**Grime Music**

**Year 9**



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| **Year 9** | **HT 1** | **What the Grime** |

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| ***Purpose of study:***Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual’s identity and positive interaction with music can develop pupils’ competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world. (QCA) |

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| **Aims:**To develop the Musical abilities of Priesthorpe pupils by providing them with a wide variety of musical experiences. • The history of Grime and it’s links • The process of composing a Grime piece • Using strategies to reflect on their and others’ work. • Consciously managing their own motivation and attitudes toward learning • Making adjustments to their work as a result of feedback. |

**About the Unit:**

***History***

Students should have some knowledge of Grime music and can give examples of Grime artists or songs. They may be aware of how Grime started and how it spread

***Planning and composition***

*At the end of the half term students should have created a Grime piece with all the nuances of Grime music used. There will be lyrics, a beat and a bass part and technology should be used to create it.*

**Key Questions for the Unit:**

***History***

* How did Grime start?
* What are the political factors that link to Grime
* In history has any other music genre followed a similar pattern?

***Assessment of Composition***

* How well does the project meet the success criteria?
* Can I identify areas of strength and areas for development in the work of others?
* Can I explain the process I undertook when creating my composition?

***Goal Setting and Planning***

* What does a plan look like?
* Can I identify short, medium and long-term goals in my planning?
* Am I able to work more independently than before?

***This Unit is expected to last 6-8 weeks (5 hours over 2 week).***

**Where the Unit Fits In:**

This unit builds upon and develops previous learning in year 8 on performance and composition including keyboard skills and use of technology for composition.

**Prior Learning:**

**It is helpful if students have:**

* an awareness of Grime and its roots
* an ability to use technology to develop composition
* an agreed set of success criteria for what makes a good composition

**and can:**

* make notes when listening
* use a range of strategies to develop work independently
* use a range of reflection strategies to identify strength and weakness in theirs and others’ work.

**Medium Term Plan:**

**Throughout this unit, take candid shots/video of students to be used in later lessons.**

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|  | **Big picture** | **I know I have got it when…..** | **Challenge Question** | **Lesson ideas** |
| Lesson 1 | How did Grime Happen? | I can create a series of questions that tests my knowledge of Grime music and its history | Can you think of another genre of music that follows a similar timeline? | Starter-listening to some GrimeMain-Grime line and composing a Grime beatPlenary-Peer asses/go back to questions and answer from start of lesson-how much can they remember, link to revision strategy. |
| Lesson 2 | The Power of Grime | I can create extended answers to describe music.I can demonstrate a Grime beat | Come up with a bassline without watching the video. | Starter-Power of threeMain-Working on beat, do some peer assessment of beats and develop so that they are not all the same.Plenary-Listen to works in progress and share with the class. |
| Lesson 3 | What makes a successful Grime piece? | Create a rubric of questions that could be used to assess yours and others work | Don’t use closed questions | Starter-Mind map different questions on the tablesMain-Documentary on Grime music <https://youtu.be/3_2AVogIb5c> (some swearing)Work on piecesPlenary-Discuss the documentary, what have you learnt that you didn’t know before? etc |
| Lesson 4 | Have you got your back? | You have a basic track to rap to | Create a melodic riff to go into your track | Starter-Musical lists (see c-operative and music book)Main-Working on piecesPlenary-identify those that need some extra support to complete their track. |
| Lessons 5-6 | I’m a poet, but I don’t know it  | Create a set of lyrics to use with your beat | Can you fit more syllables in than a simple rap? | Starter-Rhyming gameMain-Students working on lyrics-three verses neededPlenary-Read some works in progress, try using the vernacular. |
| Lessons 7-9 | Recording | Record your lyrics over your trackWork on a hook | Use FX to enhance your track | Starter-Keyword gameMain-Demonstrate how to record and students to work on this or creating their hookPlenary-Look at the effects of EQ etc.Individualised feedback given throughout this process |
| Lessons 10-11 | Evaluating | Create a set of evaluation questions and apply when listening to others work | Create an extended piece of writing that encompasses the selected questions. | Starter-JME FOOD-rap togetherMain-Look at the evaluation sheet and the tic tac toe assessmentAssess each other and self-assesPlenary-What processes have you used in this body of work? |
| Lessons 12-13 | Documentary | You can create a video that demonstrates and explains the process you went through to create your track | Challenge-Direct a group | Starter-What makes a good documentaryMain-Working in small groups assign each a task.Using IMovie and video/pics taken during the process plus any others create a short film that explains what you have done in the topic. Include an evaluation of the finished piece.Plenary-How do you know if you’ve been successful? |

**Developing RWCM:**

***Reading:***

*Students will read a range of material on Grime music and will be tested on the spelling and meaning of the following key words:*

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| ***Support*** | ***Core*** | ***Challenge*** |
| *Hook* | *Structure* | *Developed* |
| *Bass* | *Timbre* | *Idiomatic* |
| *Beat* | *Instrumental* | *Process* |
| *Verse* | *Synthesized* | *Application* |
| *Chorus* | *Technique* | *Creative* |

***Writing:***

*Pupils will be expected to summarise class discussions, using Thinking Maps as a basis for their note taking and with scaffolded support where necessary. The TOWER model should be used as a structure for this process:*

*T- talk for learning*

*O- Organise thoughts using a Thinking Map*

*W- write their 1st Draft in answer to the Key and/or Challenge Question*

*E- evaluate (Self/Peer or Teacher formative Feedback)*

*R- Redraft/Rewrite*

***Communication:***

*To facilitate the ‘Talk’ element of this model a range of Active/Cooperative learning strategies should be employed. For more information on how to facilitate these please access the Active Learning section of the Teaching and Learning folder on Staff shared area.*

***Mathematics:***

*During this unit pupils could be given opportunities to use their numeracy skills when they:*

* *Length of piece*
* *Timing of pieces, BPM, lyric writing*

**Home Learning Tasks:**

Suggested activities could include:

* Creating their own music through the online studio
* Developing music theory

**Teaching Resources**

A wide range of differentiated teaching resources and materials are available electronically on the staff shared area. These include:

* Booklets
* On-line studio

**Embedding Thinking Skills:**

Independent learning depends upon being an effective thinker. Students can be supported in becoming an effective thinker by using a range of thinking maps as a planning, presentation and revision tool.

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| Type of Thinking Map | Purpose |
| Defining Map | Lesson 1-What is Grime |
| Describing Map | Lesson 2-describing Grime Music |
| Comparing Map | All lessons listening to different Grime pieces and/or other similar genres. |
| Sequencing Map | Lesson 1-time-line |
| Cause and Effect Map | Lesson 3 open/closed questions |
| Classifying Map | Lesson 10-evaluating |
| Analysing Map | Lesson 12-Documentary |
| Analogy Map | Lesson 7-lyric writing. |

**Assessment-See Music 1-9 assessment table**