



Stop!

Overview (sticky knowledge)

- I will learn about Grime and other styles of music.
- I will learn that Stop! is a song/rap written in a Grime style for you to compose your own lyrics
- I will listen to 5 pieces of music in different styles:
 - Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
 - Radetzky March by Strauss (Classical)
 - Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)
 - Libertango by Astor Piazzolla (Tango)
 - Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

Musical Activities

Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes - C + D. Bronze: no notes | Silver: C, sometimes D | Gold: C + D challenge.

Which challenge did you get to? Singing and rapping in unison and in parts.

Compose your own rapped lyrics about bullying or another topic or theme that you decide.

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Listen and Appraise

1 - Listen & Appraise: Stop! (Grime)
Structure: Intro and 6 rapped verses, each with a sung chorus.

Instruments/voices you can hear:
Digital/electronic sounds, turntables, synthesisers, drums.

Can you find the pulse as you are listening?

Dance, clap, sway, march, be an animal or a pop star

Perform and Share

Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why.

Record the performance and talk about it afterwards.

The performance will include one or more of the following: Improvisations • Compositions • Rapped lyrics that you composed

Key Vocabulary

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|---------------------------|-----------------------------------------------------------------------------------------|
| Musical style | an expressive style of music |
| Rapping | a type of music in which the words are not sung but are spoken in a rapid, rhythmic way |
| Lyrics | Words to a song. |
| Choreography | arranging the movements of dancers for a performance |
| Digital/electronic sounds | Music files on a computer. |
| Turntables | A rotating platform to play records on. |
| Synthesizers | an instrument that uses electricity to make musical sounds |
| Unison | the state of being tuned or sounded at the same pitch |
| Pulse | a strong regular beating |
| Rhythm | : a regular repeated pattern of beats, sounds, activity, or movements |
| Pitch | Highness or lowness of sound. |
| Tempo | The speed of music. |
| Compose | To write a piece of music. |
| Hook | Catchy bit of a song. |
| Riff | A repeated musical pattern. |
| Melody | a series of different tones, or sounds, in a piece of music |