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| **Unit** | 1 | 2 | 3 |
| Title | Livin’ On a Prayer | The Fresh Prince of Bel-Air | Hip-Hop |
| Style of Main Song | Rock | Old-School Hip-Hop | Hip-Hop |
| Unit Theme | Rock Anthems | Old-School Hip-Hop | YuStudio Mixing |
| **Instrumental Parts** |
| Key | G | A |  |
| Easy Part | G, A + B | D + A |  |
| Medium Part | D, E, F#, G | G + A |  |
| Melody  | D, E, F#, G, A, B + C | C, D, E, F, G + A |  |
| **Warm-up Games** | Rhythm and Pitch Copy Back, and Question and Answer |
| Bronze | G | D |  |
| Silver | G + A | D + E |  |
| Gold | G, A + B | D, E + F |  |
| **Improvisation** |
| Bronze Challenge 1 | **Play and Copy Back** Copy back using instruments. Use 1 note: G | **Play and Copy back** Copy back using instruments. Use 1 note: D |  |
| Bronze Challenge 2 | **Play and Improvise** Question and Answer using instruments. Use 1 note in your answer: G | **Play and Improvise** Question and Answer using instruments. Use 1 note in your answer: D |  |
| Bronze Challenge 3 | **Improvise!** Take it in turns to improvise using one note: G | **Improvise!** Take it in turns to improvise using one note: D |  |
| Silver Challenge 1 | **Sing, Play and Copy Back** Listen and copy back using instruments and two notes: G and A | **Sing, Play and Copy Back** Listen and copy back using instruments and two notes: D and E |  |
| Silver Challenge 2 | **Play and Improvise** Using your instruments, listen and play your own answer using one or two notes: G and A | **Play and Improvise** Using your instruments, listen and play your own answer using one or two notes: D and E |  |
| Silver Challenge 3 | **Improvise!** Take it in turns to improvise using two notes: G and A | **Improvise!** Take it in turns to improvise using two notes: D and E  |  |
| Gold Challenge 1 | **Sing, Play and Copy Back** Listen and copy back using three notes: G, A + B | **Sing, Play and Copy Back** Listen and copy back using three notes: D, E and F  |  |
| Gold Challenge 2 | **Play and Improvise** Question and Answer using instruments. Use 3 notes in your answer: G, A and B | **Play and Improvise** Question and Answer using instruments. Use 3 notes in your answer: D, E and F  |  |
| Gold Challenge 3 | **Improvise!** Take it in turns to improvise using three notes: G, A + B | **Improvise!** Take it in turns to improvise using three notes: D, E and F |  |
| **Composing** |
| Starting Note | G | D | N/A |
| Easy Option | G, A + B | D, E + F | N/A |
| Harder Option | G, A, B, D + E | D, E, F, G + A | N/A |
| **Songs** | **Livin’ on a Prayer** By Bon Jovi | **Fresh Prince of Bel-Air** rapped By Will Smith |  |
| **Supporting Songs** | We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin’ All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles | Me Myself and I by De La Soul Ready or Not by Fugees Rapper’s Delight by The Sugarhill Gang U Can’t Touch This by M C Hammer |  |

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| **Listen and Appraise** |
| **Knowledge** | **Skills** |
| ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? | ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. |
| **Games** |
| Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: ● Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes |
| **Singing** |
| ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice | ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’. |
| **Playing** |
| To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends | ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session |
| **Improvisation** |
| To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians | Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. |
| **Composition** |
| To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbolWhilst using YuStudio:● Learn to arrange and mix their own composition in a Hip Hop style using YuStudio ● Have complete creative control and make musical decisions ● Balance the overall sound of their tracks● Create drum beats, melodies and basslines with note guidance, which will prepare them for further exploration in composition and production ● Build chords and melodies based on a chosen musical key and scale ● Use different instruments in YuStudio ● Use sound effects eg EQ and delay ● Experiment with the arrangement as a whole, deleting and duplicating different sections, to create an effective track | ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).Whilst using YuStudio:The students will learn to: ● Choose a musical key which fits with a Hip Hop style ● Add new tracks (Drum, Subtrakt, SoundBank, Audio) ● Add note clips and input notes (kick, snare, hi-hat, synthesizer) ● Turn on the loop whilst experimenting with notes – shorten/extend ● Locate and add audio samples ● Add a title and save track ● Add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio) ● Use the piano roll to compose within the chosen key and find different octaves ● Create a bassline and then simplify it ● Choose notes and sounds based on personal preference ● Duplicate sections or the entire track ● Create structure by adding and removing notes to create a varied texture ● Choose an instrument from the SoundBank ● Add sound effects to the track (Sound FX) eg riser to build tension ● Use volume sliders to change the overall balance and mix the track: + and – ● Add and remove sections for structural and textural reasons |
| **Performance** |
| To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don’t know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music | ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |