



MOOCH THE MAGNIFICENT RAP

Grade: 5-6

Objectives:

Students will create an original rap based on a written synopsis

Students will notate their composition and perform it on non-pitched percussion instruments

Students will compose accompaniments in the form of ostinato and will perform the completed composition as a class.

Indiana Music Standards

5.2.3 Play instruments independently or in a group to accompany singing.

5.4.1 Plan and perform rhythmic speech compositions with text based on themes such as names, states, or famous people. Include performance indicators such as tempo and dynamics.

5.4.2 Plan and arrange accompaniments to given melodies within teacher guidelines.

5.5.2 Identify and notate rhythms and melodies from aural examples.

6.2.5 Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics, independently or in ensembles.

6.4.1 Plan and perform a rhythmic speech composition with text based on themes such as teams, cars, or places. Include performance indicators such as tempo, dynamics, and changes in vocal timbre.

6.5.2 Identify and notate rhythms and melodies from aural examples.

Resources and Materials: “Mooch the Magnificent” synopsis, pencils and paper
Non-pitched percussion instruments (woods, skins, metals, novelty instruments)

Activity:

Introduction

Ask students to talk about what a “rap” is. Who are some of their favorite rappers? Are words sung or spoken in a rap? What are some of the distinctive qualities of rap in regards to rhythm, rhyming, and word choice?

Procedure

- 1. Introducing the Plot:** Pass out pencils and paper and ask students to listen carefully as you read the synopsis for “Mooch the Magnificent.” As they listen, encourage them to write down any words or thoughts that catch their attention.
- 2. Word Bank:** Tell students that, as a group, they will be creating their own synopsis of the opera in the form of a rap. Create a word bank on the board drawing from the students’ word lists.
- 3. Creating Topic Sentences:** Using the word bank, create some topic sentences that outline the plot of the opera.
 - Example
 - Mr. Spinks runs a zoo full of robot animals, including a lion and a unicorn
 - Mooch comes to help him fix the robots

- Mooch makes the robots more and more like animals
 - The animals want to go outside where they can be wild but Mr. Spinks doesn't like that idea because he thinks the outside is dangerous
 - Mooch convinces Mr. Spinks to come with her and the animals out into the wilds.
4. **Finding Rhymes:** Then, still using the word bank, identify rhyming words or create new rhyming words that are applicable to the story (Ex. wild/child, zoo/do, dome/home)
 5. **Creating a Rap:** Allow students to come up with their own rap in groups or as a class. Guide them by providing a prompt or an idea for the first line. The completed rap might look something like this

Mr. Spinks has animals, made of gears and springs
 Mooch comes to help him out with all the broken things
 The animals get wilder and want to go outside, but
 Mr. Spinks is too scared and wants to run and hide
 Mooch helps Mr. Spinks see that outside of the dome
 They'll run and play in fields and streams and find a brand new home

6. **Adding an Ostinato:** For an extra challenge, add a student-created spoken ostinato. Half of the class can recite the rap while the other half repeats the ostinato
7. **Instrument extension:** The rap and accompaniments can be notated and transferred to non-pitched percussion instruments. Students may wish to create a bordun to accompany the poem. Using classroom instruments, arrange and perform the piece with voices, instruments, or both!
8. **Closure:** Compare and contrast the class rap with another example of rap music.



To add a technology element to this lesson, record your compositions with a digital recorder to create an MP3 file. Click the starburst to be redirected to the ROK website where you can email your class compositions. Check back to the "Submit Your Creations" page often and you may hear your composition on the website!