

Year 5 Autumn term 1 Week 1	Class:	Number of pupils:
Scheme of work: Cyclic patterns	Time/session	Date:
<b>Learning objectives:</b> <ul style="list-style-type: none"> <li>● About cyclic patterns.</li> <li>● To clap a rhythm in time with a spoken rhythm.</li> </ul>		<b>Success criteria:</b> <ul style="list-style-type: none"> <li>● Identify different aspects of pulse by clapping and moving.</li> </ul>
<b>Lesson structure</b>		
<b>Starter:</b> <ul style="list-style-type: none"> <li>● Stand in front of the class and start telling them in short phrases what you've done this morning or what you had for lunch.</li> <li>● Pick a short phrase and repeat it over and over again in an ostinato/cyclic pattern.</li> <li>● Start clapping/stamping or other body percussion sound to the rhythm of the words said.</li> <li>● Now fade out the words so that you are just left standing clapping to the rhythm of the words you just said.</li> <li>● Ask the children 'what have I just done?' Discuss responses.</li> <li>● Write the words on the board and mark above the words how the words fit with the beat and under the words (in a different colour) mark on the rhythm of the words and how they fit within the beat.</li> <li>● Ask the children to try to tap the beat while we all say the words, then try again tapping the rhythm.</li> <li>● If this is successful, split the class in 2 groups, half do the beat and half do the rhythm.</li> <li>● (Example in file)</li> </ul>		
<b>Main teaching:</b> <ul style="list-style-type: none"> <li>● Split the class in half and ask one half to perform 'I Like Chicken Soup' and the other to perform 'Mashed Potato Mashed Potato'. Explain that we are going to attempt to combine the rhythms together keeping to the same beat. Practice a few times by saying the phrases and clapping</li> <li>● Then hand out instruments (group 1 claves and group 2 drums for example). Explain that this time we are going to say the words in our heads and play the rhythm on the instruments.</li> <li>● Feedback – how did that sound?</li> <li>● Ask the children to come up with their own short phrase and to try to clap the rhythm of it while saying it.</li> <li>● Then ask children to get into pairs and try to combine both their rhythms keeping to the same beat.</li> <li>● If not able ask one child in the pair to do the beat.</li> <li>● They can then progress (as in the introduction) to one clapping the beat and the other the rhythm.</li> <li>● The children then fade out the words leaving them just with a cyclic pattern.</li> <li>● Give the children time to explore this process with a few different phrases that they come up with.</li> <li>● MAKE SURE THAT THEY ARE SHORT PHRASES, long phrases that are greater than 8 beats will become confusing.</li> <li>● Provide the pairs with whiteboards and pens so that they can write their phrases and mark the beats and rhythm.</li> </ul>		
<b>Plenary:</b> <ul style="list-style-type: none"> <li>● Listen to performances and if there is time, ask 2 groups to try to combine their phrases to leave more intricate rhythmic phrases.</li> <li>● Discuss the difference between beat and rhythm.</li> <li>● State that we have just been creating 'cyclic patterns'. Ask the children what a cyclic pattern might be if they think about the work that they have just done. Help if needed.</li> </ul>		
<b>Use of TA (or other adults):</b> Ensure that if there is TA support that they are positioned near to any children that require support.		
<b>Resources</b> Whiteboards & pens	<b>Key words:</b> Pulse Beat Ostinato Cyclic pattern	<b>Cross curricular links:</b>
<b>Evaluation/any further notes:</b>		