

Rhythm In The Way We Walk and Banana Rap - Planning Suggested Pathway

All Unit Documents in One Place

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

Rhythm In The Way We Walk/The Banana Rap

by Joanna Mangona and Jane Sebba

Action Songs

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 two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). for

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **KS1, Year 1** and is supported by Full Lesson Plans, 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. This Unit of Work has been placed in Autumn 2 and is purposefully 'lighter' in content giving you opportunity to fulfill any other Christmas commitments.

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 KS1, Year 2)' 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

Steps 1 - 3

Learn the song Rhythm In The Way We Walk, an action song about the interrelated dimensions of music:

1. Listen and Appraise

- Rhythm In The Way We Walk by Joanna Mangona

- The Planets, Mars by Gustav Holst
- Tubular Bells by Mike Oldfield

2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:

- a. Flexible Games (see Activity Manual)
- b. Learn to Sing the Song: Vocal warm-ups and singing

3. Perform the Song - perform and share your learning as you progress through the Unit of Work.

Steps 4 - 6

Learn The Banana Rap, an action song/rap about the dimensions of music but focussing on pitch:

1. Listen and Appraise

- The Banana Rap by Jane Sebba
- Happy by Pharrell Williams
- When I'm 64 by The Beatles

2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:

- a. Flexible Games (see Activity Manual)
- b. Learn to Sing the Song: Vocal warm-ups and singing

3. 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. There are detailed descriptions and support for each activity within each Unit of Work.

Listen and 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 songs are Rhythm In The Way We Walk and The Banana Rap. All musical learning will happen around these songs and you will have the option to Listen and Appraise other songs in steps 2,3,5 & 6.

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

Musical Activities

A. Flexible Games

These games are flexible 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.

B. Learn to Sing the Song: Vocal Warm-ups and Singing

Warm up your voices using the vocal warm-up activities. 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 rap/song.

Perform and Share

Remember to add some movement, have fun!

The structure of Rhythm In The Way We Walk:

- Introduction
- Verse 1
- Verse 2
- Verse 3
- Tag ending

The structure of The Banana Rap:

- Introduction
- Rap
- Outro

These are the options on the screen:

- Perform the whole song

Rhythm In The Way We Walk and The Banana Rap

6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance
1.	Rhythm In The Way We Walk by Joanna Mangona	a. Flexible Games b. Vocal warm ups c. Start to learn to sing the song Rhythm In The Way We Walk	Sing the song
2.	The Planets: Mars by Gustav Holst Rhythm In The Way We Walk by Joanna Mangona	a. Flexible Games b. Vocal warm ups c. Continue to learn the song Rhythm In The Way We Walk	Sing the song
3.	Tubular Bells by Mike Oldfield Rhythm In The Way We Walk by Joanna Mangona	a. Flexible Games b. Vocal warm ups c. Continue to learn the song Rhythm In The Way We Walk	Sing the song
4.	The Banana Rap	a. Flexible Games b. Vocal warm ups c. Start to learn The Banana Rap	Rap!
5.	Happy by Pharrell Williams The Banana Rap	a. Flexible Games b. Vocal warm ups c. Continue to learn The Banana Rap	Rap!
6.	When I'm 64 by The Beatles The Banana Rap	a. Flexible Games b. Vocal warm ups c. Continue to learn The Banana Rap	Prepare for the end-of-unit performance

Rhythm In The Way We Walk

Listen and Appraise Step 1

Rhythm In The Way We Walk by Joanna Mangona

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Rhythm In The Way We Walk by Joanna Mangona

Information about the Song

Rhythm In The Way We Walk is a song written to teach children about the dimensions of music.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Female and male solo singers and male and female backing singers.*
- The backing/accompaniment: how many instruments? Which ones? *Piano, guitar, bass guitar, drums and extra percussion. Horn section trumpet, trombone and saxophone.*

- Which instruments plays the solo? *There are no solo instruments in this song.*
- Is there a hook? Yes: *"It's part of who we are"*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *Solo singer and backing band. The female singer sings with the band, then the male singer sings with the band. Lastly, they both sing together with the band.*
- The tempo: is it fast, slow or inbetween? *Medium and constant.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Medium and constant.*

What is the Style of this Music?

Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *This song is in a Reggae style which originates in Jamaica.*

Can you and the children find other examples of this style of music? There are other examples in the Scheme - Zootime and Three Little Birds. Bob Marley made Reggae music famous throughout the whole world. Reggae music has a strong backbeat groove, the emphasis on beats 2 and 4.

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1*
- *Verse 2*
- *Verse 3*
- *Tag ending*

Rhythm In The Way We Walk And The Banana Rap

Step 1 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise

- **Listen and Appraise - Rhythm In The Way We Walk by Joanna Mangona:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Flexible Games**
- Vocal Warm-ups**
- Learn to Sing the Song - Rhythm In The Way We Walk:** Start to learn to sing the song.

Notes

3. Perform

- **Performance - Rhythm In The Way We Walk:** Perform and share what has taken place in today's lesson - sing the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Rhythm In The Way We Walk

Listen and Appraise Step 2

Mars from The Planets by Gustav Holst

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Rhythm In The Way We Walk' again
- Look for similarities and differences between the songs
- How old is this piece of music? Does it sound old?
- Use your imagination when you listen, what does it make you think about?

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Mars from The Planets by Gustav Holst

Information about the Song

Gustav Holst was born in 1874 and died in 1934 and was a British composer. His most famous work was The Planets written between 1914 and 1918. The music of Mars from The Planets describes all the known planets in the solar system at that time and their characters. The first part of the musical work, called the first movement, is Mars the Roman god of war. The music feels military, like the army, because of the drum ostinato (repeated pattern).

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *No voices, instrumental, an orchestral piece of music.*
- The backing/accompaniment: how many instruments? Which ones? A full orchestra that is grouped in the following sections:
 - Strings: Violins, viola, cello, double bass, harp
 - Woodwind: Piccolo, flute, oboe, cor anglais, bassoon, clarinet, bass clarinet
 - Brass: Trumpets, trombone, tuba, french horn
 - Percussion:
 - Untuned - drums (bass and snare), timpani, cymbals, gong
 - Tuned - Glockenspiel, xylophone
- Is there a hook? *The rhythmical ostinato is the hook.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture changes as not all the instruments play all the time. Sometimes a few play and sometimes all of them.*
- The tempo: is it fast, slow or inbetween? *Constant, steady pulse.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Varying sometimes loud, sometimes quiet. Sometime getting gradually louder, or getting gradually quieter.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *This is a Classical piece of music by Gustav Holst from The Planets. Can you and the children find other examples of this style of music? There are other examples in the Scheme - perhaps have a look at the BBC Ten Pieces on the Freestyle tab.*

How is the Song Put Together?

What is the structure/form/shape of the song/piece of music?

This piece is part of an orchestral suite that consists of 7 other pieces.

Rhythm In The Way We Walk And The Banana Rap

Step 2 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise

- **Listen and Appraise - The Planets:Mars by Gustav Holst:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Rhythm In The Way We Walk (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Flexible Games**
- Vocal Warm-ups**
- Learn to Sing the Song - Rhythm In The Way We Walk :** Continue to sing the song.

Notes

3. Perform

- **Performance - Rhythm In The Way We Walk:** Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Rhythm In The Way We Walk

Listen and Appraise Step 3

Tubular Bells by Mike Oldfield

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Rhythm In The Way We Walk' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Tubular Bells by Mike Oldfield

Information about the Song

Mike Oldfield is an English musician and composer who was born in 1953. He wrote Tubular Bells when he was 19 and played most of the instruments on the album himself. His style of music mixes Rock with World, Folk, Classical and Electronic.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *None, this is an instrumental piece.*
- The backing/accompaniment: how many instruments? Which ones? *Piano and other keyboards, bass guitar, guitar.*
- Which instruments plays the solo? *No obvious solos. The instruments come in one at a time.*
- Is there a hook? *The piano riff at the start.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The music builds up. Starts thin and gets thicker.*
- The tempo: is it fast, slow or inbetween? *Medium, inbetween tempo but constant.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Gets gradually louder as more instruments come in, crescendo. Fades out at the end, Diminuendo.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *This piece of music is called Tubular Bells (by Mike Oldfield). It is Rock mixed with World, Classical, Folk and Electronic music. Can you and the children find other examples of this style of music? There are other examples in the scheme - see Progression and Overview documents.*

2.How is the Song Put Together?

What is the structure/form/shape of the song/piece?

The structure of the song is:

It starts simply and gets more complicated. Various tunes are added on to each other. They all fit together like musical lego.

Rhythm In The Way We Walk And The Banana Rap

Step 3 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise

- **Listen and Appraise - Tubular Bells by Mike Oldfield:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Rhythm In The Way We Walk (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Flexible Games**
- Vocal Warm-ups**
- Learn to Sing the Song - Rhythm In The Way We Walk:** Continue to sing the song.

Notes

3. Perform

- **Performance - Rhythm In The Way We Walk:** Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

The Banana Rap

Listen and Appraise Step 4

The Banana Rap by Jane Sebba

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

The Banana Rap by Jane Sebba

Information about the Song

The Banana Rap is an action rap that teaches children about the interrelated dimensions of Pulse, Rhythm and Pitch.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male voice - narrator, voice of the flea, voice of the monkey, voice of the elephant. Monkey noises and elephant noises.*
- The backing/accompaniment: how many instruments? Which ones? *Drum kit and bongos.*

- Which instruments plays the solo? *There are no solo instruments in this song.*
- Is there a hook? Yes: "...bananas at the top of the tree".
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two?
Gets thicker as more sounds come in and thinner as some drop out.
- The tempo: is it fast, slow or inbetween? *Medium tempo, constant.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? The dynamics are *constant, inbetween.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *This song is a Rap which means the style is Hip Hop. Can you and the children find other examples of this Style of music? There are other examples in the Scheme - see Hey You! and it's supporting songs.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- A narrator and the conversation between characters, a story is told as the song unfolds.

Rhythm In The Way We Walk And The Banana Rap

Step 4 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise

- **Listen and Appraise - The Banana Rap:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Flexible Games**
- Vocal Warm-ups**
- Learn to Sing the Song - Rap!**

Notes

3. Perform

- **Performance - The Banana Rap:** Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

The Banana Rap

Listen and Appraise Step 5

Happy by Pharrell Williams

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'The Banana Rap' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Happy by Pharrell Williams

Information about the Song

Pharrell (Pharrell Williams) born in 1973, is a very famous American singer-songwriter, rapper, record producer, musician, and fashion designer. His song Happy is a fantastic song that you can dance to and is all about being happy and having fun!

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male solo and male and female backing vocal.*
- The backing/accompaniment: how many instruments? Which ones? *Bass, guitar, drums, keyboards and handclapping.*
- Which instruments plays the solo? *There are no solo instruments in this song.*
- Is there a hook? Yes: *"Because I'm Happy" Vocal hook.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *Quite thick as there are lots of instrumental lines being played at the same time. Sometimes we only hear vocals as the instruments stop then come in again.*
- The tempo: is it fast, slow or inbetween? *Medium, inbetween, constant tempo*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *It gets louder as more voices and instruments come in.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Soul influenced Pop Music -This is a pop song that sounds similar to the Motown style from the 1960s and 70s. Can you and the children find other examples of this style of music? Some example are: The Jackson Five; The Four Tops; Marvin Gaye and Tammi Terrell. There are other examples in the scheme - see I'll Be There.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- Intro
- Verse 1
- Chorus
- Verse 2
- Vocal interlude (no instruments)
- Chorus
- Chorus
- Vocal Interlude (shorter)
- Chorus

Rhythm In The Way We Walk And The Banana Rap

Step 5 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise

- **Listen and Appraise - Happy by Pharrell Williams:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - The Banana Rap (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Flexible Games**
- Vocal Warm-ups**
- Learn to Sing the Song -The Banana Rap:** Rap!

Notes

3. Perform

- **Performance - The Banana Rap:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

The Banana Rap

Listen and Appraise Step 6

When I'm 64 by The Beatles

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'The Banana Rap' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

When I'm 64 by The Beatles

Information about the Song

The Beatles were an English rock band from Liverpool, formed in 1960. They consisted of John Lennon, Paul McCartney, George Harrison and Ringo Starr. They were the first boy band and are probably the most influential Pop group of all time.

When I'm 64 is a song in which the singer asks his girlfriend if she will still love him when they are old.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male solo and male backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Clarinets (low sounds from bass clarinet), piano, bass, drums (with brushes) guitar, tubular bells.*
- Which instruments plays the solo? *Clarinet is featured throughout.*
- Is there a hook? Yes: *"Will you still need me, will you still feed me, when I'm 64". Vocal.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *A lot of instruments and voices so the texture is quite thick.*
- The tempo: is it fast, slow or inbetween? *Medium, constant tempo.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Quite a medium, gentle dynamic throughout.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *This is a 60s Pop song by The Beatles. Can you and the children find other examples of Beatles songs to listen to?*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- Intro
- Verse 1
- Bridge
- Verse 2
- Bridge
- Verse 3
- Outro

Rhythm In The Way We Walk And The Banana Rap

Step 6 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise

- **Listen and Appraise - When I'm 64 by The Beatles:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - The Banana Rap (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Flexible Games**
- Vocal Warm-ups**
- Learn to Sing the Song - The Banana Rap:** Rap!

Notes

3. Perform

- **Performance -The Banana Rap:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	