



## Music Year 4 Unit 3 – Stop!

Key Knowledge	Key Skills	Key Vocabulary ( with definitions)	Key Questions
<p><b>Theme:</b> Grime and other styles of music.</p> <p><b>Facts/info:</b> Stop! is a song/rap written in a Grime style for you to compose your own lyrics</p> <ul style="list-style-type: none"> <li>- Know the structure (intro and 6 rapped verses, each with a sung chorus.</li> <li>- Grime is a style of music.</li> <li>- Stop! Is a song/rap written in a Grime style for you to compose your own lyrics.</li> <li>-</li> </ul> <p><b>Listen to 5 pieces of music in different styles:</b></p> <ul style="list-style-type: none"> <li>● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>● Radetzky March by Strauss (Classical)</li> <li>● Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)</li> <li>● Libertango by Astor Piazzolla (Tango)</li> <li>● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify the instruments/voices you can hear: <b>digital/electronic sounds, turntables, synthesisers, drums.</b></li> <li>○ To play and copy back using 2 notes – C + D.</li> <li>○ To sing and rap in unison and in parts.</li> <li>○ Compose your own rapped lyrics about bullying or another topic or theme that you decide.</li> <li>○ Compare Stop! to other styles of music.</li> </ul>	<p><b>Rapping</b> – A vocal technique in which the performer speaks rhythmically against a steady beat.</p> <p><b>Lyrics</b> – The words of a song.</p> <p><b>Choreography</b> – the skill of combining movements into dances to be performed.</p> <p><b>Turntables</b> – (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.</p> <p><b>Synthesizers</b> – An electric instrument that looks like a keyboard and has pre-recorded and created sounds.</p> <p><b>Improvise</b> – To make up a tune and play it on the spot. There is an assumption that it can never be recreated.</p> <p><b>Compose</b> – Creating and developing musical ideas and ‘fixing’ them.</p> <p><b>Melody</b> – Another name for tune.</p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.</p> <p><b>Rhythm</b> – – long and short sounds or patterns that happen over the pulse.</p> <p><b>Pitch</b> – high and low sounds.</p> <p><b>Tempo</b> – the speed of the music; fast or slow or in-between.</p> <p><b>Dynamics</b> – how loud or quiet the music is.</p> <p><b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p><b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p><b>Hook</b> – A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p> <p><b>Riff</b> – A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</p>	<p>Can you find the pulse as you are listening? Dance, clap, sway, march, be and animal or a pop star.</p> <p>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?</p> <p>Did you enjoy this style of music compared to previous units?</p> <p>How will you come up with</p>



## Music Year 4 Unit 3 – Stop!

		<p><b>Solo</b> – An Italian word to describe playing, singing or performing of one person or on our own.</p> <p><b>Pentatonic scale</b> – A fixed five-note pattern e.g: the five black keys on a piano.</p> <p><b>Unison</b> - Everyone plays or sings the same music at the same time.</p>	your choreography?
--	--	--	--------------------

### Outcome.

Sing and rap their own compositions. Over the last few sessions the children would have composed their own raps based on Stop! The performance will include one or more of the following: Improvisations, compositions, rapped lyrics that the children composed. Children to share in class and in an assembly (if appropriate – JIGSAW if it relates to themed unit).