



— —  
R O Y A L  
C O L L E G E  
O F M U S I C  
*London*

# Royal College of Music Museum

## Time Keepers - KS1

### Teacher Pack

## Summary

Explore rhythm and tempo at a beginner level, inspired by objects from the Royal College of Music Museum. Pupils will discover conductors, percussionists and time-keeping machines (metronomes), and work in groups to complete 'Time Keeper challenges' that will help them to apply what they've learned.

<b>Learn...</b>	... how musicians use time keepers (metronomes) for practice.	... about the role percussionists play in performance
<b>Discover...</b>	... the role percussionists, conductors and metronomes play in musical timekeeping	... objects from the Royal College of Music Museum collections
<b>Understand...</b>	...what rhythm and tempo mean and the difference between them	...what a steady beat is and how to control it

The activity packs within this topic can be used for a whole class, or for a carousel of three groups.

## Extra Resources

You can find extra resources under *KS1 Time Keepers* on our website.

3 group activity packs (see carousel activity below).	Group 1: Metronomes Group 2: Conductors Group 3: Percussionists
---	---

## Feedback Form

Your feedback is incredibly important to us, as it helps to shape and improve our offer. Please take 3-5 minutes after using our resources to fill in our online survey and tell us about the experience.

<https://www.surveymonkey.co.uk/r/X2FXWB3>

## Warm-up activity

This warm-up activity is all about feeling the internal pulse of a 4/4 bar.

### Step 1

As a whole class, stand in a circle. Clap a slow 4/4 crotchet rhythm to set the pulse and encourage the class to feel this as an internal pulse. Stop clapping, and start to teach this short rhyme, line by line with the action using call and response set to the internal pulse of 4/4.

Each line has an emphasis on a different beat of the bar (beat 4, beat 2, beat 3, beat 1).

First you make your fingers **click**  
Then you **stamp** your feet  
Both hands **slap** your knees  
And **clap** on the beat

The image shows four lines of musical notation on a single staff, each line corresponding to a line of the rhyme. The time signature is 4/4. The lyrics and actions are: Line 1: 'First you make your fingers CLICK,' with a crotchet note on 'First', a dotted crotchet on 'you', a crotchet on 'make', a dotted crotchet on 'your', a crotchet on 'fingers', and an accented crotchet on 'CLICK,'. Line 2: 'then you STAMP your feet,' with a crotchet note on 'then', a dotted crotchet on 'you', an accented dotted crotchet on 'STAMP', a crotchet on 'your', and a crotchet on 'feet,'. Line 3: 'both hands SLAP your knees and' with a crotchet note on 'both', a dotted crotchet on 'hands', an accented dotted crotchet on 'SLAP', a crotchet on 'your', a dotted crotchet on 'knees', and a crotchet on 'and'. Line 4: 'CLAP on the beat!' with an accented crotchet on 'CLAP', a dotted crotchet on 'on', a crotchet on 'the', and a crotchet on 'beat!'. The staff ends with a double bar line.

### Step 2

Once you feel the class can recite the rhyme and do the actions line by line, build up to reciting the whole rhyme without call and response.

### Step 3

If the class can recite the whole rhyme and do the actions, move to actions alone. They should keep a 4/4 internal pulse in their minds and work together to do the actions on the right beats of the bar.

## Carousel activity

This activity can be done as a whole group spread over three lessons, or in one lesson as a carousel activity for three groups.

You will need the following extra materials:

- Group 1: A metronome (pendulum operated not digital)
- Group 2: A baton (or pencils will do)
- Group 3: Some percussion instruments as alternative for clapping game

Each activity pack contains information about a musical 'Time Keeper'. Pupils will:

1. Learn more about their Time Keeper and answer questions
2. Watch video demonstrations
3. Learn about an object from the Royal College of Music Museum
4. Complete a 'time-keeping' challenge or game

## Follow-up activities

### Replace a Word

This activity is all great fun, good for the memory and all about encouraging an internal sense of rhythm and pulse.

1. Use the words of one of these well-known poems or rhymes and speak it out as a class over a steady beat (can be tapped on the floor).
2. The second time around, remove a word, or ask the children to replace it with a **sound** or an **action**.

Examples:

- The Grand Old Duke of York
- Hickory Dickory Dock
- Remember, remember the fifth of November

### Clap along

Find a series of audio clips or pieces of music that have a strong pulse or steady beat. Encourage the children to naturally start clapping along once they have identified the pulse.

Examples:

- *Air on a G string* by Bach
- *Radetzky March* by Johann Strauss
- *March of the Toy Soldiers* by Tchaikovsky