

## Prior Learning

### Building Blocks:

### PUPILS SHOULD BUILD ON KNOWLEDGE OF THE FOLLOWING:

1. **Lyric writing** (incl. text setting and word placement).
2. **Song format**, e.g., **verse – chorus structure**.

### Links to other subjects

- **English:** text setting, sentence structure, echo reading.
- **PHSE:** the opinions of others; the right to express an opinion; political messages.

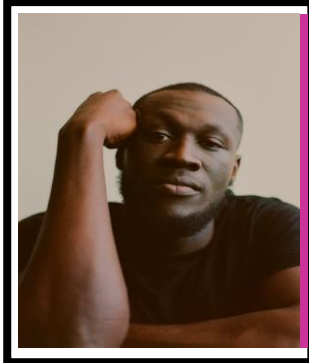
## KEY SKILLS TAUGHT

- Write and perform an original rap.
- Establish, and rap to, a clearly defined beat.
- Perform with increasing confidence and skill.

## DBJA Year 6

### Rap Music

*Sugar Hill Gang MC Hammer, Vanilla Ice, Fresh Prince, Little Simz, Kae Tempest, Stormzy and Shakespeare.*



**What is the definition of “rap”? Is rap a verb or a noun?**



## KEY KNOWLEDGE TAUGHT

### WALT:

- Define rap music, explaining the key features of the sound.
- Explore the development of rap music – origins, definition, artists and appeal.
- Understand the link between rap and hip-hop.

### SOME PUPILS WILL GO FURTHER AND WILL BE ABLE TO:

- Compare and contrast examples of rap music, placing it in popular music context.

## Vocabulary

**Rhythm:** patterns of long and short notes.

**Rap:** speaking rhythmically (and in time) to a clearly defined beat.

**Beat/pulse:** the heartbeat of the music – we tap along to the beat when we hear it.

**Fluency:** how fluent something is (fluent means smooth and flowing, clear, accurate).

**Hip-hop:** rap with electronic backing.

**Structure:** how the music is built or put together (different sections).

### Tier 2 vocabulary

**Demographic:** a sector of the population (e.g., young adults).

**Looping:** a repeating musical idea (recorded on a loop).

**A cappella:** unaccompanied vocal music (singing).

**Grime:** electronic dance music (EDM) – heavy bass sound. Stormzy describes his style of rap as “grime”.

**Spoken word:** poetry meant for performance.