

Music

Year 8 Term 2 – Rap and Hip hop

Learning Objective		A.O.1 – Developing a rap performance using the key conventions and concepts of the genre	A.O.2 – Develop composition skills using music technology to create and refine backing tracks and recording vocal performances.
Learning Outcome		Task 1 – Develop song writing skills that are unfamiliar to themselves to perform a Rap/Hip hop song successfully as an ensemble.	Task 2 – Using the songs developed in task 1, students will develop composition and appraising skills by improvising and extending current works and reflecting on the success of these and others work.
Descriptor	Exceptional	<p>Make improvements to their own and others' work in the light of the chosen style and using the features of Rap Music</p> <p>They improvise and compose in different styles and genres, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas, and achieving different intended effects.</p> <p>They make subtle adjustments to fit their own part within a group performance.</p>	<p>When composing, students will use a range of effective techniques, some of which they will have picked up from their own experience of performance, and listening.</p> <p>During improvisation tasks, students will demonstrate an awareness of mood and intended effect.</p> <p>Students will lead ensembles and create convincing cover versions of songs we study, putting their own creative, personal stamp on each piece. Students will discuss and critique their own work in a musical manner and demonstrate a range of creative responses to musical starting points.</p>
	Good	<p>Select and make expressive use of tempo, dynamics, phrasing and timbre.</p> <p>They refine and improve their work ensuring they have a clear structure and an interesting use of 2 or more chords within their riff</p> <p>Create lyrics that rhyme and fit the structure of a rap song.</p> <p>They analyse and compare musical features.</p>	<p>When composing, students will attempt to use harmonic techniques and structures which have been explored throughout KS3.</p> <p>During improvisation tasks, students will use appropriate phrasing, either vocally or on an instrument, which may in turn be used in composition.</p> <p>Students will play an independent part on an instrument in an ensemble with increasing confidence and fluency. Students will be able to identify areas for improvement, using musical keywords. Students will be motivated and will engage in purposeful rehearsal techniques.</p> <p>They will show an emerging personal creative voice, which might not always be 'musically correct'.</p>
	Developing	<p>Improvise melodic and rhythmic material within given structures and compose music for different occasions using appropriate musical devices.</p> <p>Select a suitable tempo for their Rap and make adjustments to dynamics to make the music more interesting</p> <p>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p> <p>They can compose by developing ideas within musical structures.</p>	<p>When composing, students will use the harmonic and rhythmic devices suggested by the teacher.</p> <p>During improvisation tasks, students will use simple ideas effectively. It may well be repetitive.</p> <p>Students will play an instrument with enjoyment, and will perform when supported by the teacher.</p> <p>Students will be able to ask for help and feedback but may struggle to act upon this feedback.</p> <p>Students will use ideas, both as a composer and when giving feedback, modelled by the teacher rather than developing their own creative voice</p>

	Foundation	Recognise the features of Rap music and compare Rap songs with other types of songs Work as part of a group to produce a Rap that contains: <ul style="list-style-type: none">• A Verse and a Chorus Section• has Rhyming Words• has an Appropriate beat• uses at least 2 Chords Suggest improvements to my groups work	When composing will only use limited harmonic and rhythmic devises, suggested by the teacher During improvisation tasks, students will only use simple ideas with limited success Students will play an instrument with some enjoyment but mostly when supported by the teacher Students may find it difficult to give or use feedback to improve their performance.
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