



Music @



Year Five - Term One



Rationale/Curriculum links...

Pupils will explore the concept of syncopation during this unit exploring this through the following key themes: **Pulse, rhythm, melody, listening and appraising, performing, singing and composition.**

Pulse - The pupils will explore the time signatures of 2/4 and 4/4 using three contrasting tempos with syncopation within the piece.

Rhythm - Pupils will explore the concept of syncopation further by using dotted rhythms within the time signature is 2/4 & 4/4 exploring tempi too.

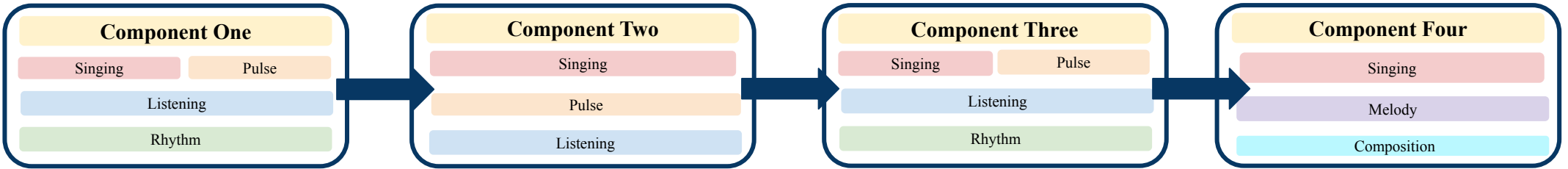
Melody - Pupils will explore and perform melodies with 5-8 note ranges captured in different formats for recreation.

Active listening and appraising - Pupils will pick and perform syncopated rhythms from a range of genres.

Performing - Pupils will perform 5-8 note melodies with more complex rhythms incorporated.

Singing - Pupils will sing melodies with a 5-8 note range in two part harmony performed in time with accuracy and expression.

Composition - Pupils will compose with 5 notes up to 4 bar melodies with different tempos focusing on how to use syncopation.






Component One

Singing: Sing **Do Ron Ron** in two parts. Identify and clap back syncopated rhythm of *Do ron ron do do ron ron* as an ostinato whilst stamping the pulse.

Pulse: Complete both activities at two different tempos – Adagio (70BPM) and Allegro (120BPM)

Listening: Listen to **He's a Pirate** and stamp the pulse. Encourage the children to feel the off beat rhythms against this pulse. Children could clap some off beat rhythms whilst stamping.

Rhythm: Using **Rhythm Grids on Charanga**, create a syncopated rhythm using quavers and their rests alongside crotchets and minims.


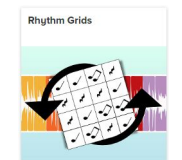





Component Two

Singing: Play the game 'Don't clap this one back' with the children with syncopated rhythms. Sing My Paddle's Keen and Bright whilst stamping/clapping/clicking the pulse.

Pulse: Using the Rhythm Grids, create a syncopated rhythm using crotchets, quavers and minims with their equivalent rests but also include pitched notes.

Listening: Listen to Vaughan Williams English Folk Song Suite (1) which is a march. Children will identify the instruments used and the number of beats per bar. They may recognise the 2 feel. Discuss why the tempo changes and how this affects the mood of the piece.

Component Three

Singing:

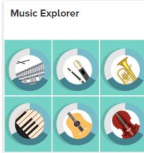
Sing Calypso Carol whilst clapping back the clave rhythm which is syncopated. Listen to London is a Place For Me. Ask children to clap the clave rhythm along to this piece. Pick out the features of the piece which make it a calypso emphasising the importance of syncopation.



Pulse:



Listening:



Rhythm:

Use **Music Explorer** to compose an 8 bar rhythm using notation (including pitch). Allow the children to use 5 notes in reggae style with different tempos. Children could then try performing their peer's rhythms either on instruments or using body percussion and improving them together.

Component Four

Singing:

Sing **Four White Horses** whilst stamping pulse and clapping the rhythm. Play the clapping game along to this at different tempos (Adagio 70 BPM and Allegro 120 BPM).



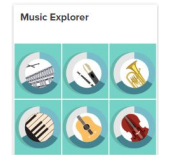
Melody:

Play the first phrase of the piece on instruments. See whether the children can identify the pitches independently with the starting note provided on their given instruments.



Composition

Provide the children with bar one of the piece and play this together on chosen instruments or singing. The pupils then compose the next few bars independently either on instruments or vocally changing the original song. A backing track or metronome could be used here. Pupils could then perform this back to their friends and try each other's compositions.



Key Vocabulary

Syncopation - Rhythms where the emphasis is not on the main beat – common in jazz music <https://youtu.be/kZ4BxOKn9O8>

Adagio – Adagio is a musical tempo meaning play slow 70 bpm.

Allegro - Allegro is a musical tempo meaning play quickly 120 bpm.

Presto - Presto is a musical tempo meaning at a rapid tempo 140-150 bpm.

Calypso - Calypso is a style of music as well as a style of dance and song which originated in the Caribbean. It is a descendant of African and West Indian folk music and resembles the samba of Latin America.

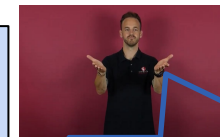
Call and response - Call and response is a performance style with a singing lead who is imitated by a chorus of followers.

Ostinato – Ostinato is a pattern of rhythms or pitches that are repeated in a cycle

Click here to access Kodaly [MUSICTRAX SING 1 \(so, mi\)](#)

Click here to access

- Cobbler, cobbler
- Here I come
- Magic Fingers
- Mary Anne



Further Resources:

A hyperlink to a demonstration of the game, don't clap this one back. The children listen and repeat all rhythms clapped but if they hear the don't clap this one back rhythm they don't repeat it. This rhythm can be adapted to whatever is being covered.

Musical Contexts



Forward Clave Rhythm



Instrumental version of Calypso Carol for singing.

Notation for the forward clave rhythm with an audio file demonstrating the rhythm to be clapped.

CALYPSONIANS

Information video on Calypso Music.