

It's a Wrap!

Year 5 – English; The Arts – Music

Year 6 – English; The Arts – Music



(English; Yr 5, ACELT1611)

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

(English; Yr 5, ACELY1704)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

(English; Yr 6, ACELT1617)

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

(English; Yr 6, ACELT1618)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

It's a Wrap!

Poems and rhythms from recipes

Rapping rhythms, repeating rhymes and snappy sounds – recipes have repetitive sentence structures that can be turned into kitchen beats! This is an English lesson but can easily be extended into a music lesson at the end, or in a second session.

Equipment:

Percussive instruments such as small drums, sticks or spoons to clack

Duration:

30–45 minutes

Location:

The classroom or outside

Notes:

Sounds and Songs

👁 Watch **The One with the Nightshades**



- Listen to some spoken word poetry together, such as: Poetry Slam – Marshall David Jones 'Touchscreen': <https://youtu.be/GAx845QaOck>
- ? Discuss the poetry you have just heard. How does the poet use repetitive language, rhythm, rhyme and pace?
- ? Did you notice a spoken word sequence in the Nightshades song (clue: it's right at the start!)?
- ? Ask: could we take elements from a recipe or a food show, such as words and clichés, and turn them into a beat poem or rap?

✍ Rappin' a Recipe

- Select a recipe to discuss with the class.
- Talk about the recipe together, keeping an ear out for words that could be used in a rhyme or a rap.
- To get started, you might ask students to underline or highlight all the verbs or adjectives.
- List the verbs or adjectives on the board.
- Now go through the recipe and ask students to circle any nouns, for example 'egg' or 'pear'.
- Put these on the board and brainstorm rhyming words such as 'leg' and 'bear'.
- Model how to use a couple of these matching words to make up a line. It can be nonsense! 'An egg on my leg.' 'Give the pear to the bear.'
- Start playing with stringing semi-nonsense phrases together to make a short poem. Once you've got about four lines, you can repeat it to make a rhythm.
- Provide rhythm-making instruments such as small drums or clapping sticks and let the students explore wordbeat rhythms.

🎵 Put on a Show

Practise and film the students' favourite rhyme and raps – or hold a poetry reading, perhaps over lunch, so they can 'Eat to the Beat!'

Resource

- ◇ Teaching Slam Poetry – Scholastic: <https://www.scholastic.com/teachers/unit-plans/teaching-content/teaching-slam-poetry>

