Sing Up Music – Year 5 – 6: Rap foundations

Pieces: *Study hard* by Ria Thomas, *Work in the booth* by Tate Boyce, *Rule of 4* by Tate Boyce, *Energy* by Toni Olabanji, *One time* by Toni Olabanji, Ria Thomas, and Tate Boyce.

About the unit: Rap foundations is a 6-lesson introduction to the art of rap for Upper KS2. Across the unit activities, children explore rhyme, flow, structure, expression, collaboration, and performance – the fundamentals of rap music. They will develop confidence in their own voice whilst building core musical skills: rhythm, timing, ensemble awareness, and lyrical creativity. The final showcase lesson gives space for reflection and performance, celebrating progress and empowering young people to see rap as both an art form and a tool for self-expression.

The pieces in this unit can be used for all of the following:

- Writing rap lyrics solo and/or in a group.
- Developing rap techniques.
- Group performance.
- Inspiring discussions around UK rap music.

Musical focus: Perfect, imperfect, and internal rhyming, writing 'bars', flow, expression, and energy in performing rap, cyphers, collaboration in performance.

Musical learning:

- Recognise and evaluate rhyme, rhythm, and flow in rap examples, identifying how artists use structure and expression.
- Create original rap lyrics using rhyme schemes and rhythmic patterns, experimenting with flow, imagery, and collaboration.
- Deliver short rap performances with clarity, confidence, and expression, demonstrating timing, stage presence, and collaborative performance.

National Curriculum for Music KS2 coverage:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.	☑
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	☑
Listen with attention to detail and recall sounds with increasing aural memory.	☑
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.	☑

Model Music Curriculum YEAR 5 coverage:

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.	☑

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	☑
Listen to recorded performances.	☑
Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.	☑