


<b>Year 6</b>	Block 1 – Music and Technology <b>YuStudio - Hip Hop</b>	Block 2 – Developing Ensemble Skills <b>Fresh Prince of Bel-Air</b>	Block 3- Improvising with confidence	Block 4 – Farewell Tour
<b>Focus:</b>	Compose and History of Music	Listen and Play and Perform	Improvise and compose	Play and perform <i>Songs can be adapted to fit with Leaver's Assembly</i>
<b>Social question:</b>	How Does Music Bring Us Together?	How Does Music Connect Us with Our Past?	How Does Music Shape Our Way of Life?	How Does Music Connect Us with the Environment?
Lesson 1:	<p><b>Video 1 – Artist introduction.</b></p> <p>Give examples of hip hop music. Discuss the history - <a href="https://youtu.be/9yk4y7vcSSg">https://youtu.be/9yk4y7vcSSg</a> <a href="#">Ice Ice Baby</a> <a href="#">Where is the love</a></p> <p>Ask children to compare Hip Hop music to other genres of music such as <a href="#">classical music</a>, <a href="#">film music</a> or <a href="#">pop ballads</a>. Discuss social question.</p> <p>Children to create a mind map of what is important about hip hop music. What will they want/need to include when they compose their own music.</p>	<p><b>Fresh Prince of Bel-Air – Step 1.</b></p> <p>Listen to the song and answer the questions.</p> <p>Complete warm-up game bronze challenge – <b>glockenspiels needed.</b></p> <p><i>For this block, pupils will work in groups to create a performance of Fresh Prince of Bel-Air. Put pupils in groups and explain how this will be the outcome.</i></p> <p>Start to learn the song as a whole class.</p>	<p><b>Wake up part 1 –</b></p> <p>Warm up – Understanding musicianship.</p> <p>Listen and respond.</p> <p>Learn the song and play instruments with the song.</p>	<p><b>Heal the earth part 1 –</b></p> <p>Warm up – Understanding musicianship.</p> <p>Listen and respond. Discuss how this is Reggae.</p> <p>Learn song and perform as class. (Alternatively - learn and sing different reggae songs – <i>Three Little Birds, One Love</i>).</p>
Lesson 2:	Recap what is Hip Hop music.	<b>Fresh Prince of Bel-Air – Step 2.</b>	<b>Wake up part 2 –</b>	<b>Heal the earth part 2 –</b>

	<p>Today, you will be looking at YuStudio. Ask children what can music technology do that other types of music can't – e.g. why is it different than playing the recorder? <i>Think about the effects that can be added to the music, loops, fades, layers of sound.</i></p> <p>Children will begin to compose their hip hop track.</p> <p>They will begin with a drum – ask why they will begin with a drum (to find the beat).</p> <p>Follow <b>video 2</b>. Children to add their drum to their hip hop track.</p> <p>Follow <b>video 3</b>. Add a bass track – children can pick their own key. Give pupils time to explore. Save in My Workspace. If time allows share their drum and bass with the class.</p>	<p>Listen and appraise. Answer the questions.</p> <p>Ask – what is an ensemble? What makes a good ensemble.</p> <p>Complete warm-up game bronze or silver challenge – <b>glockenspiels needed.</b></p> <p>Continue learning song if this wasn't complete.</p> <p>Play glockenspiel with the track.</p>	<p>Warm up – Understanding musicianship.</p> <p>Listen and respond.</p> <p>Ask what is improvisation?</p> <p>Compose with the song Wake Up. Do this as a class.</p>	<p>Warm up – Understanding musicianship.</p> <p>Listen and respond.</p> <p>Recap Heal the Earth – play instruments with the song (part 1).</p>
Lesson 3:	<p>Listen to:  <a href="https://youtu.be/RI07bwMw7IY">https://youtu.be/RI07bwMw7IY</a>          Discuss what features of hip hop you can hear – e.g. the bass line, the drum. How does it</p>	<p><b>Fresh Prince of Bel-Air – Step 2.</b></p> <p>Listen and appraise.</p>	<p><b>Down by the riverside part 1 –</b></p> <p>Warm up – Understanding musicianship.</p> <p>Listen and respond.</p>	<p><b>Let's go surfin' part 1-</b></p> <p>Warm up – Understanding musicianship.</p> <p>Listen and respond.</p>

	<p>compare to the usual ‘head, shoulders, knees and toes’.</p> <p>Pupils should have a drum and bass line.</p> <p>Follow <b>video 4</b> – chord progression. Ask pupils what do they think this means? What is a chord?</p> <p>Add a chord progression to their hip hop song.</p> <p>Follow <b>video 5</b> - Pupils to explore sounds and add melody to their hip hop music.</p>	<p>Complete warm-up game bronze/silver/gold challenge – <b>glockenspiels needed.</b></p> <p>Extended improvisation – As a class do vocal improvisation copy back.</p> <p>In groups allow pupils to improvise with a question and answer.</p> <p>Complete this again using the instrumental improvisation.</p>	<p>Learn the song.</p> <p>Ask – what sounds might you expect to hear by the riverside? (water flowing, birds, the wind)</p> <p>Work in groups using a range of instruments and voices to create a ‘sound scape’ of a river.</p> <p><a href="https://youtu.be/lvjMgVS6kng">https://youtu.be/lvjMgVS6kng</a></p> <p>Example of sound scape - <a href="https://youtu.be/1s5DRp2oe68">https://youtu.be/1s5DRp2oe68</a></p>	<p>Learn song and perform as a class.</p>
Lesson 4:	<p><b>Video 6</b> – Follow video 6.</p> <p>Have pupils to plan their structure.</p> <p>For example – Introduction, rap verse, instrumental, rap verse, outro.</p> <p>Once they have their structure continue with video 6. Allow children to arrange their composition.</p> <p>Allow pupils to complete their composition so that they have a hip hop song.</p>	<p><b>Fresh Prince of Bel-Air – Step 4.</b></p> <p>Listen and appraise.</p> <p>Complete warm-up game bronze/silver/gold challenge – <b>glockenspiels needed.</b></p> <p>Discuss how so far as a class we have learnt the song, played instruments with the song and improvised both with instruments and with our voices.</p> <p>Recap song as a class.</p>	<p><b>Down by the riverside part 2 –</b></p> <p>Warm up – Understanding musicianship.</p> <p>Listen and respond.</p> <p>Discuss how this is a piece of blues music.</p> <p>Blues music follows a blues scale (<a href="https://www.youtube.com/shorts/Ffm0aFxsGKY?feature=share">https://www.youtube.com/shorts/Ffm0aFxsGKY?feature=share</a>)</p>	<p><b>Let’s go surfin’ part 2 -</b></p> <p>Warm up – Understanding musicianship.</p> <p>Listen and respond.</p> <p>Discuss how this piece of music conveys emotions.</p> <p>Recap let’s go surfin’ Add instruments (part 1).</p>

		<p>Pupils will now work in groups to put together a performance of the Fresh Prince of Bel-Air they will have two lessons to do this.</p> <p>Provide pupils with the lyrics. They can also use sheet music to play glockenspiels (there is also sheet music for other instruments if pupils want to add clarinet for example). Allow pupils to also use the un-tuned percussion instruments.</p>	 <p>Learn Blues Scales on Piano</p>	
Lesson 5:	<p><b>Video 7</b> – follow video 7.</p> <p>Pupils should have a composition that is nearly complete.</p> <p>Give pupils time to explore with the different effects and have their composition ready to perform and evaluate.</p>	<p>Recap song as class.</p> <p>Allow pupils to continue putting together the ensemble performance. This should be complete by the end of the lesson.</p>	<p><b>Dance the night away</b> – Warm up – Understanding musicianship.</p> <p>Listen and respond.</p> <p>Discuss how this is a type of salsa music.</p> <p>Learn song.</p> <p>Play instruments with song.</p> <p>Compete as a class.</p>	<p><b>So amazing</b> – Warm up – Understanding musicianship.</p> <p>Listen and respond.</p> <p>Learn song and perform as class.</p>
Lesson 6:	<p><b>Video 8</b> – As a class listen to each other’s compositions and answers the questions asked in video 8.</p>	<p>Allow groups a short amount of time to rehearse.</p> <p>Then give time for ensembles to perform in front of the other groups.</p>	<p>Can children remember the previous piece of music? What can they remember about salsa music?</p> <p>Listen to another piece of salsa music. <a href="https://youtu.be/zZQh4IL7unM">https://youtu.be/zZQh4IL7unM</a> What instruments can you hear?</p>	<p><b>Farewell tour</b> – Use this lesson to recap a song previously covered or practice a song for leaver’s assembly – e.g. <i>Never Forget</i></p>

		<p>Discuss what makes a good ensemble and what makes a good audience.</p>	<p>How does this music make you want to move? Where do you think this music comes from?</p> <p>Salsa rhythms are based around a repeating clave pattern. It uses lots of percussion instruments. Improvisation is often done through percussion solos.</p> <p>In groups pupils to work with different percussion instruments to improvise. Claves should keep the beat. Some instruments should use syncopation and be off the beat – <b>1 and 2 and</b></p> <p>Use the table and body percussion to also layer rhythms. Encourage pupils to have moments where instruments play a 'solo'.</p> <p>Share with the class.</p>	
--	--	---------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--