

Lessons Plans

Stop

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

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)
 - Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop)
 - 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

Stop!

6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance
1.	Stop!	a. Games and vocal warm ups b. Start to learn Stop! - the sung and rapped chorus, A and B	Perform/share the sung chorus and rapped chorus
2.	Gotta Be Me by Secret Agent 23 Skidoo Stop!	a. Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps	Perform/share Stop! - rapped examples or beginnings of compositions or a combination of the two
3.	Radetzky March by Strauss Stop!	a. Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps	Perform/share Stop! - rapped examples, beginnings of own compositions or a combination of the two
4.	Ho Gaya Sharabi by Panjabi MC Stop!	a. Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps	Perform/share Stop! - rapped examples, own compositions or a combination of the two
5.	Libertango by Astor Piazzolla Stop!	a. Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps	Perform/share Stop! - rapped examples, own compositions or a combination of the two
6.	Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas Stop!	a. Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps	Perform/share Stop! - rapped examples, own compositions or a combination of the two

Stop!

Step 1 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (Grime)

- **Listen and Appraise - Stop! 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) - Stop!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Stop!:** Start to learn the sung and rapped chorus, A and B.

Notes

3. Perform

- **Performance - Stop!:** Perform and share what has taken place in today's lesson - sing and rap.

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.	

Stop!

Listen and Appraise Step 1

Stop! 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.

Stop! by Joanna Mangona

Information about the Song

Stop! is a song/rap written in a Grime style for you to compose your own lyrics in the classroom.

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 vocals, male rapper and male and female backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Digital/electronic sounds, turntables, Synthesisers and drums.*
- Which instrument plays the solo? *There are no instruments that play a solo.*
- Is there a hook? Yes *"Stop bullying".*

- 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?
Mainly thin when rapping, thicker when backing vocals are in.
- 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? *Loud*

What is the Style of this Music?

Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Grime. Grime is a style of urban British music that is a mix of hip hop, jungle, garage and ragga - developed in the early 2000's from UK electronic music styles. Rapping is one of the main elements of this style with heavy basslines, turntables, digital and electronic sounds used. The lyrics are written from a place of truth about the world, feelings and experiences.*

How is the Song Put Together?

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

The structure of the song is:

- *Intro*
- *Chorus (singing)*
- *Rap Verse 1 (x2)*
- *Synthesiser Interlude*
- *Rap Verse 2 (x2)*
- *Chorus (singing)*
- *Rap Verse 1 (x2)*
- *Synthesiser Interlude*
- *Rap Verse 3*
- *Rap Verse 4*
- *Chorus (Singing)*
- *Rap Verse 1 (x2)*
- *Synthesiser Interlude*
- *Rap Verse 5*
- *Rap Verse 6*
- *Verse 1 and chorus together*
- *Dead stop!*

Stop!

Step 2 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (Hip hop)

- **Listen and Appraise - Gotta Be Me by Secret Agent 23 Skidoo:** 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 - Stop! (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)

- Warm-up Games (including vocal warm-ups) - Stop!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Stop!:** Continue to rap with option to learn the examples.
- Compose with the Song:** Start to compose your own raps.

Notes

3. Perform

- **Performance - Stop!:** Perform and share what has taken place in today's lesson.

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.	

Stop!

Listen and Appraise Step 2

Gotta Be Me by Secret Agent 23 Skidoo

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 'Stop!' 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.

Gotta Be Me by Secret Agent 23 Skidoo

Information about the Song

Secret Agent 23 Skidoo is a Hip-hop musician from Asheville, USA. He has toured nationally as a rapper and producer in Granola Funk Express and shared the stage with the likes of Run DMC, Mos Def and P Funk.

In this song he encourages kids to be themselves, overcome fears, appreciate family, and above all else, "Have Fun". Listen out for the repetitive "I gotta be me" in the chorus and the rap. Listen for the drum loop and piano and horn section samples, and the use of sampled school children singing the hook in the chorus.

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 child's voice.*
- The backing/accompaniment: how many instruments? Which ones? *Piano, brass instruments, bass, and drums.*
- Which instruments plays the solo? *There is no solo in this song.*
- Is there a hook? Yes *"Whatcha gonna be? I gotta be me!"*
- 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? *During rapping, very sparse.*
- The tempo: is it fast, slow or inbetween? *Steady, a medium tempo.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Same throughout. The chorus is louder (more people involved).*

What is the Style of this Music?

Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Hip hop*

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
- Chorus
- Verse 3
- Chorus
- Outro

Stop!

Step 3 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (A Classical March)

- **Listen and Appraise - Radetzky March by Strauss:** 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 - Stop! (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)

- Warm-up Games (including vocal warm-ups) - Stop!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Stop!:** Continue to learn the rap.
- Compose with the Song:** Continue to compose your own raps.

Notes

3. Perform

- **Performance - Stop!:** Perform and share what has taken place in today's lesson.

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.	

Stop!

Listen and Appraise Step 3

Radetzky March by Strauss

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 'Stop!' 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.

Radetzky March by Strauss

Information about the Song

Johann Strauss was an Austrian composer 1825–1899. This piece was dedicated to the Austrian Field Marshal Joseph Radetzky von Radetz hence the name. It is a very popular soldiers' march that Austrian officers still like it today: they clap and stamp their feet to it.

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? *Instrumental/Orchestral*
- The backing/accompaniment: how many instruments? Which ones? *Full orchestra, strings, woodwind, brass and percussion.*
- Which instruments plays the solo? *There is no solo.*
- Is there a hook? *The is an instrumental hook, it's called a theme in classical music terms. The theme repeats throughout the piece of music.*
- 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? *Varied as different families of instruments play at different times during the piece of music.*
- The tempo: is it fast, slow or inbetween? *March and constant.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Varied as different families of instruments play at different times during the piece of music. But basically loud.*

What is the Style of this Music?

Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Classical march.*

How is the Song Put Together?

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

The structure of this piece of music is:

- Introduction
- Section A
- Section B
- Section A
- Section C
- Introduction
- Section A
- Section B
- Section A

Stop!

Step 4 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (Bhangra)

- **Listen and Appraise - Ho Gaya Sharabi by Panjabi MC:** 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 - Stop! (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)

- Warm-up Games (including vocal warm-ups) - Stop!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Stop!:** Rap
- Compose with the Song:**

Notes

3. Perform

- **Performance - Stop!:** Perform and share what has taken place in today's lesson. Rap 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.	

Stop!

Listen and Appraise Step 4

Ho Gaya Sharabi by Panjabi MC

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 'Stop!' 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.

Ho Gaya Sharabi by Panjabi MC

Information about the Song

Panjabi MC is the stage name of Rajinder Singh, a British Indian musician born in Coventry in 1969. He uses this stage name because the language he sings and raps in Punjabi (the language of an area called the Punjab in northern India and Pakistan).

Panjabi MC's music fuses the worlds of Bhangra (modern Indian music) and Hip Hop. This style of music can be heard in the film *Slumdog Millionaire*.

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 vocal.*
- The backing/accompaniment: how many instruments? Which ones? *Sitar, tabla, keyboards, drums (machine?), synthesiser and harmonium*
- Which instruments plays the solo? *Instrumental interludes played on the sitar.*
- Is there a hook? *Yes, played on the sitar.*
- 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? *Varied, thick and thin. (Sometimes instruments drop out and there is only a vocal).*
- The tempo: is it fast, slow or inbetween? *Medium, constant.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Basically the same throughout.*

What is the Style of this Music?

Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? Bhangra. Bhangra is high energy dance music originally fusing Western pop and Punjabi Folk music.

Stop!

Step 5 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (Tango)

- **Listen and Appraise - Libertango by Astor Piazzolla:** 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 - Stop! (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)

- Warm-up Games (including vocal warm-ups) - Stop!**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Stop!:**
- Compose with the Song:**

Notes

3. Perform

- **Performance - Stop!:** Perform and share what has taken place in today's lesson. Rap 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.	

Stop!

Listen and Appraise Step 5

Libertango by Astor Piazzolla

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 'Stop!' 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.

Libertango by Astor Piazzolla

Information about the Song

Astor Piazzolla (1921-1992) was born in Argentina but grew up in New York. As a child he listened to Jazz and Classical music, especially Bach; his music is a fusion of these two styles. He wrote the music for many Tangos – a Tango is a dance from South America. This piece is called Libertango – a combination of two words: liberty and Tango.

Many people have recorded Libertango: this version features a famous cello player called Yo-Yo Ma whose parents were Chinese

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.*
- The backing/accompaniment: how many instruments? Which ones? *Accordion, piano, drums, double bass, cello, violin and electric guitar.*
- Which instruments plays the solo? *The accordion and cello are prominent.*
- Is there a hook? *The opening theme recurs throughout.*
- 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 builds as more instruments join in.*
- The tempo: is it fast, slow or inbetween? *Tango has a constant/steady tempo.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Varied, but not a wide range of dynamics.*

Dramatic intensity in this style of music arises from a mix of:
march-like staccato (short and detached notes) phrases
smooth song-like passages
sudden changes in dynamics (loud and quiet)
use of glissandi (slides)

What is the Style of this Music?

Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Tango (Argentinian).*
Tango is a sensuous paired dance that originated in the 1880s in the slums and bars of Buenos Aires, Argentina. It is traditionally played by a sextet with two violins, piano, double bass and two bandoneons. A bandoneon is a large, square type of concertina with bellows played by pressing keys or buttons.

- *Tango has four beats in a bar.*
- *It has a characteristic syncopated ostinato (repeated) rhythm.*
- *Tango frequently uses accented notes.*
- *It often features nostalgic lyrics, lamenting cruel destiny and lost loves.*
- *Tango is intense with an often melancholic mood.*

New elements are introduced into the traditional tango in Tango Nuevo. Astor Piazzolla, a classically trained musician, incorporated classical and jazz influences and composed tango music that could be played in the concert hall.

The tango is a powerful dance, earthy and dramatic and is danced with a partner

in what could be described as stylised walking.

The walk has a 'stalking' nature with dramatic gestures. Steps are based heavily on improvisation, there are no set steps. Movements are sometimes slow and slithery, sometimes abrupt with quick foot flicks and head turns. Tango is danced anti-clockwise around the outside of the dance floor.

Ballroom tango is a competitive ballroom dance style.

How is the Song Put Together?

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

The structure of the song is:

- *A repeated instruments join in one by one.*
- *B Accordion Solo*
- *A*
- *Fade*

Stop!

Step 6 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (Brazilian Samba/Hip hop Fusion)

- **Listen and Appraise - Mas Que Nada performed by Sergio Mendes and The Black Eyed Peas:** 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 - Stop! (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)

- Warm-up Games (including vocal warm-ups) - Stop!**
- Flexible Games (an optional extension activity).**
- Learn to Sing the Song - Stop!:**
- Compose with the Song:**

Notes

3. Perform

- **Performance - Stop!:** 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.	

Stop!

Listen and Appraise Step 6

Mas Que Nada performed by Sérgio Mendes and the Black Eyed Peas

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 'Stop!' 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.

Mas Que Nada performed by Sérgio Mendes and the Black Eyed Peas

Information about the Song

Mas Que Nada was written by Jorge Ben and covered by Sergio Mendes. Sergio Mendes is a Brazilian musician (born 1941); he has released more than 35 albums. The style of his music is Bossa Nova heavily crossed with Jazz and Funk.

Mendes' Mas Que Nada was first performed in 1966; this version is the most recent (2006), and features the group The Black Eyed Peas; and therefore is fused with Hip Hop beats. Listen for the percussion instruments throughout the track – percussion is very important in Brazilian 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? *Backing vocals, male rapper. Male and female. Female head of chorus.*
- The backing/accompaniment: how many instruments? Which ones? *Piano, bass, drums, guitar and Latin percussion.*
- Which instruments plays the solo? *Piano?*
- Is there a hook? Yes “oooo - a e ya ay oh” etc.
- 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? *Busy lots of layers.*
- The tempo: is it fast, slow or inbetween? *Constant, fast 2/4 Latin.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Constant throughout.*

What is the Style of this Music?

Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Brazilian Samba/Hip hop Pop fusion.*

Samba is a form of music and dance that originated in Africa - probably Angola - and emerged as a distinct sound in urban neighborhoods around Rio de Janeiro in the late-19th century. Brazilians dance Samba as part of their massive CARNIVAL celebrations. The word “Samba,” comes from an Angolan language and means: “to pray.” It is a vibrant music and dance form with the fast-paced music of drums, whistles and a mixture of percussion instruments which accompany the dance.

How is the Song Put Together?

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

The structure of the song is:

- *Percussion Intro*
- *Chorus*
- *Verse*
- *Chorus*
- *Verse*
- *Chorus*
- *Verse*
- *Verse*
- *Interlude "Sergio play your piano"*
- *Piano solo*
- *Chorus*
- *Solo*
- *Short outro*