

# 4th Grade - Unit 10 (The Rap Project)

Content Area: **Music**  
Course(s): **Music 4**  
Time Period: **Generic Time Period**  
Length: **3 Lessons**  
Status: **Published**

## Established Goals/Standards

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MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr2	Organizing and developing ideas.
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Cr3	Refining and completing products.
MU.3-5.1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
MU.3-5.1.3A.5.Pr	Performing
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Re	Responding
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Essential Questions

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- How do musicians generate creative ideas?
- How does understanding the structure and context of musical works inform a response?
- How does understanding the structure and context of musical works inform performance?

## Enduring Understanding

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- Compose, write and perform a simple rap as a small group.
- Experience composing a backing track and creating lyrics.
- Recall the musical elements needed to compose, write, and perform a simple rap as a small group.

## Purpose

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- The purpose of this lesson is to help students compose, write, and perform a simple rap.
- The purpose of this lesson is to help students recall the musical elements needed to compose, write, and perform a simple rap as a small group.
- The purpose of this lesson is to introduce the process of creating backing tracks and lyrics.

## Key Student Objectives

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- Create a backing track in QGrooves.
- Decide on the theme and form for the rap project.
- Describe the compositional elements of rap.
- Describe theme and variations.
- Fit the phrasing and rhythm of the lyrics to the backing track.
- Review and recognize AB and ABA forms.