

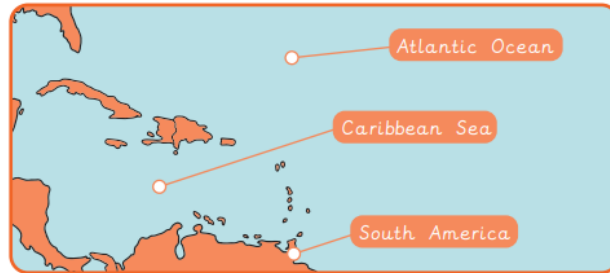
## Music- Instrumental Unit 2 (Caribbean)

### Y3 summer 1

#### National Curriculum subject content:

Pupils should be taught:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music
- use and understand staff and other musical notations



Note name	Symbol	Number of beats	Visual representation	
Quaver		half	1/2	
Crotchet		one	1	
Minim		two	2	
Semibreve		four	4	

#### Key Vocabulary:

Calypso	Music originally from Trinidad in the Caribbean, often thought of as carnival music with catchy, syncopated rhythms
Griot	The leader of kaiso song.
Kaiso	Music that tells stories, brought to Trinidad by West African slaves.
Harmony	Two or more notes that sound good when played at the same time.  F G E D C C
Pentatonic scale	A scale with five pitches.
Steel pan	Percussion instruments made out of an oil drum divided into sections to give different notes.
Syncopation	When the music moves 'off the beat'.  what's the sto— ry?
Time signature	 Calypso music usually has four beats in each bar.

#### Sequence of Learning:

##### Objectives (key knowledge):

Lesson 1 To understand the main features of Calypso music	Lesson 2 To improvise a vocal part in the style of a Calypso	Lesson 3 To understand how and why percussion instruments can be used in Calypso music	Lesson 4 To recognise and perform quavers from staff notation	Lesson 5 To improvise in a Calypso style using a pentatonic scale
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