

Music Year 6 - Autumn

Calypso Sparkle- Learn to play Calypso bass line, chords, melody, melodic ostinato, rhythmic improvisations Create and perform our own version of Calypso Sparkles



1	2	3	4	5	6	7	8
ca	lyp	so	ca	lyp	so	rhy	thm
1	2	3	4	5	6	7	8
slow	→	and	la	→	zv	rhy	thm
1	2	3	4	5	6	7	8
ca	→	→	lyp	→	→	so	→
1	2	3	4	5	6	7	8
ca	lyp	so	la	→	zv	rhy	thm

Key Vocabulary

metre	A regular pattern of beats indicated by a time signature.
syncopated	This is when a beat is emphasised when it normally wouldn't be or there could be a rest (pause) where there should be a note. Syncopation can be as simple as a person clapping on beats 2 and 4 of a piece of music, instead of beats 1 and 3.
rhythm	Patterns of long and short sounds used in music. In songs, these can be based on the syllables in the lyrics.
accompaniment	Music that goes with something else (normally in the background).
chord	A group of notes played together to create a musical effect. Some chords can sound harmonious but some can clash.
harmony	A musical effect created by playing or singing two or more notes simultaneously.



Dimensions

Pitch, Texture

What key knowledge will I have by the end of this unit?

I can recognise a C major scale understand how it influences music.

I know what syncopation is.

I know what a chord is and how it related to a scale.

What key skills will I have by the end of this unit?

Listening and responding

- I can listen to Calypso and appraise it.

Composing

- I can create my own version of Calypso Sparkles.

Playing

- I can play Calypso and accompany it with chords and a bassline.
- I can perform my instrumental skills with confidence.

In Year 3:	In Year 4:	In Year 5:	In Year 6
Introduction to rhythmic notation Knowing how to create texture with layers.	Writing own stave notation (rhythmic notation)	Stave notation and introducing pitched notation	