



School name: _____ FOUNDATION PLANNING YEAR A



Theme: Old school hip-hip

Year: _____

Term: Spring

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
-----	-----	-----------	---------	-----	-----	-------	------------	-----------	----	---------

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><u>L.O. To learn the song Fresh Prince of Bel Air</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must listen and appraise Fresh Prince of Bel Air 2. I should learn the lyrics to Fresh Prince of Bel Air 3. I could begin to sing Fresh Prince of Bel Air. 	<p>Starter: Discuss what kind of music the children like to listen to. Look at a timeline of music over the last hundred years and discuss how music has changed over a period of time. Explain that we shall be listening to Old School Hip Hop over the coming weeks as well as learning a particular song.</p> <p>Input: What do children think this style of music is like? Listen and Appraise – Fresh Prince of Bel Air: Play the song. Children tap out the pulse whilst thinking about the answers to the on-screen questions as a focus. (The coloured timeline below the song denotes the song sections.) After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Fill in worksheet with notes about Fresh Prince of Bel Air. Save the rest of the worksheet for next lesson to make comparisons with other pieces of music.</p> <p>Task: Learn the song a verse at a time, looking carefully at the rhythms and skills needed for rapping rather than singing.</p> <p>Plenary: Perform the parts of the song you have learnt this lesson together.</p>	Charanga – Year 5, Fresh Prince of Bel Air, Step One	<p>Discussing different genres of music and establishing what time period they came from.</p> <p>Listening and appraising 'Fresh Prince of Bel Air'.</p> <p>Learning to sing the song ' Fresh Prince of Bel Air'.</p>

<p>2</p>	<p><u>L.O. To compare old-school hip-hop songs</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must listen with concentration to a variety of music. 2. I should be able to make comparisons between different pieces of music. 3. I could use the correct music language to describe the music I am listening to. 	<p>Starter: Listen and Appraise the song ‘Me, Myself and I’ by De La Soul. (Encourage children to begin to recognise the basic style indicators of hip-hop music). Children tap out the pulse whilst thinking about the answers to the on-screen questions as a focus. (The coloured timeline below the song denotes the song sections.) After listening, talk about the song and answer the questions together using correct musical language. Fill in the worksheet from last week.</p> <p>Input: Explain the key features of old school hip hop. Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984. Features of old school hip hop include:</p> <ul style="list-style-type: none"> • Simple rapping techniques with few syllables in a bar and using simple rhythms. • Lots of songs are about partying. • Some about social turmoil. • Drum and percussion backing loops. • Some sampling of funk tracks. • Scratching was starting to be used. • Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques. • Use of decks. <p>Activity: Tell children that we are going to listen to a further 2 pieces of music today and make comparisons as we did last week. Play the song. Children tap out the pulse whilst answering the questions from the worksheet. After listening, talk about the song and answer the questions together using correct musical language. Think about how this song is different / the same as the other songs that we have listened to so far. Fill in the worksheet.</p> <p>Plenary: Now that we have listened to all of the pieces what have children noticed about them? Compare similarities and differences. Recap what makes hip-hop, hip-hop?</p>	<p>Charanga – Year 5, Fresh Prince of Bel Air, Step Two</p> <p>Spotify or YouTube:</p> <p>Supersonic by J.J. Fad</p> <p>I Wish by Skee-Lo.</p>	<p>Discussing and comparing old-school hip-hop songs</p> <p>Understanding the features of hip-hop</p>
----------	--	--	--	---

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
3/4	<p><u>L.O. To demonstrate my understanding of how to improvise music for a range of purposes.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to create musical improvisations with instruments within the context of the song being learnt. 2. I should be able to make up my own tune or rhythm when improvising. 3. I could improvise on my own or in a group. 	<p>Starter: Listen and Appraise – Ready or Not by Fugees. Play the song. Children tap out the pulse whilst thinking about the answers to the on-screen questions as a focus. (The coloured timeline below the song denotes the song sections.) After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Input: You may use some on the videos in Warm-up Games (including vocal warm-ups) Flexible Games (an optional extension activity) to warm up and introduce the lesson.</p> <p>Then, recap the song Fresh Prince of Bel Air by singing along to the backing track.</p> <p>Explain that we shall be improvising along with the song today – what does this mean?</p> <p>Activity: Within the next two lessons, learn the song on glockenspiel or ukulele by using the ‘Play Your Instruments’ tab and playing the ‘Glockenspiel easy part’ video’.</p> <p>Also learn how to improvise to the song by using the ‘Improvise with the song’ tab. Start with Bronze Challenge 1 and then lead onto Bronze Challenge 3 when children are ready to improvise by themselves.</p> <p>Plenary: Performance – Fresh Prince of Bel-Air: Perform and share what has taken place in today’s lesson. Sing the song and improvise using voices and/or instruments within the song.</p>	<p>Charanga – Year 5, Fresh Prince of Bel Air, Step Three and Four</p> <p>Glockenspiels or Ukulele.</p>	<p>Listen and Appraising Old-School hip-hop song</p> <p>Improvising to Fresh Prince of Bel Air</p>

5/6	<p style="text-align: center;"><u>L.O To compose music for a range of purposes</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I can play a musical instrument accurately. 2. I can use different rhythms. 3. I can compose my own melody to fit a piece of music. 	<p>Starter: Listen and Appraise – U Can’t Touch This by MC Hammer. Play the song. Children tap out the pulse whilst thinking about the answers to the on-screen questions as a focus. (The coloured timeline below the song denotes the song sections.) After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Input: Recap the work from the previous lesson. Explain that we shall be composing our own music to fit in with the song today – what does this mean? Recap the rules when using instruments in class.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Play Your Instruments with the Song tab and recapping playing the song. 2. Composing activity where children use their instruments and a range of notes to think about a melody that would fit with the song. Children then demonstrate their ideas to their peers. <p>Plenary: Performance – Fresh Prince of Bel-Air. Consider inviting your headteacher in to watch the final performance at the end of the unit.</p>	<p>Charanga – Year 5, Fresh Prince of Bel Air, Step Five and Six</p> <p>Glockenspiels or Ukuleles</p>	<p>Listen and Appraising Old-School hip-hop song</p> <p>Composing music to Fresh Prince of Bel-Air.</p>
-----	---	---	---	---