



| Prior Learning | |
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| This unit will build on the knowledge and skills learned in KS1 Prior learning will be knowledge of different styles of music and staff notation including the names of notes and their length as well as different percussion instruments and how to play them. | |
| Key vocabulary for this unit | |
| Calypso Quavers Percussion Griot Kaiso | Pentatonic scale Steel pans Syncopation Harmony |
| Learning Sequence | |
| What is Calypso? | • To understand the main features of Calypso music |
| What's The Story? | • To improvise a vocal part in the style of a Calypso |
| Instrumental Calypso | • To understand how and why percussion instruments can be used in Caribbean music |
| Calypso quavers | • To recognise and perform quavers from staff notation |
| Pentatonic Calypso | • To improvise in a Calypso style using a pentatonic scale |
| Assessment milestones | |
| <p>Working Musically:</p> <ul style="list-style-type: none"> • Create a pentatonic improvisation using mainly one beat notes. • Sing a song accurately and perform their news headlines correctly in the appropriate gap. • To recognise pairs of quavers on a musical score and play these in context. | <p>Music Knowledge:</p> <ul style="list-style-type: none"> • To name some features of Calypso music. • To explain in simple terms why percussion instruments were important in Trinidad. |

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| Prior Learning | |
| <p>This unit will build on the knowledge and skills learned in KS1 particularly playing their part in a composition confidently and working together as a group to perform a piece of music.</p> <p>Prior learning will be knowledge of dynamics, pitch and rhythm as well as being able to discuss the features of different genres, styles and traditions of music using musical vocabulary.</p> | |
| Key vocabulary for this unit | |
| Call and response Jazz Ragtime Scat Singing Swung quaver | Dixieland Motif Straight quaver Syncopation |
| Learning Sequence | |
| Ragtime | <ul style="list-style-type: none"> To sing and clap a syncopated rhythm for a ragtime style song |
| Dixieland | <ul style="list-style-type: none"> To improvise a call and response |
| Scat Singing | <ul style="list-style-type: none"> To be able to scat sing using the call and response format |
| Jazz motifs | <ul style="list-style-type: none"> To create a jazz motif |
| Swung Rhythms | <ul style="list-style-type: none"> To create a jazz motif |
| Assessment milestones | |
| <p>Working Musically:</p> <ul style="list-style-type: none"> To use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. To perform from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology. | <p>Music Knowledge:</p> <ul style="list-style-type: none"> To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing |