

Pentecost 1: Hip Hop Shakespeare/ Wellerman

Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform multiple parts together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Confidently read from Stave Notation and read rhythm notation to play multiple different parts of the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe music as happy or sad and understand that the mood can be affected by harmony. Describe how layering and Ostinatos can be used to make music.					
New knowledge	Pupils will: Be able to rap a short poem along to a regular backing track. Be able to sing a sea shanty without any accompaniment. Write some of their own lyrics and rap/sing them in the context of a wider song.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know the style and history of Hip Hop through <u>listening</u> . Pupils will know the meaning of iambic pentameter. Pupils will be able to speak the words of Sonnet 18 along to a backing beat.	Pupils will be able to differentiate between Shakespeare's words and Hop artist's words. Pupils will know how to <u>compose</u> new lyrics for a chorus. Pupils will know the terms hook and loop though <u>listening</u> .	Pupils will know the structure to their Summertime Shakespeare rap. Pupils will know how to layer the rap and the chorus together. Pupils will appraise and evaluate their work. Pupils will know how to make improvements to their work.	Pupils will know what a Sea Shanty is through listening. Pupils will be able to sing the Wellerman Sea Shanty Pupils will know how to play the Sea Shanty rhythms. Pupils will be able to play the boomwhackers along to the Wellerman.	Pupils will know how to compose their own Sea Shanty rhythm to accompany the song. Pupils will play in three parts: Singing, rhythm section and bass line. Pupils will know how to make improvements to their work.	Pupils will <u>perform</u> their Shakespeare Hip hop and Sea Shanty pieces in a whole class <u>performance</u> . Pupils will <u>perform</u> and their "Come and See" songs. Pupils will know how to perform with confidence and <u>musicianship</u> .
Vocabulary	Hip Hop, Iambic Pentameter	Hook, Loop	Appraise, Evaluate	Sea Shanty	Bass line	Assess

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<p>Individual Lesson Plan</p>	<ul style="list-style-type: none"> • Starter: Listen to “Summer time” by Will Smith. Q and A what style of music are we listening to and what do you know about it? • Watch the history of hip hop video. Discuss how hooks and loops are used. Show Touch the sky and Move on up, Ice, Ice baby or Queen, under pressure to demonstrate the use of a hook sampled from another artist. • Q and A; what is rapping? Watch Akala performing Sonnet 18. Discuss iambic pentameter. • Using a drum backing track demonstrate 	<ul style="list-style-type: none"> • Starter: Hip hop or Shakespeare? • Recall musical vocabulary from last lesson. • Using a drum track, revise sonnet 18. • Listen to a short section of Summer time and ask pupils to identify the chorus. As a class, discuss ideas for a new chorus to go with sonnet 18. • In small groups, use these ideas to write a short, catchy chorus using the same melody from the original. • Each group to demonstrate their new chorus. As a class, decide which version they prefer, or can they use several of the 	<ul style="list-style-type: none"> • Starter: Recall musical vocabulary from the last 2 lessons. • Rehearse Summer Time Sonnet Rap with the composed chorus. • Perform and record. • Plenary: Watch and appraise performance. • Extension: if time left after performance: Using the rhythmic pattern of sonnet 18, pupils can work in pairs/small groups to compose a verse of a rap on a subject important to them (Looking back to the history of rap in lesson 1 where rap was a way to express the issues in a community) 	<ul style="list-style-type: none"> • Starter: Watch the Muppet Treasure Island clip, shiver my timbers. Do pupils recognise the style of the music? • Can pupils tell you what a sea shanty is? • Watch “What is a sea shanty video” • Look at the lyrics to Wellerman, discussing the origin of the lyrics. (Song about the New Zealand whaling industry c1830) • Recall rhythm notation using the Wellerman rhythm play along video, recall ostinato. Clap or use tables to play the rhythm play along. • Using the boomwhackers, play the Wellerman (melody or chord play along) • Plenary: Perform Boomwhacker play- 	<ul style="list-style-type: none"> • Starter: Recall musical vocabulary from previous lesson. • Do the Wellerman body percussion, discussing ostinato. • Working in pairs/small groups, use the composition packs or cut out rhythm sheets, compose own 4 beat ostinato rhythm to go with Wellerman. • Pupils to demonstrate their ostinato to the backing track. • Plenary: Choose a selection of the ostinatos for the whole class to perform along to the backing track • Extension: If time left in the lesson, look at the Wellerman leavers song. 	<ul style="list-style-type: none"> • Starter: recap all musical vocabulary from the unit. • Rehearse the Wellerman in the format of choice (Vocals/ boomwhacker chords/ boomwhacker melody/ ostinatos etc) • Perform and record the Wellerman. • Plenary: Watch and appraise performance.
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	<p>how sonnet 18 can be spoken in rhythm to the beat. In small groups, pupils to experiment with the drum track and the sonnet.</p> <ul style="list-style-type: none"> Plenary: Each group to demonstrate rapping the sonnet. 	<p>ideas to create their preferred chorus?</p> <ul style="list-style-type: none"> Plenary: Using the backing track for Summer time, perform their new chorus. 		<p>along and sing the sea shanty.</p>		
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Y6 Pentecost 2 TDRIPS						
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform multiple parts together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Confidently read from Stave Notation and read rhythm notation to play multiple different parts of the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe music as happy or sad and understand that the mood can be affected by harmony. Describe how layering and Ostinatos can be used to make music.					
New knowledge	Pupils will: Be able to use correct musical terminology to describe music and its features: Tempo, Dynamics, Rhythm, Instrumentation, Pitch, and Structure. Compose their own piece of music having thought about all the aspects of the music mentioned above.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will further understand the difference between semibreves, minims, crotchets, quavers and semi-quavers and their equivalent rests through <u>listening</u> , <u>recall</u> and <u>repetition</u> . Pupils will <u>know</u> how to plan and <u>compose</u> a 12 bar rhythmic pattern in Ternary form (ABA)	Pupils will further develop the skills to read, write and <u>perform</u> pitch notation through <u>listening</u> and <u>repetition</u> . Pupils will <u>know</u> how to notate their rhythm notation with an understanding of pitch, written on one stave, using notes within an octave range.	Pupils will read and <u>perform</u> their composed melody on classroom instruments, reading from stave notation.	Pupils will <u>know</u> how to use dynamics and tempo effectively within their composition through <u>listening</u> . Pupils will know how to <u>perform</u> their <u>composition</u> implementing dynamics.	Pupils will know how to accompany their <u>composition</u> using block chords through <u>listening</u> and <u>repetition</u> . Pupils will <u>know</u> how to structure their <u>composition</u> through <u>listening</u> and <u>repetition</u> . Vocabulary:	Pupils will know how to perform musically and with good <u>musicianship</u> within a <u>performance</u> .
Vocabulary	Ternary, Structure	Melody	Harmony	Dynamics	Tempo	Assess

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<p>Individual Lesson Plan</p>	<ul style="list-style-type: none"> • Starter: revise prior knowledge of notes and note values. • As a class, compose an example rhythm on whiteboard and ensure all pupils can read and clap the rhythm. • Watch the video example of a melody in Ternary form. • In pairs, pupils to write their own rhythmic composition in Ternary form. (ABA) 4 bars per section. • Plenary: Pupils to demonstrate their composition. 	<ul style="list-style-type: none"> • Starter: revise prior knowledge of notation reading using quiz on www.musictheory.net • Revise pitch, discussing how to use pitch to turn their rhythm composition into a melody, avoiding large pitch jumps. Demonstrate example of a good melody and a melody which may be more complicated to play due to large jumps in pitch. • In pairs, notate their rhythm composition from last lesson. If pupils have access to ipads/PC you can create them a log in on Charanga in order to access the "Music Notepad" (Paper composition sheet in resources.) 	<ul style="list-style-type: none"> • Starter: revise prior knowledge of notation reading using quiz on www.musictheory.net • Using composition sheets from last lesson and working in the same pairs, pupils to use glockenspiel/ recorders to practice playing their compositions. • Pupils to demonstrate their compositions to the class, remembering to perform section A twice (Ternary form) • Plenary: Class to appraise each other's composition along to the 4 chord loop backing. 	<ul style="list-style-type: none"> • Starter: Watch the line man video "In the hall of the mountain king" which is demonstrating tempo and dynamics. • Discuss basic dynamics and tempo, recapping those pupils will already have prior knowledge of. • Watch the "basic dynamics in music" video to embed knowledge. • Working in same pairs, pupils to add dynamics/tempo to their composition, practicing this on their instruments. • Plenary: Pupils to demonstrate their piece. 	<ul style="list-style-type: none"> • Starter: 4 chord choral medley video to demonstrate a repeated chord accompaniment. • Follow Boomwhacker warm up videos. • Using the 4 chord boomwhacker sheet, practice playing the chord progression on boom whackers using the drum backing track. • Taking it in turns, each group to perform their composition, accompanied by the rest of the class on boomwhackers using the drum backing track. • Plenary: Class to appraise each other's performance. 	<ul style="list-style-type: none"> • Starter: Recall all music vocabulary from this half term. • Rehearse, perform, and record all compositions. • Plenary: As this is their last session in Y6, recap all TDRIP knowledge ahead of Y7.
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