



What will be our key questions?

What is a pulse?

What is rhythm?

What is a rap?

About This Unit

Theme: This unit is about Christmas and having fun!

Listen to other pieces of music:

Bring him back home (Nelson Mandela) by Hugh Masekela

Suspicious minds by Elvis Presley

Sir Duke by Stevie Wonder

Fly me to the Moon by Frank Sinatra

Listen and Appraise

Find the pulse as you are listening to the music:
Move to the music and feel the groove.

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones

Key Thread: To improvise and compose a simple rap with a Christmas theme



Musical Activities (Using glocks / untuned percussion)

Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

Playing instruments using up to three notes – G or G, A and B.

Singing: Rap and sing Ho Ho Ho. Have fun!

Improvise using words

Vocabulary

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.
RAP	Rhythmic, rhyming speech.
PERFORMING	Singing and playing instruments for others to hear.
COMPOSING	Creating and developing musical ideas and 'fixing' them.
IMPROVISING	To make up a tune and play it on the spot. There is an assumption that it can never be recreated.

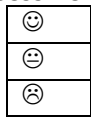





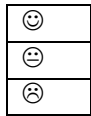

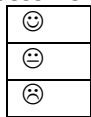

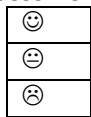


Perform and Share

A class performance. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



Ho Ho Ho – Star Steps



Focus	Small Steps	Comment	
Listen and Appraise	<ul style="list-style-type: none"> • I can find the pulse • I can understand that songs have a musical style. This song has rap in it. • I can recognise and name some of the instruments; singers, keyboards, bass, guitar, percussion, trumpets and saxophones 	Self-Assessment : 	Teacher Assessment: 
Musical Activities – Games	<ul style="list-style-type: none"> • I can march and find the pulse • I can be a rapper and find the pulse • I can begin to freestyle and find the pulse • 	Self-Assessment : 	Teacher Assessment: 
Clap Rhythms	<ul style="list-style-type: none"> • I can copy and clap back rhythms • I can clap the rhythm of my name • I can clap the rhythm of my favourite colour • I can begin to create a rhythm for the class to copy back 	Self-Assessment : 	Teacher Assessment: 
Play Instrumental Parts	<ul style="list-style-type: none"> • I can play instrumental parts accurately and in time • I can play accurately G, A and B 	Self-Assessment : 	Teacher Assessment: 
Singing	<ul style="list-style-type: none"> • I can sing and rap together and in time 	Self-Assessment : 	Teacher Assessment: 
Improvisation	<ul style="list-style-type: none"> • I can improvise using words 	Self-Assessment : 	Teacher Assessment: 
Perform and Share	<ul style="list-style-type: none"> • I must listen to everyone in my group carefully • I can contribute to the performance by singing, playing an instrumental part, improvising, or by performing my composition • I feel confident and can confidently perform to an audience 	Self-Assessment : 	Teacher Assessment: 