

Radical Rhymes**Trend Task**

Approach: Team

Level: Year 4 and year 8

Focus: Composing and performing a rap to fit with a rhyme.

Resources: A3 chart containing rhyme.

Question/instructions:

Here is a “rap” rhyme.

Let’s read it through together, so we know what it says.

Radical Rhymes

Once upon a time, a long time ago

A boy and a girl whose name we know

Went up the town in their old jim jams

To wave and shout at their screaming fans.

Read students the chart.

Now I want your team to practise reading the rap as a team, without any help from me.

I want you to practise reading it together so that it has a very strong beat.

Do that now.

Teacher withdraws, allowing students up to 2 minutes to practise.

You’ve practised reading the Rap with a strong beat. Let me hear you saying it. Do it twice.

Students say the rap with a strong beat.

This time, I want you to read it again with a strong beat so that it sounds like fun. You can also give it extra expression by using body movements.

Practise doing that now.

Teacher withdraws, allowing students up to 2 minutes to practise.

Now let me hear you saying the rap the way you’ve been practising.

Students say the rap.

Now I want each of you to read parts of the rap on your own. I will tell each of you the colour lines that you will read.

Allocate lines to students according to colour codes.

Now practise as a team reading the rap — but each of you will only read the lines I have given you. Try to make it flow — so that it has a good rhythm and beat from the start to the finish.

Practise doing that now, and remember that you can use body movements.

		% responses		% responses	
		2000 ('96)	2000 ('96)	2000 ('96)	2000 ('96)
		year 4	year 8	year 4	year 8
<p>Teacher withdraws, allow students up to a couple of minutes to practise.</p> <p>Now perform your rap to me, doing it two times, each person saying their part.</p> <p>Students read the rap in parts.</p> <p>Now I want your team to sing the rhyme. You will need to work out a melody that sounds good.</p> <p>Practise doing it a few times, then I'll ask you to do one really good performance.</p> <p>Allow a couple of minutes for practice. Teacher withdraws.</p> <p>Now I would like you to sing your rhyme to me. You can do it a couple of times.</p>					
TEAM PERFORMANCE				INDIVIDUAL PERFORMANCE	
Delivery	<i>confidence, coherence, unity</i>				
	strong	33 (20)	34 (28)	Beat & rhythm	strong 38 (41) 49 (51)
	moderate	53 (55)	50 (51)		moderate 43 (34) 40 (36)
	weak	14 (15)	16 (21)		weak 19 (25) 11 (13)
Suitability of tune	strong	9 (4)	21 (24)	Expressiveness	strong 18 (13) 29 (23)
	moderate	26 (15)	37 (28)		moderate 53 (44) 41 (40)
	weak	65 (81)	42 (48)		weak 29 (43) 30 (37)
Expressiveness	strong	11 (11)	11 (21)		
	moderate	49 (33)	47 (24)		
	weak	40 (56)	42 (55)		

Commentary:

Differences between year 4 and year 8 students and teams were small, with the exception of the “suitability of tune” criterion. Compared to 1996, the 2000 students and teams gained similar percentages of “strong” ratings but fewer “weak” ratings.