

## Lunch box rap

**1. Here are the words used in *Lunch box rap*:**

Banana  
Coconut  
Passionfruit  
Mango  
Lunch box rap

**2. Describing the sounds:**

Which fruit starts with a repeated consonant?

Which fruit has a long sound?

The words *Lunch box rap* are sung instead of spoken.  
How many different pitches are there in *Lunch box rap*?

Name the fruit that is introduced using nonsense syllables.

The word *mango* has two syllables: *man - go*.  
Which syllable is chanted twice before we hear the whole word?

**3. Devise a symbol to graphically represent the following words in *Lunch box rap*:  
passionfruit, lunch box rap and mango. Write the word underneath it's symbol.**

4. Select one fruit and listen carefully to the way the singer changes it during the piece.

The word I listened to is:

Make a list of some of the ways it changes. Listen to see if it gets faster, is broken into smaller bits, is stretched into a longer sound, gets louder or softer. You may even notice some other ways it changes.

Some of the changes I heard are:

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- 
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- 
- 



**MUS3.4** Identifies the use of musical concepts and symbols in a range of musical styles.

- Discriminates between the five vocal patterns by describing characteristics of the rhythm, pitch and tone colour.

**MUS3.3** Notates and discusses own work and the work of others.

- Devises symbols to graphically represent sounds.

This work sample indicates that the student is working at the following stage of development:

	<b>Working towards</b>	<b>Achieving</b>	<b>Working beyond</b>
<b>MUS3.4</b>			
<b>MUS3.3</b>			