>Compose a piece of music with layered rhythms.</li> <li>Play in an ensemble confidently and accurately.</li> </ul> <p><b>Key concepts:</b><br/>           Rhythm<br/>           Texture<br/>           Rests<br/>           Composition<br/>           Instruments<br/>           Body percussion<br/>           Voices</p> | <p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Play confidently and accurately in a group?</li> <li>Compose a piece of music based on textured rhythm?</li> </ul> | <p>How</p> <p>Ve</p>                |
| <p><b>Activities:</b></p> <p>Children should watch 'Trashin the camp - Disney's Tarzan' video: What instruments do they use to create sounds? What rhythms did these create? What instruments do they use around the classroom to create rhythms and sounds? Children should watch and note ideas from:</p> |   | <p><b>Resources:</b></p> <p>Use <a href="https://safeyoutube.net">safeyoutube.net</a></p> <p>Disney's Tarzan - 'Trashin' the camp':<br/> <a href="https://safeyoutube.net/w/cALH">https://safeyoutube.net/w/cALH</a></p>   | <p><b>Useful links:</b></p> <p>Use <a href="https://safeyoutube.net">safeyoutube.net</a></p>   |                                     |

Phil Collins ft. N Sync - 'Trashin' the camp': What did they notice about the layering of voices?  
Catawba Madrigals - 'Trashin' the camp'  
Fayette Middle World Percussion Ensemble - 'Trashin' the camp'  
'Trashin' the camp' Percussion finale

Students should work within the whole class to create an arrangement:

Use hand drums - play on the beat 1 and 3  
Use tambourines - fast rhythm 2 hits per beat  
Use a bird whistle - play on 3 and 4  
Whole class clap

For practice, children could create arrangements in small groups:

Percussion  
Instruments  
In the classroom  
beatboxing

Students should perform for the rest of the class: What did they like? How can we make it better? Were there clear rhythms? Was it played in a clear way? Were there layered rhythms? Were they accurate and clear?

Phil Collins ft. N Sync - 'Trashin' the camp':  
<https://safeyoutube.net/w/bBL>  
[H](#)

Catawba Madrigals - 'Trashin' the camp':  
<https://safeyoutube.net/w/uCL>  
[H](#)

Fayette Middle World Percussion Ensemble - 'Trashin' the camp':  
<https://safeyoutube.net/w/aDL>  
[H](#)

'Trashin' the camp' Percussion finale:  
<https://safeyoutube.net/w/cEL>  
[H](#)

Phil Collins - 'Trashin' the camp':  
<https://safeyoutube.net/w/BQ>  
[LH](#)  
(use this version to play along to)

Tuned and untuned percussion instruments.

## Enquiry 4: How to improve a composition?

| Previous learning  | Knowledge and second order concepts   | Knowledge and second order concepts   | Knowledge and second order concepts   | Knowledge and second order concepts  |
|--|---|---|---|--------------------------------------|
| <p>Children have a range of knowledge of a piece of music, including the layers of voices, and body percussion.</p>  | <p><b>Substantive knowledge:</b><br/>(What the children should know.)<br/>What layered rhythm sounds like in a piece of music.<br/>How to recreate rhythms using everyday objects, instruments and voices.<br/>How to compose a piece of music using layered rhythms.<br/>Work together in a group to play the composition accurately.<br/>How to improve their composition.</p> <p><b>Second order concepts:</b><br/>(What the children should understand)<br/>Practise<br/>Evaluation</p> | <p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Listen and identify layered rhythms.</li> <li>• Compose a piece of music with layered rhythms.</li> <li>• Play in an ensemble confidently and accurately.</li> </ul> <p><b>Key concepts:</b><br/>Rhythm<br/>Texture<br/>Rests<br/>Composition<br/>Instruments<br/>Body percussion<br/>Voices</p> | <p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Play confidently and accurately in a group?</li> <li>• Compose a piece of music based on textured rhythm?</li> <li>•</li> </ul> | <p>How to improve a composition?</p> |
| <b>Activities:</b>   |   | <b>Resources:</b>   | <b>Useful links:</b>  |                                      |
| <p>Start by listening to the different versions of 'Trashin' the Camp'. What do they notice today? Is there anything that they would like to do in their compositions? Children should make notes about what they hear and what they would like to do.</p> <p>Children should practise their compositions from yesterday using the Phil Collins 'In a Silent Way' track. Who is leading? (keeping the beat) Do they know</p> |   | <p>Use <a href="https://safeyoutube.net">safeyoutube.net</a></p> <p>Disney's Tarzan - 'Trashin' the Camp':<br/><a href="https://safeyoutube.net/w/cALH">https://safeyoutube.net/w/cALH</a></p>  | <p>Use <a href="https://safeyoutube.net">safeyoutube.net</a></p>  |                                      |



playing their part? (which beat) Who is playing which  
(including body percussion and voices) What sounds and rhythms  
?

should perform in their groups to the rest of the class: Was it  
er what you were doing? How did the group work together?  
e been better? Children should make notes on how to improve  
xt session.

Phil Collins ft. N Sync - 'Trashin'  
the camp':

<https://safeyoutube.net/w/bBLH>

Catawba Madrigals - 'Trashin'  
the camp':

<https://safeyoutube.net/w/uCLH>

Fayette Middle World  
Percussion Ensemble - 'Trashin'  
the camp':

<https://safeyoutube.net/w/aDLH>

'Trashin' the camp' Percussion  
finale:

<https://safeyoutube.net/w/cELH>

Phil Collins - 'Trashin' the camp':

<https://safeyoutube.net/w/BQLH>

(use this version to play along  
to)

Tuned and untuned percussion  
instruments.

Paper for notes.

IPad to record.

## Enquiry 5: How to create a graphic score?

| Previous<br>g   | Knowledge and second order concepts   | Knowledge and second order concepts   | Knowledge and second order concepts   | k                |
|---|---|---|---|------------------|
| <p>have<br/>edge of<br/>a piece<br/>g in<br/>e layers<br/>voices,<br/>l body<br/>ey<br/>able to<br/>ork and</p>   | <p><b>Substantive knowledge:</b><br/>(What the children should know.)<br/>Understand that some music is easier to perform when written down.<br/>How to record a musical composition using graphic notation.<br/>How to layer rhythms.<br/>How to follow graphic notation to perform in a group accurately and confidently.</p> <p><b>Second order concepts:</b><br/>(What the children should understand)<br/>Listening<br/>Collaboration<br/>Leadership<br/>Practise<br/>Evaluation</p> | <p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Contribute meaningfully to the group performance and contribution.</li> <li>• Using non-standard notation to record a composition.</li> <li>• Read non-standard notation to perform a piece of music.</li> </ul> <p><b>Key concepts:</b><br/>Compose<br/>Rhythm<br/>Texture<br/>Graphic notation</p> | <p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Work as part of a group to compose a piece of music in a particular style?</li> <li>• Notate a piece of music using graphic notation?</li> <li>• Perform as part of a group?</li> </ul> | <p>Ho<br/>Ve</p> |
| <b>Activities:</b>  |   | <b>Resources:</b>   | <b>Useful links:</b>  |                  |
| <p>start by watching the performances from the previous session: notice? Were they playing in time? The children should look at game again: How could this help us to play better and stay in</p> |   | <p><b>Use safeyoutube.net</b></p> <p>Tuned and untuned percussion instruments.</p> <p>BBC rhythm game:</p>  | <p><b>Use safeyoutube.net</b></p> <p>Examples of graphic score:<br/><a href="https://safeyoutube.net/w/3T">https://safeyoutube.net/w/3T</a><br/><a href="https://safeyoutube.net/w/aL">https://safeyoutube.net/w/aL</a></p>                                       |                  |

should use large sheets of paper with grids drawn on them (like a game) to record a graphic score for their piece of music:

uses to represent the instruments, voices and body percussion

em on the grids when they should play

ore than one rhythm at once

should use their graphic score to follow and perform their

Did it make it easier? Why? Why not? How would they change

[http://www.bbc.co.uk/northernireland/schools/4\\_11/music/mm/rhythm02.shtml](http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/rhythm02.shtml)

Phil Collins - 'Trashin' the camp':  
<https://safeyoutube.net/w/BQLH>

**TS:**

**and second order concepts:**

**Knowledge:**  
 (children should know)

an exhaustive list but an outline of what might be expected:

to and be able to describe what is happening in a piece of music.

and what rhythm is.

and what texture is.

to identify rhythm and texture in a piece of music and say how it affects the mood.

to identify rhythm is.

to copy a rhythm.

to layer rhythms together to make a piece of music.

to play to a beat accurately.

to identify layered rhythm sounds like in a piece of music.

to recreate rhythms using everyday objects, instruments and voices.

to compose a piece of music using layered rhythms.

to work together in a group to play the composition accurately.

to improve their composition.

**Key concepts developed:**

Body percussion  
 Composition  
 Duration (length)  
 Dynamics  
 Ensemble

Graphic notation  
 Instruments  
 Mood  
 Rests

Rhythm  
 Texture  
 Tempo  
 Voice

**Key musical skills developed:**

By the end of the unit, children will have studied a series of questions and enquiries. In doing so, children will have had the opportunity to:

- Listening carefully and describing changes and effects in music.
- Identifying rhythm and describing how it used to affect music.
- Identifying texture and describing how it used to affect music.
- Copy and repeat a rhythm from aural memory.
- Layer rhythm patterns together to make a piece of music.

and that some music is easier to perform when written down.  
record a musical composition using graphic notation.  
layer rhythms.  
follow graphic notation to perform in a group accurately and  
ntly.

**Key concepts:**

start to have an understanding of:

- Play rhythm accurately and in time.
- Listen and identify layered rhythms.
- Compose a piece of music with layered rhythms.
- Play in an ensemble confidently and accurately.
- Contribute meaningfully to the group performance and o
- Using non-standard notation to record a composition.
- Read non-standard notation to perform a piece of music

ep ...

and unit in KS2 Y3 and is a stand-alone unit. This unit will have allowed the children to study rhythm and texture of music, considering  
impact on the listener creating dramatic or emotional effect. Children will have had the opportunity to create graphic scores when com  
d music.

Y3 HT 3.1 'Gift of the Nile', the music is linked to the history topic 'Ancient Egypt'. Children will learn about rhythm and duration o  
piece of music. This will lead onto children recording their own compositions using standard and non-standard notation.

