

Hey, You! - 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

Hey You!

by Joanna Mangona

A Hip Hop Song for Children

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: Hey You! - a Hip Hop song for children.

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.

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

1. **Listen and Appraise** the song Hey You! and other Hip Hop songs:
 - Hey You! by Joanna Mangona
 - Me, Myself And I by De La Soul
 - Fresh Prince Of Bel Air by Will Smith
 - Rapper's Delight by The Sugarhill Gang
 - U Can't Touch This by MC Hammer
 - It's Like That by Run DMC

2. **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 the Song
 - d. Play Instruments with the Song
 - e. Improvise with the Song (and optional extension activities)
 - f. Compose with the Song
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 song is Hey You! All musical learning will happen around this song and you will have the option to Listen and Appraise other Hip Hop 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 these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group.

There are six progressive challenges, one for each step within the Unit of Work.

There is one continuous track that includes four games:

Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.

Game 2 - Listen to the rhythm and clap back.

Game 3 - It's your turn. This game is teacher-led initially so make sure you are prepared!

Game 4a - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.

Game 4b - Listen, sing back and some different vocal warm-ups. Use your voices to copy back using 'La'.

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 rap/song.

D. Play Instruments with the Song: With or Without Notation

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2 class.

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

E. Improvise with the Song: Using your Voices and Instruments

These activities have in-built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page Lesson Plan.

On the screen you can select your activity:

| Challenges |
|---|
| Clap and Improvise |
| Listen and clap back then listen and clap your own answer |
| Sing and Play and Improvise |
| Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, C moving to D. |
| Improvise |
| Take it in turns to improvise. |

1. Clap and Improvise!

- Activity 1 : Clap back rhythms
- Activity 2: Start to improvise with a question and answer activity, clap back your own answer

2. Sing and Play and Improvise! (You will be using the notes C and D)

- Activity 1 : Using your voices, listen and sing back
- Activity 2: Using your instruments, play back
- Activity 3: Question and answer using instruments - start to improvise with a question and answer activity. Listen and play your own answer using 2 notes, C moving to D

3. Improvise! (You will be using the notes C and D)

- Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

Extension Activities For Improvisation

This resource is an optional extension activity.

F. Compose with the Song: Using your instruments

(Please refer to the **Activity Manual** for more information about composition).

Add a selection of the children's compositions during the playing/instrumental section of this song.

Creating the Compositions

1. Whole-class activity – only if you are using one kind of instrument throughout the class, eg all glockenspiels, all recorders; or if you are an instrumental teacher, all clarinets, all violins, all trumpets etc.

Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed using the computer, children will learn to play it on their instruments, so keep it simple!

2. Group activity – if you have a mixture of instruments in your class eg some clarinets, some flutes etc. This will be more likely in KS2. (Again, see **Activity Manual**).

Divide the class into groups so the children can work together to compose a piece, independent of the teacher.

Click 'play' on the composition screen and you will hear the instrumental section. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left hand side.

Once you're happy with your piece you can:

- 'Save audio' which will save an audio (.wav) file of the composed music and the backing track together
- 'Save pattern' which saves a data (.xml) file of only the notes you put in the grid for reloading next time
- 'Load pattern' which lets you locate your saved pattern (.xml) file for loading in

The navigation buttons (at bottom left) operate:

- Volume – controls overall volume
- Play – plays or pauses playback
- Rewind to start – takes you back to the beginning
- Loop – plays the backing only

Practising the Composition

The track repeats indefinitely by default until it is stopped or the loop is switched off. In rehearsal, any number of children can play their composition, one child per repeat, working from whatever notation they choose or by ear.

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.

Which Instruments and Which Notes? (see Activity Manual for support)

Perform and Share

Remember to add some movement.

The structure of this song:

- Introduction
- Rap Verse
- Sing Verse
- Introduction
- Playing Sections 1,2,3,4
- Introduction
- Rap Verse
- Sing Verse
- Ending

These are the options on the screen:

- Perform the whole song
- Perform the whole song with your activities of choice

Hey You!

6-week Suggested Pathway: Planning Document

| Step | Listen and Appraise | Musical Activities | Performance | Extension Activities |
|------|--|---|---|---------------------------------|
| 1. | Hey You! by Joanna Mangona | a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Hey You! | Sing the song | Choose from the suggested ideas |
| 2. | Me, Myself And I by De La Soul Hey You! | a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts | Sing the song and play instrumental parts within the song | Choose from the suggested ideas |
| 3. | Fresh Prince of Bel Air by Will Smith Hey You! | a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise (optional extension activities for improvisation) | Sing the song and improvise using voices and/or instruments within the song | Choose from the suggested ideas |
| 4. | Rapper's Delight by The Sugarhill Gang Hey You! | a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose | Sing the song and perform composition(s) within the song | Choose from the suggested ideas |
| 5. | U Can't Touch This by MC Hammer Hey You! | a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song | Choose what you perform today. Start to prepare for the end-of-unit performance | Choose from the suggested ideas |

| | | | | |
|-----------|--|--|--|--|
| 6. | <p>It's Like That by Run DMC</p> <p>Hey You!</p> | <p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:</p> <ul style="list-style-type: none"> . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p> | <p>Prepare for the end-of-unit performance</p> | <p>Choose from the suggested ideas</p> |
|-----------|--|--|--|--|

Hey You!

Listen and Appraise Step 1

Hey You!

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.

Hey You! by Joanna Mangona

Information about the Song

Hey You! Is written in an old school Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.

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 and female vocalists rap then sing.*
- The backing/accompaniment: how many instruments? Which ones? *Drums and electronic sounds copying the sounds of decks and Hip Hop music.*
- Which instruments plays the solo? *There are no solos.*

- Is there a hook? Yes: the words are *"Hey you! What you gonna do?"*
- 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 first time you hear the rap it is accompanied by decks drum beats. The second time around it is sung and accompanied with keyboard sounds and decks and drums.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens, the dynamics get louder.*
- The arrangement: which voices/instruments sing/play in which sections? *Drum beats with the rapping and added keyboard sounds with the singing.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Old school Hip Hop.*
2. What are the style indicators of old school Hip Hop? *Old school Hip Hop describes the earliest commercially recorded Hip Hop music, it is said to end around 1984.*
 - *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
 - *Lots of songs are about partying.*
 - *Some about social turmoil.*
 - *Drum and percussion backing loops.*
 - *Some sampling of Funk tracks.*
 - *Scratching was starting to be used.*
 - *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*
 - *Use of decks.*
3. What are the style indicators in this song, ie how do I know this is old school Hip Hop?
 - *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
 - *Drum and percussion backing loops.*
 - *Scratching is used.*
 - *Percussion breaks in the music.*

How is the Song Put Together?

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

The structure of the song is:

- *Introduction*
- *Verse - Rap*
- *Intro*
- *Verse - Sung*

Hey You!

Step 1 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Hip Hop)

- **Listen and Appraise - Hey You! 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)

- Warm-up Games (including vocal warm-ups) - Hey You!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Hey You!:** Start to learn to rap and sing the song.

Notes

3. Perform

- **Performance - Hey You!:** Perform and share what has taken place in today's lesson. Rap/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. | |

Hey You!

Listen and Appraise Step 2

Me, Myself and I by De La Soul

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 'Hey You!' 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.

Me, Myself and I by De La Soul

Information about the Song

De La Soul is an American hip hop trio formed in 1987 in New York. The band is best known for their eclectic sampling, quirky lyrics, and their contributions to the evolution of hip hop generally.

Me Myself and I is a single by De La Soul released in 1989. It established the group's characteristic style of combining hip hop with humour and social commentary.

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 rapper and some male backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Drums and electric guitar, funk samples with synthesised sounds and scratching using decks.*
- Which instruments plays the solo? *The electric guitar plays a solo after the second verse and has a riff throughout the song.*
- Is there a hook? Yes: *the words are "Me, Myself and I"*
- 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? *Many layers of sound, sometimes guitar and drums and sampled sounds with scratching and sometimes just drums and rapping. At times just voice rapping.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens the dynamics get louder.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Old school Hip Hop.*
2. What are the style indicators of old school Hip Hop? *Old school Hip Hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.*
 - *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
 - *Lots of songs are about partying.*
 - *Some about social turmoil.*
 - *Drum and percussion backing loops.*
 - *Some sampling of funk tracks.*
 - *Scratching was starting to be used.*
 - *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*
 - *Use of decks.*

3. What are the style indicators in this song, ie how do I know this is old school Hip Hop?

- *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
- *Drum and percussion backing loops.*
- *Scratching is used.*
- *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*

How is the Song Put Together?

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

The structure of the song is:

- *Introduction*
- *Verse 1 - Rap*
- *Chorus - Me, Myself and I*
- *Intro Verse 2 - Rap*
- *Chorus*
- *Longer Intro*
- *Instrumental with scratching and decks*
- *Verse 3 - Guitar riff*
- *Chorus straight into*
- *Verse 4 - breaks in the backing then into guitar riff*
- *Chorus*
- *Interlude - backing vocals and instrumental riffs*
- *Outro*

Hey You!

Step 2 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Hip Hop)

- **Listen and Appraise - Me, Myself And I by De La Soul:** 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 - Hey You! (if you want to):** How are the raps/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)

- Warm-up Games (including vocal warm-ups) - Hey You!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Hey You!:** Continue to rap and sing the song.
- Play Your Instruments with the Song:** New Musical Activity.

Notes

3. Perform

- **Performance - Hey You!:** Perform and share what has taken place in today's lesson. Rap/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. | |

Hey You!

Listen and Appraise Step 3

The Fresh Prince of Bel-Air by Will Smith

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 'Hey You!' 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.

The Fresh Prince Of Bel-Air by Will Smith

Information about the Song

Willard Christopher "Will" Smith, Jr. (born September 25, 1968), also known by his stage name The Fresh Prince, is an American actor, producer, and rapper. He has enjoyed success in television, film and music.

In the late 1980s, Smith achieved modest fame as a rapper under the name The Fresh Prince. In 1990, his popularity increased dramatically when he starred in the popular television series The Fresh Prince of Bel-Air. The show ran for nearly six years (1990–1996). In the mid-1990s, Will Smith moved from television to film.

The theme song, The Fresh Prince of Bel-Air, was written and performed by Smith, as The Fresh Prince and the music was composed by Quincy Jones.

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? *One male rapper*
- The backing/accompaniment: how many instruments? Which ones? *Drum and percussion loops with some synthesized sounds and use of decks. The synthesizer plays a riff throughout.*
- Which instruments plays the solo? *There is no solo instrument. The synthesizer plays a riff throughout.*
- Is there a hook? Yes: *"Prince Of Bel Air".*
- 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? *Sometimes the texture just consists of rapping and drums and sometimes rapping, drums, bass and synthesizer.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics stay more or less the same throughout.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Old school Hip Hop.*
2. What are the style indicators of old school Hip Hop? *Old school Hip Hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.*
 - *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
 - *Lots of songs are about partying.*
 - *Some about social turmoil.*
 - *Drum and percussion backing loops.*
 - *Some sampling of funk tracks.*
 - *Scratching was starting to be used.*

- *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*
- *Use of decks.*

3. What are the style indicators in this song, ie how do I know this is old school Hip Hop?

- *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
- *Drum and percussion backing loops.*
- *Scratching and decks were starting to be used.*
- *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*

How is the Song Put Together?

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

The structure of the song is:

- *Introduction*
- *Rap intro*
- *Interlude x2 with synthesizer riffs*
- *Verse 1 - very long*
- *Interlude going into the intro*
- *Verse 2*
- *Interlude going into intro*
- *Verse 3 - very short*
- *Interlude into outro*

Hey You!

Step 3 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Hip Hop)

- **Listen and Appraise - Fresh Prince Of Bel Air by Will Smith:** 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 - Hey You! (if you want to):** How are the raps/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)

- Warm-up Games (including vocal warm-ups) - Hey You!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Hey You!:** Continue to rap and sing the song.
- Play Your Instruments with the Song:** Revisit your learning from the last step.
- Improvise with the Song:** New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).

Notes

3. Perform

- **Performance - Hey You!:** Perform and share what has taken place in today's lesson. Rap/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. | |

Hey You!

Listen and Appraise Step 4

The Rapper's Delight by The Sugarhill Gang

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 'Hey You!' 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.

The Rapper's Delight by The Sugarhill Gang

Information about the Song

The Sugarhill Gang is an American hip hop group, known mostly for its 1979 hit Rapper's Delight, the first hip hop single to become a Top 40 hit.

While it was not the first single to feature rapping, it is generally considered to be the song that first made hip hop popular in the United States and around the world. The song's opening lyric "I said a hip, hop, the hippie, the hippie to the hip hip hop" is world famous!

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? *3 male rappers and sometimes some female backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Drums, bass, guitar and keyboards. Bass guitar riff very prominent.*
- Which instruments plays the solo? *No solo.*
- Is there a hook? *The hook comes from the beginning of the rap: "I said a hip hop hippie to the hippie..." This repeats later in the rap too.*
- 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? *Sometimes the texture consists of bass, drums and rapping and then the keyboard and guitar will add riffs.*
- The tempo: is it fast, slow or inbetween? *Inbetween*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics change when the guitar and keyboards are added; they get louder.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Old school Hip Hop.*

2. What are the style indicators of old school Hip Hop? *Old school Hip Hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.*

- *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
- *Lots of songs are about partying.*
- *Some about social turmoil.*
- *Drum and percussion backing loops.*
- *Some sampling of funk tracks.*
- *Scratching was starting to be used.*
- *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*
- *Use of decks.*

3. What are the style indicators in this song, ie how do I know this is old school Hip Hop?

- *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
- *Drum and percussion backing loops.*
- *Scratching and decks were starting to be used.*
- *Percussion breaks in the music and added scratching techniques.*

How is the Song Put Together?

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

The structure of the song is:

- *One long rap interspersed with the well-known hook; "I said a hip hop a hippie to the hippie..."*

Hey You!

Step 4 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Hip Hop)

- **Listen and Appraise - Rapper's Delight by The Sugarhill Gang:** 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 - Hey You! (if you want to):** How are the raps/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)

- Warm-up Games (including vocal warm-ups) - Hey You!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Hey You!:** Rap and sing the song.
- Play Your Instruments with the Song:** Option to revisit your learning from the last step.
- Improvise with the Song:** Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).
- Compose with the Song:** New Musical Activity for this step.

Notes

3. Perform

- **Performance - Hey You!:** Perform and share what has taken place in today's lesson. Rap/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. | |

Hey You!

Listen and Appraise Step 5

U Can't Touch This by MC Hammer

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 'Hey You!' 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.

U Can't Touch This by MC Hammer

Information about the Song

Stanley Kirk Burrell (born March 30, 1962), better known by his stage name MC Hammer (or just Hammer), is an American rapper, spokesman and actor. He had his greatest commercial success and popularity from the late 1980s until the mid-1990s. He is remembered for getting famous very quickly, his hit record U Can't Touch This, flamboyant dance moves and trademark Hammer pants that are very baggy! Hammer's superstar-status made him a household name and hip hop icon. He has sold more than 50 million records worldwide.

U Can't Touch This has become Hammer's signature song.

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 rapper with some backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboards, synthesized sounds, bass and drum loops.*
- Which instruments plays the solo? *There is a guitar riff after verse 1. There is a solo after the pre-chorus 1 on keyboards. The electric guitar plays an improvised solo after the prechorus 2, as in the original version.*
- Is there a hook? Yes: *"U Can't Touch This" and "Hammer time"*
- 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 in the middle of the rap with "break it down..." the synthesizer plays a different rhythm with backing vocals.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics get louder in the section "break it down". This section combines with the chorus at the end.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Old school Hip Hop.*
2. What are the style indicators of old school Hip Hop? *Old school Hip Hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.*
 - *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
 - *Lots of songs are about partying.*
 - *Some about social turmoil.*
 - *Drum and percussion backing loops.*
 - *Some sampling of funk tracks.*
 - *Scratching was starting to be used.*
 - *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*
 - *Use of decks.*

3. What are the style indicators in this song, ie how do I know this is old school Hip Hop?

- *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
- *Drum and percussion backing loops.*
- *Scratching and decks were starting to be used.*
- *Percussion breaks in the music.*

How is the Song Put Together?

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

The structure of the song is:

- *Introduction*
- *Chorus*
- *Verse1*
- *Chorus*
- *Verse 2*
- *Chorus*
- *Verse 3*

Hey You!

Step 5 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Hip Hop)

- **Listen and Appraise - U Can't Touch This by MC Hammer:** 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 - Hey You! (if you want to):** How are the raps/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)

- Warm-up Games (including vocal warm-ups) - Hey You!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Hey You!:** Rap and sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit/continue this activity.

Notes

3. Perform

- **Performance - Hey You!:** 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. | |

Hey You!

Listen and Appraise Step 6

It's Like That by Run DMC

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 'Hey You!' 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.

It's Like That by Run DMC

Information about the Song

Run DMC was an American hip hop group from New York founded in 1981 by Joseph "Run" Simmons, Darryl "D.M.C" McDaniels, and Jason "Jam-Master" Jay Mizzell. The group is widely acknowledged as one of the most influential acts in the history of Hip hop culture. Run D.M.C. were one of the most well-known hip hop acts in the 1980s who, along with LL Cool Jay, signified the advent of the new school of hip hop music.

Historically, the group achieved a number of notable firsts in hip hop music and are credited with being the act most responsible for pushing hip hop into mainstream popular music. It's Like That is a song by Run D.M.C. It was first released in 1983 on a cassette. "It's Like That" is about life in the area where the group lives and issues in the area.

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? *3 male rappers. Each verse they rap a line each and come together for the chorus "It's like that..".*
- The backing/accompaniment: how many instruments? Which ones? Drum loops, bass and synthesized sounds and use of decks.
- Which instruments plays the solo? *No solo in this rap.*
- Is there a hook? Yes: *"It's Like That".*
- 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 the rappers come in and out of the mix.*
- The tempo: is it fast, slow or inbetween? *Inbetween*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Where the texture is thick, the dynamics are louder and the rappers voices are quite loud.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Old school Hip Hop.*
2. What are the style indicators of old school Hip Hop? *Old school Hip Hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.*
 - *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
 - *Lots of songs are about partying.*
 - *Some about social turmoil.*
 - *Drum and percussion backing loops.*
 - *Some sampling of funk tracks.*
 - *Scratching was starting to be used.*
 - *Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.*
 - *Use of decks.*

3. What are the style indicators in this song, ie how do I know this is old school Hip Hop?

- *Simple rapping techniques with few syllables in a bar and using simple rhythms.*
- *Drum and percussion backing loops.*
- *Scratching and decks were starting to be used.*
- *Extended percussion breaks in the music.*
- *Rapping about social turmoil around them.*

How is the Song Put Together?

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

The structure of the song is:

- *Introduction*
- *12 verses and between each verse is the chorus: "It's like that and that's the way it is."*
- *After every 2 verses is a drum beat break.*
- *The chorus repeats at the end to finish the rap.*

Hey You!

Step 6 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Hip Hop)

- **Listen and Appraise - It's Like That by Run DMC:** 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 - Hey You! (if you want to):** How are the raps/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)

- Warm-up Games (including vocal warm-ups) - Hey You!**
- Flexible Games (an optional extension activity).**
- Learn to Sing the Song - Hey You!:** Rap and sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit/continue this activity.

Notes

3. Perform

- **Performance - Hey You!:** 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. | |