



**Subject:** Music  
**Year group:** 4  
**Term:** Autumn 2  
**Unit name:** Stop!  
**Subject Driver:** Diversity

Knowledge/Skills	
Listen and Appraise	Identify the structure: Intro and 6 rapped verses, each with a sung chorus. Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening.
Musical activities (using glocks and/or recorders)	Warm-up games play and copy back using up to 2 notes – C + D. Singing and rapping in unison and in parts. Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.
Perform and Share	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

About this unit:	
Themes	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	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, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo





Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



### Big Ideas:

Identify the structure: Intro and 6 rapped verses, each with a sung chorus.  
Identify the instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums.

Dance, clap, sway, march, be an animal or a pop star to find the pulse.

Play and copy back using up to 2 notes – C + D.

Singing and rapping in unison and in parts.

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

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

### Prior Learning:

Find the pulse while listening.

Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Explain how the words of the song tell a story?

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Singing in 2 parts.

Play instrumental parts accurately and in time, as part of the performance.

Improvise in the lessons and as part of the performance.

Compose a simple melody using simple rhythms and use as part of the performance.

Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it.

### Spiritual Development

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. Colossians 3:16