

Year 4 – Stop!

Spring 1

KEY SKILLS

Singing

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing

Composition

Help create at least one simple melody using one, three or all five different notes.

- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Sequence of learning:

Listen and appraise 'Stop'

- Learn Stop! - learn the rapped example
Compose own raps
- Beginning of own compositions or a combination of the two (example and own)
- Improvise own rap
- Perform own rap



Fact/Info

Rapping is a musical form of vocal delivery that incorporates rhyme, rhythmic speech which is performed or chanted in a variety of ways, usually over a backing beat or musical accompaniment.

Key vocabulary

RAP	Rhythmic, rhyming speech.
CHOREOGRAPHY	Designing sequences of movements with your body. It may also refer to the design itself.
UNISON	Two or more voices or instruments playing the same note simultaneously.
PULSE	The regular heartbeat of the music; its steady beat.
RHYTHM	Long and short sounds or patterns that happen over the pulse.
PITCH	High and low sounds.
TEMPO	The speed of the music; fast or slow or in-between.
DYNAMICS	How loud or quiet the music is.
TEXTURE	Layers of sound. Layers of sound working together to make music interesting to listen to.
STRUCTURE	Two or more voices or instruments playing the same note simultaneously.

Final outcome:

To create and compose a rap to perform to the class focusing on bullying