

Lesson 3: Music & Dance

The Arts Curriculum links

Music

- Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns ([ACAMUM084](#))
- Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community ([ACAMUM085](#))
- Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume ([ACAMUM086](#))
- Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR087](#))

Dance

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices ([ACADAM005](#))
- Practise technical skills safely in fundamental movements ([ACADAM006](#))
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories ([ACADAM007](#))

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network
- **Explain** why they need to do those things.
- **Teach** others how to stay safe near trains and tracks

3.0 Whole class learning session (15mins)

Preparation/resources: Suitable commercially recorded rap music; facility to play music; whiteboard or electronic whiteboard.

Develop a learning intention and success criteria for listening to and talking about a range of music to identify the musical elements and how they are used

Introduce the musical form of rap - spoken poetry performed in time to a beat. Rap music introduces musical elements through rhythm, instrumentals and vocals. It often talks about emotions and presents messages about social and political themes.

Ask students what they know or have just heard about rap songs.

Listen to several examples of rap music.

Caution: Some rap music glorified casual sex, drugs, or violence. Some rap denigrates women or features sexually explicit language that is inappropriate for schools. Check any rap music you intend to share with students before you decide to use rap in the lesson.

Suitable rap songs may include:

- 'Whoomp There It Is' by Tag Team (non-explicit version)
- 'The Cool' by Lupe Fiasco
- 'Kick Push' by Lupe Fiasco
- 'Television The Drug Of The Nation' by The Disposable Heroes Of Hiphoprisy
- 'First in Flight' by Blackalicious by or 'Just A Friend' by Biz Markie.

Identify the musical elements (beat, rhythm, pitch, tempo, tone colour or timbre, dynamics) commonly associated with rap music. **Ensure** that the following information is included on the list:

- Raps are spoken not sung
- Music supports the rap
- Percussion is a feature
- Rhyme is used in couplet form – lines 1 and 2 rhyme, lines 3 and 4 rhyme etc.
- There is a key message
- There is often a repeating refrain

Demonstrate a method for brainstorming rhyming words using common onsets.

For example:

- **Use** an important word for a rap and list any new words created by using the onsets (e.g. way - play, day, may, stay). The rhyming words in the list may trigger ideas for the rap.
- **Use** examples from the TrackSAFE actions covered in the English lessons e.g. track – back, whack, shack, lack, jack etc.

Ask students to:

Make up a couplet that includes 'track' and one of these rhymes.

Reflect on how well students have listened to and talked about a range of rap music to identify the musical elements and how they are used.

Extension: Research YouTube for student created raps about road or rail safety. Describe the message in the raps. Explain why you think this is the message. What do the student raps make you wonder?

Activity

The following activity is designed as a whole class activity.

Activity 3.1 Rap and rhythm (25mins)

Preparation/Resources: printed copies of Resource 1; a variety of percussion instruments.

Develop a learning intention and success criteria for **creating** simple compositions by selecting, sourcing and organising and recording rap music ideas.

Ask students to work in groups to:

- **Write** the lyrics to a rap with a message about safety near train tracks.
- **Read** the rap to another group and seek feedback (using Resource 1) and new ideas.
Reflect on the feedback and new ideas to improve the lyrics.
- **Rewrite** the lyrics in response to the feedback.
- **Reflect** on how well your rap lyrics meet the success criteria for organising rap music ideas.

Develop a learning intention and success criteria for **performing** simple compositions by selecting, sourcing and organising and recording rap music ideas.

Ask groups to:

- **Use** a variety of percussion instruments, body percussion and voice to further develop and perform the rap in front of an audience in their local community.
- **Reflect** on how well the rap lyrics meet the success criteria for performing rap music ideas.

Develop a learning intention and success criteria for investigating, improvising and structure movement ideas for short dance using the elements of dance and simple choreographic devices.

Ask groups to:

- **Choreograph** a sequence of dance movements to be used in a performance version of your rap.
 - **Perform** the dance movements in front of another group of students.
 - **Respond** to the feedback on the performance by revising and revisiting the dance.
 - **Create** an oral introduction to be spoken aloud before the performance. The introduction should inform the audience about the TrackSAFE action and why it is important to follow the safety message in the rap.
 - **Reflect** on how well your dance movements meet the success criteria for investigating, improvising and structuring movement ideas.
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Activity 3.2 Whole class sharing (20mins)

Preparation/Resources: Digital camera

Students perform the final polished version of their raps and dance for the class. Students can provide feedback to each other about the rap in terms of the criteria developed earlier in the lesson and about the clarity of safety message. Invite another teacher or class in to listen and watch performances.

Consider the opportunities to perform some of the raps for other classes or at assembly. These could also be recorded for the school website or saved on USB stick for students to play at home for their families. Upload to the [feedback and giveaways](#) page of the TrackSAFE Education website.