

Music—Year 4—Stop!

Listening



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.

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.

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
- Instrumental performances
- Compositions

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

Vocabulary

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

Reflection

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

Did you have any strong feelings about it?
Were you proud of yourself, happy or annoyed?