



Exploring Percussion and Recorders – Year 3 – Term 1

OVERVIEW

During this project the children will:

- Develop their singing voice.
- Develop their thinking voice.
- Use known songs to control pulse and rhythm.
- Be able to sustain one part using unpitched percussion, as others play a different part.
- Know the difference between pulse, rhythm & ostinato.
- Be able to create a rhythmic part.

Some will demonstrate that they can/or will (emerge)

- Have an understanding of higher and lower vocal pitches.
- Understand when not to sing in the context of internalisation.
- Join in with multi-part ensembles where peer or adult support is given.
- Can describe a phrase as showing pulse, rhythm or ostinato if prompted and supported.
- Can create a rhythmic part if peer or adult support is given.

Some will demonstrate that they can/or will (achieve)

- Be able to sing 'soh' and 'me' pitches accurately.
- Join in a song after an internalised section, but with some inaccuracies of pulse or rhythm or pitch.
- Participate in a vocal or unpitched percussion group, in a multi-part ensemble.
- Can describe a phrase as showing pulse, rhythm or ostinato.
- Can create a rhythmic part with the correct number of beats.

Some will demonstrate that they can/or will (exceed)

- Be able to lead singing using the soh and me pitches with confidence.
- Join in a song with the correct pitch, rhythm and pulse after an internalised section.
- Lead a vocal or unpitched percussion group with confidence in a multi-part ensemble.
- Can describe and give examples of pulse, rhythm and ostinato patterns.
- Can accurately and securely create a rhythmic part with the correct number of beats and suitable values of duration.