REED FIRST SCHOOL

Learning Together, Learning for Life

What I will do:

Listen	• Identify the structure: Intro and 6 rapped verses, each with a sung chorus. • Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. • Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture.
Respond	• Find and demonstrate the **pulse**. • Show the difference between **pulse** and **rhythm**. • Respond to a musical question and an answer.
Play instrumental parts …	• Notes C and D using a glockenspiel and or a recorder.

GRIME: Grime is an eclectic style of British rap music that emerged in London in the early 2000s.

Stormzy

Tinchy Stryder

Labrinth

What I will do:

Sing	• rap in unison and in parts.
Perform	• Perform by singing, playing an instrumental part, improvising. • perform our composition. • Choose what to perform and create a rap. • Record the performance and say what you were pleased with, what you would change and why.
Compose	• Compose own rapped lyrics about bullying or another topic or theme decided as a class.

Vocabulary I will know:

timbre	How you recognise one sound from another. The difference between the sound two animals make. Pronounced tam-ber		
unison		rapping	
digital / electronic sounds			
texture		melody	A series of pitches in rhythm
dynamics		structure	
drums		hook	*You can dance, you can jive, having the time of your life See that girl, watch that scene, digging the Dancing Queen*
turntables		riff	a repeated musical pattern that's usually short

Knowledge
What will I know by the end of the unit?

- Rap in unison. Copy back, play, invent rap patterns.
- Play instrumental parts accurately and in time, as part of the performance.
- Improvise in the lessons and as part of the performance.
- Compose a simple rap using simple rhythms and use it as part of the performance.
- Using and recognising the notation: C and D
- Recognise grime music and know it is rap with electronica .