

Leicester-Shire Music Hub Sheep Beats Lesson (UKS2)

In this lesson, children will learn how to transfer standard musical notation onto a graphical rhythm grid. This grid is on a free browser based internet program called Sheep Beats and the rhythms they notate will be played back, along with some entertaining mild animations. Children will be refreshed on crotchets, quavers and their corresponding rests by interacting with PowerPoint slides and numerous video clips.



Follow on lesson ideas with Sheep Beats

- Teacher to make a variety of simple drum patterns on the Sheep Beats program and then play these back to the chn, ensuring that the chn can't see the grid notation. Chn must use their listening skills to then notate and draw in (either using grid or traditional notation) the rhythms they have been played.
- Play the chn a variety of popular songs with simple drum patterns (Queen – We will rock you, Michael Jackson – Billie Jean, Elvis Presley, Some House / Dance Music etc). Discuss the artists and their genres. Ask chn to use Sheep Beats to notate the drum patterns from these and other popular (simple drum pattern) songs.
- Introduce chn to the keyboard instrument and notation on the Sheep Beats grid. Teacher to notate some simple drum patterns and keyboard patterns (start by notating the keyboard parts on the pulse) with the keyboard pitch changing to different pitches. Chn must listen to the bar but not be able to see it. They then have to use their listening skills to try and recreate it on their computers on sheep Beats.

Outcome

To use and understand staff and other musical notations.

Sheep Beats – Music Technology

Lesson Plan

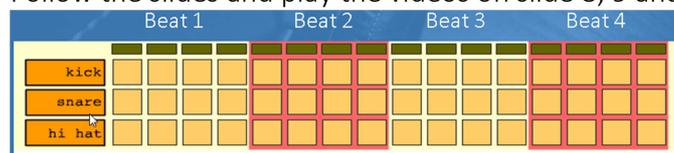
L.O: I can use standard and graphic notation to create a range of rhythmic patterns.

(NC: Use and understand staff and other musical notations)

Starter and input	Plenary
<p>Introduce LO and run through the first 5 slides, playing the video clips on slide 3 and 4 to help refresh crotchet and quaver notation.</p> <p>Play the video clips on slide 5, allowing the chn to clap back and respond by mimicking the rhythms demonstrated in the video clips (a bar has been left after each for chn to mimic the previous bar in). Teacher to establish the importance of pulse and time keeping throughout. Get chn to nod their head to help them keep in time if needs be.</p>	<p>Go to the final slide and give chn some blank staves (see resource handout).</p> <p>Challenge the chn to notate the Sheep Beats grid rhythms on to the staff notation using standard notation.</p> <p>Allow a few minutes to try this and encourage peer assessment.</p> <p>Reveal the answers by clicking the corresponding boxes on the slide.</p> <p style="text-align: center;">Resources</p> <p>2 handouts, computer with internet access / iPads (Please note: If using iPads, you will need to have puffin browser installed before the lesson as you will only be able to use the Sheep Beats program through the Puffin browser on the iPad).</p>

Activities

Step 1 - Show chn slide 6 and introduce Sheep Beats as the program we will be using to compose some rhythms on. Follow the slides, discussing how the Sheep Beats notation grid links to a bar of 4/4 notation. Follow the slides and play the videos on slide 8, 9 and 10 to help demonstrate this.



Step 2 – Go to slide 11. Now that basic notation and the Sheep Beats grid has been introduced, challenge the chn by asking them to notate rhythm 1 on the grid hand out (printable resource in folder). After a few minutes, reveal the answer on the slide. Repeat this step for rhythm 2.

Step 3 – On slide 12, explain the task to the chn. Either printout the challenge rhythms on slide 13 or have them displayed on the IWB for chn to see. Encourage peer assessment and discussion. Allow chn to micro clap (two finger clap) to help them hear the rhythms that they are notating. Chn to go to www.mostfungames.com/sheep-beats.htm.

Step 4 – After several minutes of experimenting and peer discussion, reveal the answers to the challenge questions on slide 12 by clicking the reveal buttons and playing the video examples of the correct rhythm.

Step 5 – For an extension task, show chn slide 14. Explain that drum stave notation looks slightly different to other instruments because they use some different symbols and markings to show different parts of the drum kit. On this example, you can see that the hi-hat is notated with x type symbols. Challenge chn to notate these hi-hat patterns over some of the challenge rhythms from earlier in the lesson.