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| TOPIC: Stomp! Rhythms |

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| Theme: To develop understanding of rhythm and create a performance based around varying rhythm patterns | Level: Year 9 |
| Objectives: I can…   * Create various rhythm patterns and perform them accurately and in time * Structure my performance, including layering * Use syncopation and cross rhythms to make my performance more interesting * Perform in a group a Stomp! Style Rhythm. | |

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| Focussing Questions | Key Words | |
| 1. **Copying and performing different rhythms:**  * Can you copy these rhythms? (Call and response) * What is syncopation? What are triplets? * How else can you play the rhythms? (Different instruments/body perc.) How does this change the timbre? * Can you play different rhythms at the same time?  1. **Create 2 sections of Stomp! Performance:**  * Can you create different rhythms in your group? * How will you structure them? * How will you develop the rhythms? * How can you use dynamics/tempo effectively? * Can you create a break?  1. **Create final section/s of Stomp! Performance:**  * Have you got an improvised section? * Are you using call and response? * Can you perform cross rhythms? * Have you used triplet rhythms? * Do your sections flow from one to another?  1. **Refine performances for final assessment and appraisal:**  * Are you playing the rhythms correctly? * Do you know the structure? * Do you know when to play the break? * How did you perform against the assessment criteria? What do you need to do to improve? * What did others do well? What should they improve?   **Assessment**   * Assess the final performance – can students create rhtyhms and put them in an effective structure? * Assess the written appraisal for use of key words and understanding | * Drums * Percussion * Body Percussion * ‘Junk’ instruments * Rhythm * Notation * Mnemonics * Quaver * Semiquaver * Crotchet * Minim * Semibreve * Triplets * Polyrhythms * Timing * Structure * Texture * Timbre * Syncopation * Call and response * Sections * Develop * Improvise * Note addition * Cross rhythms | Explaining words (for feedback)  ...so...  ..because...  Therefore...  As a result...  This means that...  This creates...  ...Due to the fact...  ...caused... |

**Practical and worksheet activities**