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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**