

# Stop!

## A Song/Rap about Bullying

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

### Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Stop!

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Lower KS2, Year 4/ Ages 8-9** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step by step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step /weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of Lower KS2, Year 4/Ages 8-9)' document. (see supporting Assessment documentation). Your step by step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment') the remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is **The Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

### How this Unit is Organised; Strands of Musical Learning:

1. **Listen and Appraise** the song Stop! and other songs:
  - Stop! - Grime
  - 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)
1. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
    - a. Warm Up Games (including vocal warm ups)
    - b. Flexible Games (optional extension work)
    - c. Learn to Sing/Rap the Song
    - d. Compose your own lyrics with the Song
  2. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

## Teaching and Learning support for this unit:

Please use the accompanying **ACTIVITY MANUAL** for in-depth guidance, knowledge and understanding.

### Listen & Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on screen.

The main unit song is Stop! All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

**See the individual Listen and Appraise step-by-step supporting documents for complete information.**

### Musical Activities

#### **A. Warm-up Games (including Vocal Warm Ups)**

Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. All three ( Bronze, Silver and Gold) Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver.

Get your instruments ready, you will need to use them after the pulse and copy back rhythm games. You can use band / orchestral instruments too if you wish.

**Game 1 - Find the pulse, use your imagination.**

### **Game 2 - Rhythm Copy Back:**

- Bronze - 'Clap and say back the rhythms you hear. Use the on-screen words to help you'
- Silver - 'Your teacher will clap the first 4 rhythms for you to copy back. Your teacher will then choose 1 of you to clap the next 4 rhythms for the class to copy back'
- Gold - 'Choose 4 leaders to clap rhythms for the rest of the class to copy back'

### **Game 3 - Pitch Copy Back - Bronze without notation and Silver and Gold with notation:**

- Bronze - Copy back: 'Listen and sing back' (no notation)
- Silver - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note C'
- Gold - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note C and sometimes D. You will always start on C'

**Game 4 - Pitch copy back and vocal warm ups:** Use your voices to copy back this time. Use 'La' when you are singing back.

### **B. Flexible Games (optional extension activity)**

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three games tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

### **C. Learn to Sing the Song: Vocal Warm-ups and Singing**

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in the Song Centre.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

## D. Compose with the Song (Create your own lyrics)

On the screen you will see “ For you to compose”, use this track to practise your rapped compositions. You can loop the track.

### Whole class teaching ideas:

This rap is about bullying so in order to compose/create lyrics, discuss the issue together.

- Hold a discussion about bullying and being bullied; ask the children about their experience of bullying; talk about the anti-bullying policy in the school.
- Hold a brainstorming session to list words/phrases/ideas on the subject. Begin to sort these ideas into lines/4-line verses before next week’s lesson.
- Play track “Stop! for you to compose” to the class and explain that this will be the backing track to their raps. Here are some examples of the kind of work the children might produce; eight lines are needed (4 lines x2 or 8 lines x1 are both fine).

#### 4 lines x2:

Why pick on the minority?  
We’re all part of society.  
We’re all the same colour under the skin  
So work together and then we’ll win.

#### 8 lines x1:

Black and white,  
we’re all the same;  
Don’t treat racism like a game.  
Fat or thin, small or tall,  
All for one and one for all.

#### 4 lines x2:

If you’re bullying, look inside,  
Let your conscience be your guide.  
Why d’you need to persecute others?  
Treat everyone like you treat your brothers.

### Splitting into groups:

- Split the class into groups, let the children decide upon their own groups and start to write down ideas.
- Look at the children’s composition ideas and discuss which are the most effective, and choose 3 x 4 lines (where each 4 lines is repeated) or 3 x 8 lines (with no repeats) to be included in the piece.
- You may have to tweak the children’s lines/verses to create working versions (to improve scanning or rhyming; to group matching ideas together etc). Find the right balance between re-doing the children’s efforts completely/creating a successful outcome. Tell the children you will make sure their verses will work in the final composition.

- Discuss and decide whether to include the optional dance interlude. There is an opportunity for some dance/movement during the instrumental sections.
- On the screen you will see “ For you to compose”, use this track to practise your rapped compositions. You can loop it.
- All the compositions should be ready now. Have a quick run through and then perform!

## Performing the Compositions

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

## Perform and Share

Remember to add some movement.

The structure of this song:

- *Introduction*
- *A - Sung Chorus*
- *B - Rapped Chorus*
- *C1 - Learn rap/compose own rap*
- *A - Sung Chorus*
- *B - Rapped Chorus*
- *C2 - Learn rap/compose own rap*
- *A - Sung Chorus*
- *B - Rapped Chorus*
- *C3 - Learn rap/compose own rap*
- *A and B - sung and rapped chorus together to end*

### These are the options on the screen:

- Perform the whole song - Sing and Rap
- Perform the whole song - Sing and Rap the song and your compositions