

You Can't Stop the Beat

Stage 4

Topic: Theatre Music

Concept: Duration

Focus: This UoW uses the song *You Can't Stop the Beat* from the musical *Hairspray* to teach specific syncopated rhythm patterns in order to produce an accurate musical performance of the same work, gaining further understanding of rhythm and rhythmic style. Students listen and make observations about Duration, compose using loops of the specific rhythm patterns, and practise/perform an instrumental part that either consists of, or plays along with, the rhythm patterns studied. Most of the activities are online, so students need to have access to the internet.

The lesson schedule below can be altered to student understanding and independently, students can pace themselves and/or follow up on online work at home.

This Unit of Work could be extended to cover musicology activities around the role of music in musical theatre. Further songs from *Hairspray* could be studied as part of this.

Prior Knowledge: Students have a **basic** understanding of rhythmic notation, time names, Garageband, guitar and/or keyboard.

Resources: Garageband or Soundation, SoundCloud

Website: <http://www.rachelhocking.com.au/ycstb.html>



Stage 4 Unit of Work: *You Can't Stop the Beat*

R.Hocking

Lesson	Integrated Learning Experiences, Instruction and Assessment	P	C	L	Outcomes	Evidence of Learning/Feedback	Resources
1	<p>Learn about: Duration, specific rhythm patterns, syncopation, playing keyboard/guitar.</p> <p>Core: Introduction to the song <i>You Can't Stop the Beat</i> and the musical <i>Hairspray</i>. Listen to the song via the YouTube performance. Facilitate a class discussion about Duration in relation to this song to give an idea of student level. Explain the PCL tasks and direct students to website. Look at the Listening page together and lead 'echo' patterns of some of the main rhythms (see rhythm sheet attached to this program) from the song as a class.</p> <p>Remediation Answer closed and simple open questions in class discussion e.g. 'Did you like this piece?' 'Which instruments were playing?'. Clap beat as an accompaniment when other students are clapping rhythm.</p> <p>Extension Answer open questions in class discussion e.g. 'What were some interesting musical features you could hear?' 'How would you describe this music?'. Patsch beat and rhythm at the same time (one pattern each hand).</p>	x		x	<p>Outcomes: 4.1, 4.7, 4.8</p> <p>Students learn to</p> <ul style="list-style-type: none"> - perform music through playing and moving to <i>You Can't Stop the Beat</i> - perform musical compositions in groups - recognise the use of Duration in <i>You Can't Stop the Beat</i> - recognise patterns, syncopation, importance of the beat 	<ul style="list-style-type: none"> • Check prior knowledge via questions/revision of time names and quick discussion re Garageband. • Listen to student answers in the class discussion. • Listen to class echo clapping rhythmic patterns and observe student ability. 	<ul style="list-style-type: none"> • IWB, speakers • YouTube <i>You Can't Stop the Beat</i> or DVD <i>Hairspray</i> • Copies of Mixed-Bag ensemble arrangement of <i>You Can't Stop the Beat</i> • Student access to internet (eg laptops/computers, wifi)

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<p>2</p>	<p>Learn about: Writing aural responses about Duration in <i>You Can't Stop the Beat</i>.</p> <p>Core: Complete the 'Listening' UoW website page. This includes questions about Duration in the piece of music. Ask students to learn/revise rhythmic patterns in the first activity on the page (these are the same as those clapped last week). Direct students to watch the video, answer the questions on the online form and submit. Following on from this, ask students to start on the performance UoW website page.</p> <p>Remediation Complete the multiple choice questions and one of the responses. Begin to look at the keyboard video 1 or guitar parts video 2 from the performance UoW website page.</p> <p>Extension Finish all the aural responses and also try the Duration definitions quiz (right column on the UoW page). Begin to work on UoW performance website page - choose a part dependent on which instrument the student may be trained in - otherwise, start on the guitar parts in videos 2 and 3.</p>	<p>x</p>	<p>x</p>	<p>Outcomes: 4.1, 4.2, 4.3, 4.7, 4.8</p> <p>Students learn to:</p> <ul style="list-style-type: none"> - perform music through playing along to <i>You Can't Stop the Beat</i> - recognise the use of Duration, and identify, understand, describe how these are used and manipulated in the chosen piece - listen to, aurally explore, analyse, respond to and discuss a music theatre piece 	<ul style="list-style-type: none"> • Read student aural responses as submitted via online form. • Extension: check student results of Duration definitions quiz 	<ul style="list-style-type: none"> • Student access to laptops/computers/ internet wifi • Headphones for online listening • Keyboards/guitars, plus headphones where possible • Copies of individual instrumental parts - can be downloaded, displayed via ipad or printed
<p>3</p>	<p>Learn about: Composing a piece of music using Garageband, based on loops of patterns with different rhythmic features from <i>You Can't Stop the Beat</i>.</p> <p>Core: Direct students through the process of downloading loops from the website to their individual computers, and through the process of importing these into Garageband. Demonstrate/ remind students how to create a composition using loops. Use the rest of the lesson time for students composition. Monitor this. Ask students to upload their composition to SoundCloud and provide online peer feedback of each others compositions after listening to these.</p> <p>Remediation Compose 16 bars of music using Garageband, with a small set of loops. Can continue activity in next lesson.</p> <p>Extension Use the Garageband composition as a basis for an improvisation in G mixolydian or G blues. Use the composition as a backing track for the live-played improvisation.</p>	<p>x</p>	<p>x</p>	<p>Outcomes: 4.4, 4.6</p> <p>Students learn to:</p> <ul style="list-style-type: none"> - individually organise musical ideas from <i>You Can't Stop the Beat</i> into a simple composition - explore Garageband as a method of recording their own musical idea - critically listen to and respond to a peer's composition - use online networks to share their compositions - Extension - improvise on G mixolydian 	<ul style="list-style-type: none"> • Listen to student compositions at various stages of development • Observe and assist student ability to use Garageband • Observe student interaction, ability to critique a composition, and willingness to participate in an online environment 	<ul style="list-style-type: none"> • Student access to laptops/individual computers with Garageband • Student access to internet for downloading loop files • Students own instruments where needed (extension)

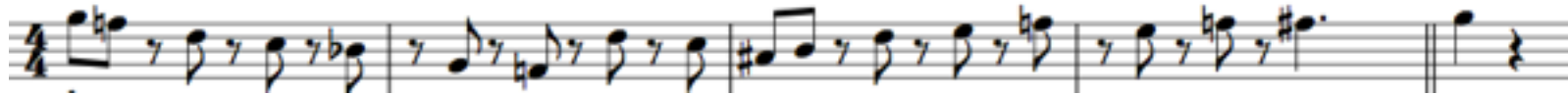
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Lesson	Integrated Learning Experiences, Instruction and Assessment	P	C	L	Outcomes	Evidence of Learning/ Feedback	Resources
4	<p>Learn about: Practising for a performance, self-critiquing and monitoring for success</p> <p>Core: Practise a part from the arrangement of <i>You Can't Stop the Beat</i>. Assign parts according to student competencies - there are parts for transposing instruments, bass guitar, classroom percussion, keyboard and/or acoustic guitar chords. For body percussion, have students practise and play in small groups. Monitor student progress. Aim to be able to play at least the verse and bridge by end of lesson. Where needed, refer back to studied rhythm patterns. Work on guitars/keyboards in groups.</p> <p>Remediation Finish composition activity from last lesson. Start working on keyboard chords and use the online video to help. Leave out the introduction and play out.</p> <p>Extension Students who learn an instrument outside of school can choose a suitable part from the arrangement for themselves. Use these students also to help teach parts to peers.</p>	x		x	<p>Outcomes: 4.1, 4.2, 4.3</p> <p>Students learn to:</p> <ul style="list-style-type: none"> - practise music through singing, playing and moving to <i>You Can't Stop the Beat</i> - regulate practise progress - listen to own playing - recognise how Duration and specific rhythm patterns are used in <i>You Can't Stop the Beat</i> - read music notation - guitar chords, standard notation 	<ul style="list-style-type: none"> • Monitor and listen to student progress • Observe student interaction with peers and with online videos 	<ul style="list-style-type: none"> • Laptops/ computers, access to internet/wifi • Headphones for listening to online videos and instruments where suitable • Guitars, keyboards, mics, other required instruments • Access to the written score, either downloaded onto iPad or printed out • Space for practising

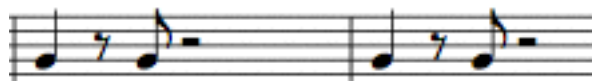
<h1>5</h1>	<p>Learn about: Accurate performance including strict rhythm/tempo</p> <p>Core: Perform and record a part from the arrangement of <i>You Can't Stop the Beat</i>. If there is time, perform the arrangement as a class. Assign parts according to what the students have been practising and/or their competencies.</p> <p>Remediation Perform the verse of <i>You Can't Stop the Beat</i> Section A to B (bars 9 to 20) using a simple part such as the Keyboard part.</p> <p>Extension Perform the arrangement of <i>You Can't Stop the Beat</i> to the 'original cast' backing track as found on the UoW website.</p>	x	x	<p>Outcomes: 4.1, 4.2, 4.3</p> <p>Students learn to:</p> <ul style="list-style-type: none"> - perform <i>You Can't Stop the Beat</i> through singing, playing and moving - perform an arrangement in a group and/or individually - perform with recognition and working knowledge of Duration - record and share their performance 	<ul style="list-style-type: none"> • Students use iPhone or equivalent to record themselves playing their part and upload it to the UoW website for feedback. Listen to these performances, assess, and give individual written feedback/mark. 	<ul style="list-style-type: none"> • Students bring own instruments as needed • Guitars • Keyboards • Drumkit • Tuned percussion (eg xylophones) • Untuned percussion (eg djembes) • Mics • Recording devices • Laptops/computers/wifi
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You Can't Stop the Beat rhythm patterns:

1. Introduction patterns - all instruments



2. Introduction pattern - guitar




3. Introduction pattern - bass guitar



4. Bridge - brass stabs



5. Bridge - vocal line




The musical notation for the bridge vocal line is on a single staff. It begins with a treble clef and a 7/8 time signature. The melody consists of eighth and quarter notes. Above the staff, the chord 'Em' is written above the first measure, and the chord 'C' is written above the fifth measure. The lyrics are: 'Cause the world keeps spin-ning 'round and 'round.

6. Bass line - climax into chorus



The musical notation for the bass line is on a single staff. It consists of a continuous eighth-note pattern across two measures, with a double bar line at the end of the second measure.

7. Chorus - vocal line and most instruments



The musical notation for the chorus vocal line is on a single staff. It consists of five quarter notes. The lyrics are: you can't stop the beat.