



## Music Year 5 Unit 4 – The Fresh Prince Of Bel-Air

Key Knowledge	Key Skills	Key Vocabulary ( with definitions)	Key Questions
<p><b>Theme:</b> Old-school Hip Hop.</p> <p><b>Facts/info:</b> The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.</p> <p><b>Listen to 5 other hip hop songs:</b></p> <ul style="list-style-type: none"> <li>● Me Myself and I by De La Soul</li> <li>● Ready or Not by Fugees</li> <li>● Rapper's Delight by The Sugarhill Gang</li> <li>● U Can't Touch This by MC Hammer</li> <li>● It's Like That by Run DMC</li> </ul>	<p>Identify the structure of the unit song – <b>piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</b></p> <p>Identify the instruments/voices they can hear in the unit song – <b>loops, samples, decks, scratching, drums, bass, synthesizer and rapper.</b></p> <p>Find the pulse whilst listening and begin to identify changes in tempo, dynamics and texture.</p> <p>Play and copy back using up to 3 notes – D, E + F.</p> <p>Sing/rap in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Use up to 3 notes – D, G + A.</p> <p>Improvise using up to 3 notes – D, E +F.</p> <p>Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.</p>	<p><b>Old-school Hip Hop –</b></p> <p><b>Rap</b> – A vocal technique in which the performer speaks rhythmically against a steady beat.</p> <p><b>Riff</b> – A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</p> <p><b>Synthesizer</b> – An electric instrument that looks like a keyboard and has pre-recorded and created sounds.</p> <p><b>Deck</b> – Equipment used by DJs, MCs, and Rappers to mic sounds from different records and to make effects e.g. scratching that was first used in the late 1970s.</p> <p><b>Backing</b> – The accompaniment to a song.</p> <p><b>Funk</b> – music with strong bass lines and a heavy syncopated beat.</p> <p><b>Unison</b> – Everyone plays or sings the same music at the same time.</p> <p><b>Melody</b> – Another name for tune.</p> <p><b>Compose</b> – Creating and developing musical ideas and 'fixing' them.</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>Cover</b> – A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.</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>Can you find the pulse as you are listening?</b> Is the tempo fast, slow or in-between? Dynamics? Texture?</p> <p><b>What are the 'style indicators' of Hip Hop?</b> How do you know this is Hip Hop? Are there other hip hop artists do you know or like listening to? Any young female rappers?</p> <p><b>Reflection</b> What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?</p> <p>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</p> <p><b>Evaluation of performance</b> Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music?</p>



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		<p><b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</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>Discuss and talk musically about it.</p> <p>What went well?</p> <p>What could have been better?</p>
<b>Outcome.</b>			
<p>Children to perform using glockenspiels and rapping to the class, ensuring they have 1 or more of the following in their performance – <b>improvisations, instrumental performance, compositions.</b></p> <p>Explain to the audience how you learnt this song and why. Be able to evaluate and make improvements.</p>			