



This unit introduces the children to the musical concept of the beat/pulse (the steady heartbeat of music), through marching and moving to music. At first, they explore this through listening to the piece *Rondo alla Turca* written by Mozart for the piano. The piece was inspired by listening to the sound of marching bands. By listening to the piece the children learn that Mozart was a very famous composer (a person who writes music). The children then discover that the beat or pulse music can move at different speeds, by listening to different versions of the piece and explore how this can affect the way we feel. By listening to a version of the piece played on the trumpet the children compare how different musical instruments make sound, contrasting the piano with the trumpet. They learn how they can make sound by using their own bodies as instruments (body percussion).

In the second half of the unit the children explore the difference between pulse/beat and rhythm by listening to Verdi's *Triumphal March* from the opera *Aida*. The beat/pulse of a piece of music usually stays the same, at a steady pace whereas a rhythm is like a particular pattern in sound. Different rhythmic patterns can be layered over a steady beat/pulse. Using body percussion, the children practise layering different rhythmic patterns over a steady pulse to create their own marching music as a class, following the directions of their teacher as a conductor.

Lesson Sequencing

In lesson 1 the children are introduced to *Rondo alla Turca*, written for the piano by Mozart in 1783. The piece is partly inspired by the sounds of Turkish Janissary bands. Janissaries were the elite infantry units that formed the Ottoman Sultan's household troops which were the first modern paid army in Europe. Mozart was born in 1756 in Salzburg, Austria, and was a composer of the classical period. He was a child prodigy and started playing the piano when he was three years old. He wrote his first documented composition when he was just five. During his short life of only 35 years he wrote more than 800 works. At the end of the lesson the children listen to Mozart's piece three times, using it to become familiar with finding the beat/pulse by marching and tapping different parts of their own bodies.

In lesson 2 the children continue to explore Mozart's *Rondo alla Turca* by listening to a different version of the piece which is faster.

They explore how this means that the beat/pulse of the piece is altered and how speed can affect the way a piece of music makes us feel. They develop their own sense of pulse by feeling the pulse of short songs which they started to learn in lesson 1. The children also clap the rhythm of the words of these songs. This is different from clapping the pulse/beat of the music. The beat/pulse is the steady, regular heartbeat of the music. A rhythm is different—it is like a pattern in sound which can be played over the beat/pulse. This is further explored, and explicitly taught in lesson 4.

In lesson 3 the children investigate how different sounds can be made in music. By listening to different versions of *Rondo alla Turca* they discover that the sound of a piano is made by a pressing a key which makes a hammer strike a string and a sound on a trumpet is made by blowing into it. They go on to investigate how they can use body percussion to make sounds in preparation for starting a march composition in the next lesson.

In lesson 4 the children start to compose a piece of marching music using body percussion to create rhythms over a steady pulse. At first, they watch soldiers marching in time with the music and then march themselves to Verdi's *Triumphal March* from the opera *Aida* (which they will explore further in the next lesson). Through these activities they explore the difference between rhythm and pulse. The beat/pulse is the steady, regular heartbeat of the music. A rhythm is different—it is like a pattern in sound which can be played over the beat/pulse.

In lesson 5 the children start by exploring how music can affect the way we feel by marching to the *Triumphal March* from Verdi's opera *Aida*. They then re-familiarise themselves with *Rondo alla Turca* and march to this in different ways reflecting the different moods of different sections of the piece. They then continue to compose their marching music which they started last lesson, developing two rhythmic patterns which can be played at the same time over a steady pulse. By developing and practising the piece they learn that the teacher can act like a conductor: a person who everybody has to watch to keep the music all together.

In lesson 6 the children practise, perform and evaluate the marching piece which they developed in lesson 5, learning that we can evaluate a performance to make it better next time. By practising the piece so it is ready for performance they develop their skills in playing together in a group, following the directions of the teacher who acts as the conductor.

Musical Focus

Pulse/Beat

- What is the beat/pulse
- Marching
- Music to move to
- Different speeds
- The difference between rhythm and pulse

Links to Prior/Following Units

Year 1

Autumn B—*Samba* (Finding a beat/pulse)

Spring B—*Ostinato I* (Finding a beat/pulse)

Year 2

Autumn A—*Ostinato II* (rhythmic ostinato; constant and changing tempo; metre—grouping beats in 2s or 3s)

Autumn B—*Beat Music* (beat music)

Outcomes

In lessons 1-3 the children practise marching to/tapping the beat and different rhythms and then explore making different sounds using body percussion. Over the course of lessons 4-6, using their developing skills to create pulse and rhythm they develop, compose and perform a march as a class.

Key Learning Points

- Beat/pulse is like the steady heartbeat of the music.
- Recognise and keep a steady beat
- A rhythm is like a pattern in sound
- Understand the difference between a beat/pulse and a rhythm
- We can layer different rhythms over a steady beat/pulse
- Mozart was a composer who wrote *Rondo alla Turca* for the piano

Progression: Technical, Constructive, Expressive

Singing

Children learn and sing call and response and action songs, to warm up at the beginning of each lesson. This develops their technical singing skills which include posture hold, breath control, singing with a pulse, imitating rhythms, varying speed, holding a particular pitch and singing together in an ensemble. Practising songs over the course of six lessons ensures familiarity and increasing sophistication of musical expression. The children use the songs which they sing at the beginning of the lesson to develop their skills in identifying and imitating pulse and rhythm which they then use to compose their own piece as a class.

Listening

Children practise 'active' listening, developing their technical skills of feeling, clapping and moving to the beat and imitating different rhythmic patterns. By listening to compositions by Mozart and Verdi they begin to have conscious understanding of how music is constructed, focussing on the dimensions of pulse and rhythm. By studying these pieces, they begin to develop an increasing understanding of the expressive qualities of music from a particular culture/genre.

Composing/Practising

Composing and practising a piece which makes use of clapping and creating rhythms using body percussion over a pulse develops technical motor skills and an internal sense of pulse and rhythm. Creating a piece which layers different rhythms over a pulse develops knowledge of handling pulse, rhythm and texture as component dimensions of composition. Practising the skills required for building the composition gradually over the course of the unit, ensures increasing confidence and sophistication in the expressive quality of musical outcomes.

Performing

Working towards performance of a composition over the course of six lessons ensures increased technical accuracy, confidence, fluency, expression and the ability to play securely in an ensemble, following a conductor.