

Pulse and Rhythm - Lesson 1 – Finding pulse in Music		
Step	Overview	Details
1	Set Up 5 mins	<ul style="list-style-type: none"> • Clear enough space in the room for students to move freely and have them sit on the floor facing the white board. • Make sure you have two balls to bounce in the games (dodge balls from the school store work well). • Have the following set up on the white board: <ol style="list-style-type: none"> 1. Note Tree pdf. 2. Youtube: We will Rock You 3. Youtube: Imagine Dragons: Believer 4. Youtube: Justin Timberlake: Can't stop the feling. 5. Youtube: Mark Ronson: Uptown Funk
2	Note Tree Pulse vs Rhythm 5 mins	<ul style="list-style-type: none"> • Open the note tree pdf. • Clap through each line of the music. Once students are comfortable have them clap the whole page. • Ask pupils if they can remember the difference between the pulse and rhythm? <ol style="list-style-type: none"> 1. pulse always stays the same and is counted 1 2 3 4 2. rhythm can change depending on which notes you can see. R 3. Rhythm is the part that you hear, whilst the pulse is counted in your head 4. If the pulse where to speed up, so does the rhythm. • Give an example by counting in 4's and have one half of the class clap semibreves on beat 1 and one half hit their knees on beats 1 and 3, playing minims.
3	Pulse Song 5 mins	<ul style="list-style-type: none"> • See if the class remember the Pulse song <i>"Pulse is a steady Beat Feel it in your hands and feet Stays the same and never stops Pulse is a steady beat"</i> • Ensure that the class can do this and clap the pulse at the same time in the background. • Repeat the song a second time checking all pupils remember the words.
4	Pass The Pulse 5 mins	<ul style="list-style-type: none"> • Remind the class that "Pulse stays the same and never stops" • As with last week start by clapping 4 beats which are then passed round the circle. • Remind pupils to feel the pulse by nodding or bobbing before it is their turn to clap. • You may have to stop every so often when students either take too long to start their turn or speed up. Reiterate that pulse "stays the same and never stops". • It is also useful to explain that we tend to speed up because when we are waiting for our turn, we can get a little anxious in anticipation. Have the class shake their hands, take a breath, and relax their shoulders before starting again. • See if the class can complete the circle, highlighting sections that did particularly well.
5	We Will Rock You 5 mins	<ul style="list-style-type: none"> • Clap we will rock you rhythm as a group. Knee Knee Clap, Knee Knee Clap! • Play a clip of we will rock you for 20-30 seconds and clap the rhythm (knee knee clap). • Restart the song but this time tell the class you would like them to clap the pulse instead. You will need to help them with this by counting. • Next restart the song and tell the class you will call out "rhythm!" or "pulse" while the song plays and that you would like them to switch between the two. You may need to help them at the beginning by either counting 1,2,3,4 or saying knee knee clap, but as the song goes on try to let pupils get this themselves and simply give the rhythm or the pulse command.
6	Pass the Rhythm 5 mins	<ul style="list-style-type: none"> • Ask the pupils stand up, still in their circle. • This time give them the following rhythm to pass around the circle. 1 2 (Feet) 3+ (Laps) 4 (Clap) • As with before explain that they must have a good sense of pulse for this to work. The rhythm should never speed up or slow down.
7	Circle Game Finding beat 1 20 mins	<ul style="list-style-type: none"> • Standing up, Have the class march the Pulse 1 2 3 4 whilst clapping on beat 1, on repeat. • Remind class why it is important to be able to find beat 1. • As with last week, add two balls to the circle. Tell the class not to clap but to march and count the pulse. Pupils who have the ball will bounce it on beat 1 before passing it to the next pupil. • Next play Imagine Dragons: Believer. Have the class march to the pulse of the song. Once you are confident, they can march the pulse, have them bounce and pass the two balls on beat 1. You may have to pause the music and remind pupils to anticipate the beat and if they miss it to just wait for it to come around again. • Try doing the same with Justin Timberlake: Can't stop the feeling.

		<ul style="list-style-type: none"> • Ask pupils how they would describe each song (Allegro vs Adagio)?
8	2 and 4 10 mins	<ul style="list-style-type: none"> • Explain to pupils that a drum kit has two primary drums, The bass drum and the snare drum. • The bass drum is played on 1 and 3. Have the class stamp their foot on 1 and 3. • The snare drum is played on 2 and 4. Have the class stamp on 1 and 3 and clap on 2 and 4 (stamp, clap, stamp clap). Explain that this is a basic drumbeat. • Now explain that drummers prefer the audience to just clap on 2 and 4. If the clap on 1 and 3 it sounds like the drummer is out. Have the clas clap on 2 and 4 (staying silent on 1 and 3). • Explain that is difficult because we anticipate and want to play on beat 1. • Play Uptown funk and have pupils clap on 2 and 4 along with the intro, then continue when the drums come in, pointing out how our claps line up and sound like the snare drum. • If you have time you can have them do the same on the songs from earlier.
9	Recap 5 mins	<ul style="list-style-type: none"> • Pulse Stays the same and never stops!” • Rhythms can change depending on the notes that are written. • This allows musicians to play different things at the same time and make the music more interesting. • Being able to sense where beat 1 is, helps a musician come in at the right time and correct mistakes. • Drummers prefer when we clap on beats 2 and 4.