



Raspberry Pi

## Lesson 2: Rhythms and patterns

### Introduction

In this lesson, learners will explore **rhythm**. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.

### Learning objectives

To identify that there are patterns in music

- I can create a rhythm pattern
- I can play an instrument following a rhythm pattern
- I can explain that music is created and played by humans

### Key vocabulary

Pattern, rhythm, pulse

### Preparation

#### Subject knowledge:

You should be familiar with rhythm and pulse in music.

#### You will need:

- L2 Slides
- A2 Handout – Chrome Music Lab rhythm help card
- Coloured counters (approx. 20 counters in two different colours for each pair)
- Range of untuned percussion instruments
- PCs or tablets to run Chrome Music Lab online

### Assessment opportunities

- **Introduction:** Learners can talk about the potential of music causing an emotional or imaginative response.
- **Activity 1:** Learners can create rhythm patterns and translate symbolic representation played as music.
- **Activity 2:** Learners can further develop the concept of patterns in music.

- **Summary:** Learners can compare creating music on a computer with using physical instruments.

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

<p><b>Introduction</b> (Slides 2–4)</p> <p>10 mins</p>	<p><b>Pulse, patterns, and rhythm</b></p> <p>Share the lesson objectives with the class.</p> <p>Recap the previous lesson (slide 3). Encourage learners to talk about the music that they listened to in Lesson 1. Ask learners to comment on how the music made them think and feel different things.</p> <p>Tell learners that in this lesson, they will be learning about patterns in music, in particular, patterns in rhythm. Ask whether learners have heard the words ‘pattern’ and ‘rhythm’, and whether they can explain what these words mean.</p> <p>Show the BBC Bitesize clip on rhythm and pulse. Ask learners to join in with the video where appropriate. Stop the video at 1:54, before the singing section.</p>
<p><b>Activity 1</b> (Slide 5)</p> <p>15 mins</p>	<p><b>Rhythm patterns</b></p> <p>Tell learners that they will be creating patterns and then using those patterns as a rhythm.</p> <p>Demonstrate the activity shown on slide 5. Learners will work in pairs. They will create patterns using their two different counter colours. Each colour represents one of their instruments. They need to play/shake/hit their instrument, using the pattern as a guide. Once they have successfully created and followed a pattern, they should try to repeat the same pattern two or three times. Then, pairs should try to create a new pattern and follow that.</p> <p><b>Note:</b> If you do not have access to untuned percussion instruments, learners could clap, click their fingers, or tap instead.</p>
<p><b>Activity 2</b> (Slides 6–8)</p> <p>15 mins</p>	<p><b>Chrome Music Lab: Rhythm</b></p> <p>Explain to learners that they will be creating different rhythm patterns using the computer. Introduce Chrome Music Lab and highlight clicking/tapping on the monkey to get to the Rhythm tool.</p>

	<p>Show learners the bottom section of the screen. Explain that clicking/tapping on a dot will add or remove a shape. Learners should create a pattern using the shapes, and then press the <b>play</b> button to hear what their pattern sounds like. Once learners are familiar with those aspects of the application, they can click on the <b>right arrow</b>, which will allow them to hear their rhythm pattern played with other instruments.</p> <p>When learners are confident about creating and modifying different rhythm patterns, ask them to choose which pattern they like the most. Ask learners to imagine their rhythm as an animal. They should then share their favourite rhythm pattern with a partner and tell their partner which animal they thought of and why.</p>
<p><b>Plenary</b> (Slide 9)</p> <p>5 mins</p>	<p><b>Computer or musical instrument?</b></p> <p>Use slide 9 for a whole class reflection.</p>
<p><b>Summary</b> (Slides 10–11)</p> <p>5 mins</p>	<p>Review the ‘Assessment’ and ‘Summary’ slides.</p>

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