

Rap/Grime- Stop



Musical style

Rapping

lyrics

choreography

digital/electronic sounds

turntables

unison

pulse

rhythm

pitch

tempo

dynamics

texture structure

compose

improvise

hook

riff

melody

solo

By the end of this unit, you will learn about the music style rap/grime and compose your own rap in this style.

1 – Listen & Appraise: Stop! (Grime)

Structure: Intro and 6 rapped verses, each with a sung chorus.

Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums.

Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing and rapping in unison and in parts.

Compose your own rapped lyrics about bullying or another topic or theme that you decide.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why.

Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Compositions • Rapped lyrics that you composed



About this Unit

Theme: Grime and other styles of music.

Facts/info: Stop! is a song/rap written in a Grime style for you to compose your own lyrics.

Listen to 5 pieces of music in different styles:

- Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
- Radetzky March by Strauss (Classical)
- Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)
- Libertango by Astor Piazzolla (Tango)
- Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

	Each lesson uses the following skills	Lesson	What will you learn	Learning Review
	What is grime/rap?	1	You will learn about the style of rap and grime and where the music genre came from. Within this lesson, you will listen to and appraise the song 'stop' which is grime song and begin to learn how to sing/ rap along.	
	What part does tempo/ rhythm play in a rap song?	2	In this lesson, you will learn about the importance of rhythm and tempo in rap music. You will play around with different combination of note values to see which ones can fit into the existing score and the number of bars.	
	What impact does lyrics have on a song?	3	Lyrics are in a lot of pieces of music we listen to often. Usually, lyrics have an important message they want to share with the listener. In this session we are going to be listening and looking at the lyrics of this song and the message it is sharing. For listening and appraisal we will be listening to 'Gotta be me' which is a hip hop piece of music.	
	What do composers have to consider when writing rap lyrics?	4	During this session you will be learning about the different rap rhyming patterns. You will be composing your own rap verses to fit into the song 'Stop' which will fit with the theme of anti bullying.	
	How can performance style impact on an audience?	5	In the final session of this block of music, you will be looking at performing the rap/grime song we have been rehearsing with the addition of your own composed verses.	