

# Music Curriculum



## Year 5 Spring 'The Fresh Prince of Bel Air.

National Curriculum	Common misconceptions	
<p>Children can:</p> <ul style="list-style-type: none"> <li>• Listen with understanding and direction</li> <li>• Recognise styles of music and their style indicators</li> <li>• Develop a context for the history of music</li> <li>• Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.</li> <li>• Use correct musical vocabulary linked to the song and general musical vocabulary correctly</li> <li>• Sing with understanding and musicality</li> <li>• Work together in band/ ensemble</li> <li>• Play instrumental parts with increasing confidence and progression using notated scores</li> <li>• Improvise with creativity and understanding</li> <li>• Compose single melodies with understanding</li> </ul>	<p>Children may:</p> <ul style="list-style-type: none"> <li>Be unsure of to use the enter related dimensions of music</li> <li>Not know how to describe a piece of music using technical vocabulary</li> <li>Be unsure as to how to hold an instrument</li> <li>Be unsure as to how to make a sound with the instrument</li> <li>Not know how to follow a musical leader accurately</li> <li>Be unsure as to how to create their own composition</li> </ul>	<p>Children may think:</p> <ul style="list-style-type: none"> <li>Beat and pulse are the same thing</li> <li>That all instruments have to be played loudly</li> <li>That all pieces of music use 4 beats in a bar</li> <li>Composition needs to be completely different to the sounds they have heard</li> </ul>
Prior learning	Cross curriculum links	
<p>This topic builds on skills taught in Autumn. Children will continue to listen and appraise different types of music, and sing with increasing accuracy. Using tuned instruments (glockenspiels), children will learn to play, improve and compose alongside their singing.</p> <p>Year 3- autumn- recorders            Year 4 spring ukuleles            Year 4 summer glockenspiels            Year 5- choose the instrument to compose on            Year 6- choose composition instruments</p>	<p>Reading- links to poetry/reading short extracts</p>	
Concepts		
<p>Listen, appreciate, understand, respect, confidence</p>		

## Musical knowledge

### Inter related dimensions of music

Pulse: To find simple and complex

Rhythm: To find simple and complex Pitch: To begin to identify high and low sounds

Tempo: To begin to make comparisons between tempos in different pieces of music, or discuss where it changes in one piece of music

Dynamics: To begin to make comparisons within a piece of music

Timbre: To discuss how a timbre of an instrument can change and can be affected by the player

Texture: To identify multiple layers in a piece of music

Structure: To begin to identify more complex structures within a piece of music

Notation: To begin to identify notes on the staff

	Learning Objective	Music Skill	Lesson outline	Vocabulary
<b>Objective 1</b>				
	<p>I can listen and appreciate a piece of music</p> <p>I can continue to sing in groups and solo</p>	<p>To listen and recall the use of sounds from a range of pieces and compare their effect</p> <p>To use musical language when discussing what can be heard.</p> <p>Start to respond sensitively to other people's musical tastes and opinions</p> <p>To use specialist vocabulary and musical terms appropriately</p>	<p><u>Listening (Charanga, original scheme, Spring 2, The Fresh Prince Of Bel Air, Step 1)</u></p> <p>Children to close their eyes and listen as The Fresh Prince of Bel Air is played. Children could write down words and phrases that come to mind as they listen. Play the song again, and children to draw a spider diagram of what they can hear.</p> <p><u>Appreciating (Charanga, original scheme, Spring 2, The Fresh Prince Of Bel Air, Step 1)</u></p> <p>Tell the children the name of the song and who sings it.</p> <p>Play the song again and ask the children to think of the following questions: <i>What can you hear? What is the style of music? Do you like the song?</i></p> <p>Children to write these down on a whiteboard as they listen. Share with a partner then class discussion.</p> <p>Talk to the children about who Will Smith is and reggae style of music.</p> <p><u>Musical activities</u> (You will need the glockenspiels)</p>	<p>appraising, structure, , pulse, rhythm, solo, ballad, verse, interlude,</p> <p>bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops,</p>

- Warm up games, bronze level, pitch and rhythm copy back. Follow the video- starts with clapping then vocal warm ups, followed by copy with note D.
- Learn to sing the song, going through each verse at a time and making sure the children can sing clearly. Just sing them as independent verses, do not put them together at this point.

**Performing**

- Boys sing/girls sing/different tables sing and perform sections to each other.
- Children to appreciate each other's performance- what did they like/do well? What could they do even better next time?

**Think and link**

What do you know about hip hop music?

What do you know about Will Smith?

**Disciplinary knowledge**

To listen and recall the use of sounds from a range of pieces and compare their effect

To use musical language when discussing what can be heard.

Start to respond sensitively to other people's musical tastes and opinions

Timbre: To discuss how a timbre of an instrument can change and can be affected by the player

Texture: To identify multiple layers in a piece of music

To use specialist vocabulary and musical terms appropriately

**Substantive knowledge**

The Fresh Prince Of Bel Air by Will Smith Information about the Song Willard Christopher "Will" Smith, Jr. (born September 25, 1968), also known by his stage name The Fresh Prince, is an American actor, producer, and rapper. He has enjoyed success in television, film and music. In the late 1980s, Smith achieved modest fame as a rapper under the name The Fresh Prince. In 1990, his popularity increased dramatically when he starred in the popular television series The Fresh Prince of Bel Air. The show ran for nearly six years (1990–1996). In the mid-1990s, Will Smith moved from television to film. The theme song, The Fresh Prince of Bel Air, was written and performed by Smith, as The Fresh Prince and the music was composed by Quincy Jones.

What Can You Hear? Ideas for listening include:

- The vocal line: how many singers? Male/female? One male rapper.
- The backing/accompaniment: how many instruments? Which ones? Drum and percussion loops with some synthesized sounds and use of decks. The synthesizer plays a riff throughout.
- Which instruments plays the solo? There is no solo instrument. The synthesizer plays a riff throughout.
- Is there a hook? Yes: "Prince Of Bel Air"
- The texture: is it thick, thin or inbetween?

Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? Sometimes the texture just consists of rapping and drums and sometimes rapping, drums, bass and synthesizer.

- The tempo: is it fast, slow or inbetween? Inbetween.
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? The dynamics stay more or less the same throughout.

What is the Style of this Music? 1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? Old school hip hop.

2. What are the style indicators of old school hip hop? Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.

- Simple rapping techniques with few syllables in a bar and using simple rhythms.
- Lots of songs are about partying.
- Some about social turmoil.
- Drum and percussion backing loops.
- Some sampling of funk tracks.
- Scratching was starting to be used.
- Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.
- Use of decks.

## Objective 2

<p><b>I can sing as part of a group</b></p> <p>I can listen and appreciate a piece of music, referring to texture and dynamics</p>	<p>To listen and recall the use of sounds from a range of pieces and compare their effect</p> <p>To use musical language when discussing what can be heard.</p>	<p><u>Appreciating (Charanga, original scheme, Spring 2, The Fresh Prince Of Bel Air, Step 2)</u></p> <p>Children to close their eyes and listen as Me, Myself and I is played. Children could write down words and phrases that come to mind as they listen. Play the song again, and children to draw a spider diagram of what they can hear.</p>	<p>Structure, intro/introduction, verse, chorus, pulse, rhythm, pitch, tempo, bass, drums, guitar, hook, melody, texture, structure, electric guitar, riff, melody, Reggae.</p>
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Start to respond sensitively to other people's musical tastes and opinions

To perform solo and in an ensemble, demonstrating a better grasp of dynamics

To use specialist vocabulary and musical terms appropriately

### Appreciating (Charanga, original scheme, Spring 2, The Fresh Prince Of Bel Air, Step 2)

Tell the children the name of the song and who sings it. How is this similar to the song we listened to last week? What is different?

Play the song again and ask the children to think of the following questions: *What can you hear? What is the style of music? Do you like the song?*

Children to write these down on a whiteboard as they listen.

Share with a partner then class discussion.

Talk to the children about who De La Soul is and reggae style of music.

### Musical activities

- Flexible games, bronze level, finding the beat and the pulse. Follow the video- move to the beat. You can change the speed and the amount of movement type.
- Continue to sing the song The Fresh Prince of Bel Air. Go back over each section of the song, then begin to put it together as a whole song. Children can take turns singing each verse, and alternate. If anyone would like to sing part as a solo or duet, make sure they have the opportunity to do so.

### Performing

- Children to perform to the other class.
- Other class to appreciate each other's performance- what did they like/do well? What could they do even better next time?

**Evidence: Record the children singing and add to TEAMS**

### Think and link

What can you remember about hip hop music?

What makes it unique?

Do you know any hip hop artists or songs?

## Disciplinary knowledge

To listen and recall the use of sounds from a range of pieces and compare their effect

To use musical language when discussing what can be heard.

Start to respond sensitively to other people's musical tastes and opinions

Timbre: To discuss how a timbre of an instrument can change and can be affected by the player

Texture: To identify multiple layers in a piece of music

To perform solo and in an ensemble, demonstrating a better grasp of dynamics

To use specialist vocabulary and musical terms appropriately

## Substantive knowledge

### Me, Myself and I by De La Soul Information about the Song

De La Soul is an American hip hop trio formed in 1987 in New York. The band is best known for their eclectic sampling, quirky lyrics, and their contributions to the evolution of hip hop generally. Me Myself and I is a single by De La Soul released in 1989. It established the group's characteristic style of combining hip hop with humour and social commentary.

### What Can You Hear? Ideas for listening include:

- The vocal line: how many singers? Male/female? Male rapper and some male backing vocals.
- The backing/accompaniment: how many instruments? Which ones? Drums and electric guitar, funk samples with synthesised sounds and scratching using decks.
- Which instruments plays the solo? The electric guitar plays a solo after the second verse and has a riff throughout the song.
- Is there a hook? Yes: the words are Yes: "Me, Myself and I"
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? Many layers of sound, sometimes guitar and drums and sampled sounds with scratching and sometimes just drums and rapping. At times just voice rapping.
- The tempo: is it fast, slow or inbetween? Inbetween.
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? As the texture thickens the dynamics get louder.

### What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? Old school hip hop.

2. What are the style indicators of old school hip hop?

Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.

- Simple rapping techniques with few syllables in a bar and using simple rhythms.
- Lots of songs are about partying.

- Some about social turmoil.
- Drum and percussion backing loops.
- Some sampling of funk tracks.
- Scratching was starting to be used.
- Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.
- Use of decks.

### Objective 3

	<p><b>I can play a tuned instrument</b></p> <p>I can use musical language when discussing what can be heard</p>	<p>To reproduce phrases and melodies by ear, with increasing accuracy and confidence</p> <p>To listen and recall the use of sounds from a range of pieces and compare their effect</p> <p>To use musical language when discussing what can be heard.</p> <p>To use specialist vocabulary and musical terms appropriately</p>	<p><b>Listening</b></p> <p>Children to close their eyes and listen as Ready or Not is played. Children could write down words and phrases that come to mind as they listen. Play the song again, and children to draw a spider diagram of what they can hear.</p> <p><b>Appreciating (Charanga, original scheme, Spring 1, The Fresh Prince of Bel Air, Step 3)</b></p> <p>Tell the children the name of the song and who sings it.</p> <p>Play the song again and ask the children to think of the following questions: <i>What can you hear? What is the style of music? Do you like the song? What are the style indicators? (How do I know it is reggae music?)</i></p> <p>Children to write these down on a whiteboard as they listen. Share with a partner then class discussion.</p> <p>Talk to the children about who The Fugees are and reggae style of music.</p> <p><b>Musical activities</b></p> <ul style="list-style-type: none"> <li>● Flexible games, silver level, other games, choose game 1 copy me. Children to clap on the off beats, so either beats 2 and 4, or 2 and 3. Teacher to lead and the children to copy, then a leader could be chosen to choose the beats to clap to.</li> </ul>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, guitar, hook, melody, texture, structure, backing vocals, hook, melody, Reggae,</p>
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- Play your instruments: glockenspiel. Start with easy part, then can move to medium part (performance speed) if children are confident.

**Performing**

- Boys sing/girls play/different tables play and perform sections to each other.
- Children to appreciate each other's performance- what did they like/do well? What could they do even better next time?

**Evidence: Record the children playing and add to TEAMS**

**Think and link**

What different styles of music do you know?

What makes them unique/how do you know they are that style?

**Disciplinary knowledge**

To listen and recall the use of sounds from a range of pieces and compare their effect

To use musical language when discussing what can be heard.

Start to respond sensitively to other people's musical tastes and opinions

Timbre: To discuss how a timbre of an instrument can change and can be affected by the player

Texture: To identify multiple layers in a piece of music

To perform solo and in an ensemble, demonstrating a better grasp of dynamics

To use specialist vocabulary and musical terms appropriately

**Substantive knowledge**

Ready or Not by The Fugees Information about the Song

Ready or Not is the title of a song by the American Hip Hop group The Fugees, from their second album, The Score (1996). The song spent two weeks at number 1 in the United Kingdom in September 1996. The Fugees were an American Hip Hop group who rose to fame in the mid-1990s. Their repertoire included elements of hip hop, soul and Caribbean music, particularly reggae. The members of the group were rapper, singer/producer Wyclef Jean, rapper/singer/producer Lauryn Hill and rapper Pras Michel. The name of their group came from the term refugee, Wyclef Jean and Pras Michel are Haitian, while Lauryn Hill is American. The group recorded two successful albums before disbanding in 1997.

What Can You Hear? Ideas for listening include:

- The vocal line: how many singers? Male/female? Male and female vocals, singing and rapping with some backing vocals.



- The backing/accompaniment: how many instruments? Which ones? Drum beats and keyboard sounds ie strings. There are some sampled tunes in this song.
- Which instruments plays the solo? There are no instrumental solos.
- Is there a hook? Yes: it's in the chorus. The words are 'Ready or not, here i come..'
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? Rapping in the verse and singing in the chorus. The song starts with drums and keyboards in the introduction and these instruments continue throughout. The voices add texture.
- The tempo: is it fast, slow or inbetween? Inbetween.
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? The dynamics do not vary a great deal.

### What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? Hip Hop, written in an old school way.
2. What are the style indicators of old school hip hop? Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.
  - Simple rapping techniques with few syllables in a bar and using simple rhythms.
  - Lots of songs are about partying.
  - Some about social turmoil.
  - Drum and percussion backing loops.
  - Some sampling of funk tracks.
  - Scratching was starting to be used.
  - Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.
  - Use of decks

### **Objective 4**

<p>I can improvise using instruments in the context of a song</p> <p>I can play a tuned instrument</p> <p>I can listen and recall the use of sounds from a</p>	<p>To simply improvise music around a given genre or theme.</p> <p>To start to identify musical themes and how they might be represented by the feel of a piece</p> <p>Start to describe the musical aspects that they like or dislike</p>	<p><u>Listening (Charanga, original scheme, Spring 1, The Fresh Prince of Bel Air Step 4)</u></p> <p>Children to close their eyes and listen as Rapper's Delight is played. Children could write down words and phrases that come to mind as they listen. Play the song again, and children to draw a spider diagram of what they can hear.</p> <p><u>Appreciating (Charanga, original scheme, Spring 1, The Fresh Prince of Bel Air, Step 4)</u></p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, tempo, dynamics, melody, texture, structure,</p>
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<p>range of pieces and compare their effect.</p>		<p>Tell the children the name of the song and who sings it.</p> <p>Play the song again and ask the children to think of the following questions: <i>What can you hear? What is the style of music? Do you like the song? What are the style indicators? (How do I know it is reggae music?) How is the song put together?</i></p> <p>Children to write these down on a whiteboard as they listen. Share with a partner then class discussion.</p> <p>How is this piece of music similar/different to the rest of the reggae pieces we have listened to this term?</p> <p>Talk to the children about who The Sugarhill Gang are and reggae style of music.</p> <p><b><u>Musical activities</u></b></p> <ul style="list-style-type: none"> <li>• Warm up games, silver level, listen and copy back using notes D and E on the glockenspiel.</li> <li>• Follow the improvise section. Depending on where your children are at, you may choose silver or gold challenge. Talk with the children about what improvisation is, and how we can copy back a different sequence of notes/sounds, but they need to fit the section. Model this with a child playing/clapping a rhythm, and you responding with a different 'answer'. If they find this easy, look at the extended improvisation section.</li> </ul> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Children to work in groups to create their response, which can then be shared with the rest of the class.</li> <li>• Children to appreciate each other's performance- what did they like/do well? What could they do even better next time?</li> </ul>	
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**Think and link**

What do the words texture and timbre mean?

## Disciplinary knowledge

To listen and recall the use of sounds from a range of pieces and compare their effect

To use musical language when discussing what can be heard.

Start to respond sensitively to other people's musical tastes and opinions

Timbre: To discuss how a timbre of an instrument can change and can be affected by the player

Texture: To identify multiple layers in a piece of music

To perform solo and in an ensemble, demonstrating a better grasp of dynamics

To use specialist vocabulary and musical terms appropriately

## Substantive knowledge

### Rapper's Delight by The Sugarhill Gang

The Sugarhill Gang is an American hip hop group, known mostly for its 1979 hit Rapper's Delight, the first hip hop single to become a Top 40 hit.

While it was not the first single to feature rapping, it is generally considered to be the song that first made hip hop popular in the United States and around the world. The song's opening lyric "I said a hip, hop, the hippie, the hippie to the hip hip hop" is world famous!

What Can You Hear? Ideas for listening include:

- The vocal line: how many singers? Male/female? 3 male rappers and sometimes some female backing vocals.
- The backing/accompaniment: how many instruments? Which ones? Drums, bass, guitar and keyboards. Bass guitar riff very prominent.
- Which instrument plays the solo? No solo.
- Is there a hook? The hook comes from the beginning of the rap: "I said a hip hop hippie to the hippie..." This repeats later in the rap too.
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? Sometimes the texture consists of bass, drums and rapping and then the keyboard and guitar will add riff.
- The tempo: is it fast, slow or inbetween? Inbetween.
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? The dynamics change when the guitar and keyboards are added; they get louder.

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? Old school hip hop .

2. What are the style indicators of old school hip hop? Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.

- Simple rapping techniques with few syllables in a bar and using simple rhythms.
- Lots of songs are about partying.
- Some about social turmoil.

- Drum and percussion backing loops.
- Some sampling of funk tracks.
- Scratching was starting to be used.
- Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.
- Use of decks.

#### How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

One long rap interspersed with the well-known hook; "I said a hip hop a hippie to the hippie..."

#### **Objective 5**

<p><b>I can create a melody</b></p> <p>I can use musical words to describe a piece of music</p> <p>I can play a tuned instrument</p> <p>I can use and follow notation.</p> <p>I can create my own notation</p>	<p>With help, use audio editing software to mix tracks and create a composition (Charanga or other, with a focus on visual and standard notation)</p> <p>Relate musical appreciation to other pieces of music they have listened to using increasing sophistication of language</p>	<p><u>Listening (Charanga, original scheme, Spring 1, The Fresh Prince of Bel Air, Step 5)</u></p> <p>Children to close their eyes and listen as You Can't Touch This is played. Children could write down words and phrases that come to mind as they listen. Play the song again, and children to draw a spider diagram of what they can hear.</p> <p><u>Appreciating (Charanga, original scheme, Spring 1, The Fresh Prince of Bel Air, Step 5)</u></p> <p>Tell the children the name of the song and who sings it.</p> <p>Play the song again and ask the children to think of the following questions: <i>What can you hear? What is the style of music? Do you like the song? What are the style indicators? (How do I know it is reggae music?) How is the song put together?</i></p> <p>Children to write these down on a whiteboard as they listen. Share with a partner then class discussion.</p> <p>Talk to the children about who M C Hammer is and reggae style of music.</p> <p><b>Musical activities 2 LESSONS OF COMPOSITION</b></p>	<p>Structure, intro/introduction, verse, chorus, compose, pulse, rhythm, pitch, tempo, melody, texture, structure, Reggae,</p>
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- Compose using treble clef (C). Start with using the rhythm notation to create a class created composition. Go through the length of what each note represents. Children to all join in with performing the composition. Move on then to notation with note names. Discuss what each space and line on the staff means, and how the rhythm notation stays the same, but then moves onto the pitch of each length of note too. Children to learn to perform their composition as a class on their glockenspiels.

The following lesson, children to have some notation paper, and are to create their own composition, which is the same length, but they need to have written it on the staff, and also be able to perform it within their group.

#### Performing

- Children to perform their composition to the other year group class OR split the class into 2 and each half perform to the other half.
- Children to appreciate each other's performance- what did they like/do well? What could they do even better next time

**Evidence: Copy the class composition and evidence in Music book, and also examples of the individual group's compositions on paper and recordings.**

#### **Think and link**

What do you know about notation?

What does texture mean?

#### **Disciplinary knowledge**

To listen and recall the use of sounds from a range of pieces and compare their effect

To use musical language when discussing what can be heard.

Start to respond sensitively to other people's musical tastes and opinions

Timbre: To discuss how a timbre of an instrument can change and can be affected by the player

Texture: To identify multiple layers in a piece of music

To perform solo and in an ensemble, demonstrating a better grasp of dynamics  
To use specialist vocabulary and musical terms appropriately  
To know what notation is and how music can be written down in different ways

### **Substantive knowledge**

U Can't Touch This by MC Hammer

Stanley Kirk Burrell (born March 30, 1962), better known by his stage name MC Hammer (or just Hammer), is an American rapper, spokesman and actor. He had his greatest commercial success and popularity from the late 1980s until the mid-1990s. He is remembered for getting famous very quickly, his hit record U Can't Touch This, flamboyant dance moves and trademark Hammer pants that are very baggy! Hammer's superstar-status made him a household name and hip hop icon. He has sold more than 50 million records worldwide. U Can't Touch This has become Hammer's signature song.

What Can You Hear? Ideas for listening include:

- The vocal line: how many singers? Male/female? Male rapper with some backing vocals.
- The backing/accompaniment: how many instruments? Which ones? Keyboards, synthesized sounds, bass and drum loops.
- Which instrument plays the solo? There is a guitar riff after verse 1. There is a solo after the pre-chorus 1 on keyboards. The electric guitar plays an improvised solo after the pre chorus 2, as in the original version.
- Is there a hook? Yes: "U Can't Touch This" and "Hammer time"
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The texture changes in the middle of the rap with "break it down..." the synthesizer plays a different rhythm with backing vocals.
- The tempo: is it fast, slow or inbetween? Inbetween.
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? The dynamics get louder in the section "break it down". This section combines with the chorus at the end.

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? Old school hip hop .

2. What are the style indicators of old school hip hop?

Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.

- Simple rapping techniques with few syllables in a bar and using simple rhythms.
- Lots of songs are about partying.
- Some about social turmoil.

- Drum and percussion backing loops.
  - Some sampling of funk tracks.
  - Scratching was starting to be used.
  - Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.
  - Use of decks
3. What are the style indicators in this song, ie how do I know this is old school hip hop?
- Simple rapping techniques with few syllables in a bar and using simple rhythms.
  - Drum and percussion backing loops.
  - Scratching and decks used.
  - Percussion breaks in the music.

### How is the Song Put Together?

What is the structure/form/shape of the song? The structure of the song is: ● Introduction ● Chorus ● Versel ● Chorus ● Verse 2 ● Chorus ● Verse 3

### Objective 6

	<p><b>I can perform with an awareness of an audience</b></p> <p>I can sing following a musical leader</p> <p>I can play a tuned instrument</p> <p>I can follow musical notation</p>	<p>With help, use audio editing software to mix tracks and create a composition (Charanga or other, with a focus on visual and standard notation)</p> <p>Relate musical appreciation to other pieces of music they have listened to using increasing sophistication of language</p> <p>To perform solo and in an ensemble, demonstrating a better grasp of dynamics</p>	<p><u>Listening (Charanga, original scheme, Spring 1, The Fresh Prince of Bel Air, Step 6)</u></p> <p>Children to close their eyes and listen as It's Like That is played. Children could write down words and phrases that come to mind as they listen. Play the song again, and children to draw a spider diagram of what they can hear.</p> <p><u>Appreciating (Charanga, original scheme, Spring 1, The Fresh Prince of Bel Air, Step 6)</u></p> <p>Tell the children the name of the song and who sings it.</p> <p>Play the song again and ask the children to think of the following questions: <i>What can you hear? What is the style of music? Do you like the song? What are the style indicators? (How do I know it is reggae music?) How is the song put together?</i></p> <p>Children to write these down on a whiteboard as they listen. Share with a partner then class discussion.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, , backing vocals, melody, Reggae,</p>
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Talk to the children about who Run-DMC and the background to their music.

#### Musical activities

- Revisit singing the original song The Fresh Prince of Bel Air.
- Revisit playing the glockenspiels to the song.
- Revisit their whole class composition to go alongside this.
- Decide who will be doing which parts and then practice the whole thing as a performance.

#### Performing

Children to perform to the other year 5 class, or at the start of a singing assembly. Children to appreciate the performance by stating what went well, and what they could do even better next time.

**Evidence: Record their final performance and add to TEAMS**

#### **Think and link**

What have we learned about reggae artists this term? What makes reggae, reggae? Which elements of music can you remember? What do they mean?

#### **Disciplinary knowledge**

To listen and recall the use of sounds from a range of pieces and compare their effect

To use musical language when discussing what can be heard.

Start to respond sensitively to other people's musical tastes and opinions

Timbre: To discuss how a timbre of an instrument can change and can be affected by the player

Texture: To identify multiple layers in a piece of music

To perform solo and in an ensemble, demonstrating a better grasp of dynamics

To use specialist vocabulary and musical terms appropriately

To know what notation is and how music can be written down in different ways

#### **Substantive knowledge**

It's Like That by Run DMC



Information about the Song Run DMC was an American hip hop group from New York founded in 1981 by Joseph "Run" Simmons, Darryl "D.M.C" McDaniels, and Jason "Jam-Master" Jay Mizzell. The group is widely acknowledged as one of the most influential acts in the history of Hip hop culture. Run D.M.C. were one of the most well-known hip hop acts in the 1980s who, along with LL Cool Jay, signified the advent of the new school of hip hop music. Historically, the group achieved a number of notable firsts in hip hop music and are credited with being the act most responsible for pushing hip hop into mainstream popular music. Like That is a song by Run D.M.C. It was first released in 1983 on a cassette. "It's Like That" is about life in the area where the group lives and issues in the area.

What Can You Hear? Ideas for listening include:

- The vocal line: how many singers? Male/female? 3 male rappers. Each verse they rap a line each and come together for the chorus "It's like that.."
- The backing/accompaniment: how many instruments? Which ones? Drum loops, bass and synthesized sounds and use of decks.
- Which instrument plays the solo? No solo in this rap.
- Is there a hook? Yes: "It's Like That"
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The texture changes as the rappers come in and out of the mix.
- The tempo: is it fast, slow or inbetween? Inbetween.

The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? Where the texture is thick, the dynamics are louder and the rappers voices are quite loud.

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? Old school hip hop .

2. What are the style indicators of old school hip hop? Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.

- Simple rapping techniques with few syllables in a bar and using simple rhythms.
- Lots of songs are about partying.
- Some about social turmoil.
- Drum and percussion backing loops.
- Some sampling of funk tracks.
- Scratching was starting to be used.
- Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.
- Use of decks

3. What are the style indicators in this song, ie how do I know this is old school hip hop?

- Simple rapping techniques with few syllables in a bar and using simple rhythms.
- Drum and percussion backing loops.
- Scratching was starting to be used.
- Extended percussion breaks in the music.
- Rapping about the social turmoil around them.

How is the Song Put Together?

What is the structure/form/shape of the song? The structure of the song is:

- Introduction
- 12 verses and between each verse is the chorus: "It's like that and that's the way it is."
- After every 2 verses is a drum beat break.
- The chorus repeats at the end to finish the rap.