



Caroline Haslett Primary School - Music

Unit 4 Music Style: Hip Hop	Year 5	The Fresh Prince of Bel Air
<p>Knowledge – What I will know at the end of the unit.</p> <p>Sing: To know how to sing in unison, the solo, lead vocal, backing vocals or rap.</p> <p>Play: To know notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>Improvise: To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>Compose: To know the connection between sound and symbol.</p> <p>Perform: To know that you must sing or rap the words clearly and play with confidence</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Compose – create and develop musical ideas and ‘fix’ them • Cover – a version of a song performed by someone other than the original artist. It might sound a bit or very different from the original. • Decks – equipment used by DJs, MCs, and Rappers to mix sounds from different records and to make effects e.g. scratching that was first used in the late 1970s. • Drum loops – a sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically. • Dynamics – a musical dimension indicating how loudly or quietly the music is being played. • Funk – music with strong bass lines and a heavy syncopated beat • Melody – another name for tune. • Old-school Hip Hop – music style using mixing decks and sampling, lead by MCs and DJs rapping and beat-boxing. • Pulse – the heartbeat or steady beat of a song/piece of music. • Rap – rapping: A vocal technique in which the performer speaks rhythmically against a steady beat. • Rhythm – the combination of long and short sounds to make patterns. • Riff – a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone. • Scratching – moving a record back and forth to make a rhythmic sound. • Structure/form/shape – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Synthesizer <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Tempo – describes how fast or slowly the music is played. • Texture – a musical dimension that describes the layers of sound in music. • Timbre – a musical dimension that describes the quality and character of the sound of the instruments used. • Unison – everyone plays or sings the same music at the same time. 	
<p>Activities</p> <ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge. • Singing <ul style="list-style-type: none"> ○ Rapping in unison • Playing instruments <ul style="list-style-type: none"> ○ With the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A. • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge. • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A. • Perform <ul style="list-style-type: none"> ○ The performance will include either improvisations, instrumental performances or compositions 		

Skills

- **Sing:** To experience rapping and solo singing.
- **Play:** To rehearse and perform their part within the context of the Unit song.
- **Improvise:** Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
- **Compose:** Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- **Perform:** To talk about the venue and how to use it to best effect.

Through the year, knowledge and skills are built on and practised to consolidate and improve.