

Year 5 Music: Term 5 Unit 4 – The Fresh Prince of Bel Air



Curriculum Key Question: How can I express myself?

Topic: Were the Vikings vicious?

Key Vocabulary (including definition)

Old School hip hop	Music that developed in the 1970s but remains very popular today. It includes rapping.
rap	A vocal technique in which the performer speaks rhythmically against a steady beat
riff	A short, repeated phrase, often played on a lead instrument such as guitar, piano, or saxophone.
synthesiser	An electric instrument that looks like a keyboard and has pre-recorded and created sounds.
decks	Equipment used by DJs, MCs, and Rappers to mic sounds from different records and to make effects e.g. scratching that was first used in the late 1970s.
funk	Music with strong bass lines and a heavy syncopated beat.
scratching	a DJ or turntablist technique used to produce distinctive sounds by moving a vinyl record back and forth on a turntable
unison	Everyone plays or sings the same music at the same time.
composing	Creating and developing musical ideas and 'fixing' them.
cover	A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.
interlude	A passage of music played between the main theme.
structure	Structure in music means the way the piece is built up.
improvise	To make up a tune and play it on the spot. There is an assumption that it can never be recreated
melody	Another name for tune
pulse	The heartbeat or steady beat of a song/piece of music.
rhythm	A musical dimension that describes the combination of long and short sounds to make patterns
pitch	A musical dimension that describes the range of high and low sounds.
tempo	A musical dimension that describes how fast or slowly the music is played.
texture	A musical dimension that describes the layers of sound in music.
dynamics	A musical dimension indicating how loudly or quietly the music is being played
timbre	A musical dimension that describes the quality and character of the sound of the instruments used

Theme: Old-school Hip Hop.

Facts/info:

The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

Listen to 5 other hip hop songs:

- Me Myself and I by De La Soul
- Ready or Not by Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – D, E + F.
Bronze: D | Silver: D + E | Gold: D, E + F challenge.
Which challenge did you get to?

Singing/raping in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A.
Which part did you play?

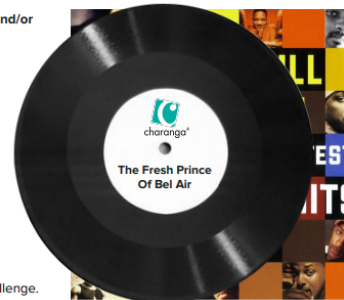
Improvise using up to 3 notes – D, E + F.
Bronze: D | Silver: D + E | Gold: D, E + F challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

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 • Instrumental performances • Compositions



What should I already know?

To think about the message of songs.
When you talk try to use musical words.
To listen to the group when singing.
To demonstrate a good singing posture.
Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts
Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
To choose what to perform and create a programme.
To communicate the meaning of the words and clearly articulate them.

Skills I will develop:

To identify and move to the pulse with ease.
Talk about the music and how it makes you feel, using musical language to describe the music.
To sing in unison and to sing backing vocals.
To listen to each other and be aware of how you fit into the group.
To sing with awareness of being 'in tune.'
To play a musical instrument with the correct technique within the context of the Unit song.
To rehearse and perform their part within the context of the Unit song.
To improvise using instruments in the context of a song to be performed.
To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"